

Connection to College Mission

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The Department of English and Foreign Languages at Cerro Coso Community College provides the skills in communicating ideas and information that are at the heart of a program of higher education. In particular, we teach writing and reading classes supporting under-prepared students advancing to regular level English courses and fulfilling prerequisites required by some departments; degree-level proficiencies in composition and reading; transfer-level skills in composition, reading, and public speaking; and appreciation of language-based arts and humanities. The Department of English and Foreign Languages also feels strongly that students must be more than minimally prepared to succeed in today's university and work place settings. The mission of foreign languages, including American Sign Language, is to promote student success and critical thinking by providing quality instruction and services. The department has three primary missions in support of the programs as follows: 1. Transfer -- The department prepares students for transfer to private four-year, CSU, and UC institutions. 2. General Education -- The department provides elective and required courses that can be used to complete degrees in various other departments and programs at Cerro Coso, as well as the General Education degree and the Liberal Arts: Arts and Humanities degree. Many of these courses fulfill the CSU and IGETC transfer requirements. 3. English AA-T -- The recently approved AA-T in English creates a pathway for students who plan to complete a Bachelor of Arts in English at a California State University. With the completion of the degree, students will possess foundational knowledge and skills that comprise the core content of the first two years of many four-year programs in English.

Save Section

Back To Progress Guide

Instructions

Describe how your department/unit contributes to the college mission. The previous year's entry has been supplied for you.

College Mission

The mission of Cerro Coso Community College is to provide outstanding educational programs and services tailored to the students in the communities and rural areas we serve. We demonstrate a conscious effort to produce and support student success and achievement through traditional and distance delivery.

To accomplish this mission we will provide:

- transfer and career technical education
- remedial instruction
- comprehensive support services
- learning opportunities that develop ethical and effective citizenry
- continuing education that is compatible with the institution's primary mission



About the College

- Welcome from the President
- Cerro Coso Promise
- Why YOU Should Attend CCCC
- Our Mission & Guiding Principles
- College Goals
- CCCC & KCCCD
- Campuses & Centers
- Campus Safety & Contact Info
- Alumni
- CCCC Foundation
- Student Housing
- College Repair & Upgrade Needs
- Institutional Research



Our Mission and Guiding Principles

Mission

The mission of Cerro Coso Community College is to improve the life of every student it serves. Through traditional and distance delivery, Cerro Coso Community College brings transfer preparation, workforce education, remedial instruction, and learning opportunities that develop ethical and effective citizenry to the rural communities and unincorporated areas of the Eastern Sierra. In doing so, we promise clarity of educational pathways, comprehensive and equitable support services, and a commitment to equity.

Vision

Cerro Coso Community College will be the first choice in higher education for the Eastern Sierra region, a source of programs and services for tomorrow's workforce, a model for student learning, and a valued partner with education and business in its communities.

Values

The values at Cerro Coso Community College provide the foundation for all academic, student support, and administrative services:

Educate

- We are committed to student learning and achievement
- We pledge to safeguard equal educational opportunities and promote student success for all students
- We provide students with a clear set of course-taking patterns and provide integrated and equitable support services to help students choose a path and stay on the path

Innovate

- We encourage individual and collective creativity in a rapidly changing world
- We implement best practices that facilitate and encourage innovation and success

Inspire

- We celebrate the diversity of each individual student, staff, and faculty
- We foster community partnerships and the relationships we build with them

Serve

- We model a culture of lifelong learning
- We support local economic and workforce development in our communities

Strategic Goals

1. Maximize Student Success
2. Advance Student Equity Measures
3. Ensure Student Access
4. Enhance Community Connections
5. Strengthen Organizational Effectiveness

Institutional-Set Standards

Student Achievement Rates

| Metrics | Standards Set in 2015 | 2015 Results | 2016 Results | 2017 Results |
|------------------------------|-----------------------|--------------|--------------|--------------|
| Successful course completion | 64% | 71.0% | 70.2% | 74.2% |
| Degrees | 175 | 343 | 307 | 381 |
| Certificates | 55 | 183 | 145 | 149 |
| Transfer | 150 | 185 | 158 | 176 |
| Basic skills course success | 50% | 56.2% | 55.8% | 53.7% |
| Online course success | 57% | 61.7% | 62.0% | 66.4% |

Examination Pass Rates

| Metrics | Standards Set in 2015 | 2015 Results | 2016 Results | 2017 Results |
|---------------------------|-----------------------|--------------|--------------|--------------|
| Licensed Vocational Nurse | 65% | 78% | 84% | 88% |
| Emergency Med Technician | 65% | 86% | 63% | 77% |

Job Placement Rates

| Metrics | Standards Set in 2015 | 2015 Results | 2016 Results | 2017 Results |
|------------------------------|-----------------------|--------------|--------------|--------------|
| Administration of Justice | 50% | 77.3% | 78.7% | 93.3% |
| Business | 50% | 45.8% | 50.0% | 60% |
| Business Office Technology | 50% | 36.4% | 38.5% | ** |
| Child Development | 50% | 61.0% | 56.8% | 67.5% |
| Computer Information Systems | 50% | 28.6% | 0% | 58.3% |
| Emergency Med. Technician | 50% | 50.0% | 46.2% | 81.3% |
| Human Services | 50% | 60.0% | 43.8% | 72.7% |
| Licensed Vocational Nurse | 50% | 72.7% | 63.6% | 88.6% |
| Medical Assisting | 50% | 66.7% | 0% | ** |
| Paralegal | 50% | 50.0% | 50.0% | 50.0% |
| Web Design | 50% | 42.9% | 38.5% | 63.6% |
| Welding Technology | 50% | 65.0% | 52.0% | 65.5% |

** Cohort too small, numbers withheld for privacy reasons

Cerro Coso Community College
3000 College Heights Blvd.
Ridgecrest, CA 93555-9571

CAMPUSES & CENTERS

Ridgecrest/IWV Campus
Cerro Coso Community College
3000 College Heights Blvd.
Ridgecrest, CA 93555-9571

Phone: (760) 384-6100
Fax: (760) 384-6270

- Parking
- Campus Info (including maps)
- Google Maps

COLLEGE

- Accreditation
- Institutional Effectiveness
- Institutional Research
- Curriculum Instruction Council
- Faculty and Staff

- Facebook
- Twitter
- YouTube

RIGHTS & REPORTS

- Clery Report
- Consumer Information
- Student Right to Know
- Site Disclaimer
- Report Ethics Violations

PDF READERS

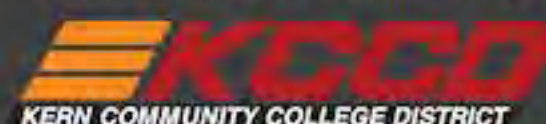
This web site uses files in Adobe Acrobat Portable Document Format (pdf). To view or print these files you must install the free Adobe Reader or another PDF reader program.

» Download Adobe Acrobat Reader

CONTACT

- Contact Information
- Directory
- Human Resources
- Campus Safety & Security
- Site Map

Contact the Webmaster



objective data that departments and units can use as a context for designing and implementing strategies for improved effectiveness.

At the district level, the educational master plan serves as a basis for KCCD's **plan for capital construction**. This once-every-five-year plan is required by Education Code, section 81820, and is submitted at a district level. At KCCD, it is created for and submitted to the Chancellor's Office after all three colleges have completed their master plans and received approval from the board of trustees.

Cerro Coso Community College Background and History

Cerro Coso Community College was established in 1973 as one of three colleges within the Kern Community College District. However, educational programs and services have been present in Ridgecrest, where the Indian Wells Valley campus is presently located, since 1951. Cerro Coso provides educational services to a population of about 85,000 distributed over a service area of over 18,000 square miles – the largest community college service area in California. Such a large area requires multiple physical sites in order to provide quality learning. Cerro Coso Community College has met this requirement by offering instruction and services to an approximate FTES of 2,850 students at six campus locations and through distance education.

The 320 acre Indian Wells Valley Campus (I WV), at Ridgecrest, California is located in the upper Mojave Desert, 160 miles northeast of Los Angeles and 120 east of the District Office in Bakersfield, and serves a population of about 28,000. This campus serves about half of the student population of the college and houses most of the college administration. The Eastern Sierra College Center is north of the I WV campus and serves the communities of Inyo and Mono counties. The center operates two campuses, one in Bishop 120 miles north of Ridgecrest, and another in Mammoth Lakes which is an additional forty miles north. Forty-five miles west of the I WV campus, the Kern River Valley campus serves communities near Lake Isabella. The East Kern campus is seventy miles south of the I WV campus and is housed on Edwards Air Force Base. This center provides educational services to military and civilian personnel on the base and to the residents of nearby communities. The college's most recent campus location, Tehachapi, was established in 2014 and received official status with ACCJC in 2016. Finally, the college serves inmates in two correctional facilities within its service area: California City Correctional Facility (CAC) and the California Correctional Institution (CCI) in Tehachapi.

In an effort to respond to the needs of individuals who cannot attend classes at one of the College's five physical locations, the College established CC Online. This program has been fully reviewed by the regional accrediting agency. It currently provides 46 online degree and certificate programs and over 160 courses distributed over 350 sections each year with complete online support services, including matriculation, textbook purchasing, and library support.

College Guiding Principles

Mission

The mission of Cerro Coso Community College is to provide tailored programs and equitable services to the students in the communities and rural areas we serve. We demonstrate a conscious effort to produce and support student success and achievement through traditional and distance delivery. To accomplish this mission we will provide:

- Degrees and certificates in transfer and career technical education,
- Remedial instruction
- Comprehensive support services
- Learning opportunities that develop ethical and effective citizenry, and
- Continuing education that is compatible with the institution’s primary mission

Vision

Cerro Coso Community College will be recognized as a leader in higher education, a source of programs and services for tomorrow’s workforce, a model for student learning, and a partner with its diverse clientele and communities.

Values

The Values at Cerro Coso Community College provide the foundation for all student, academic, and community activities.

Educate

- We are committed to student’s learning and achievement;

Innovate

- We encourage individual and collective creativity in a rapidly changing world;
- We implement best practices that facilitate and encourage innovation and success;

Inspire

- We model a culture of life-long learning;

Serve

- We celebrate the diversity of each individual: student, staff, and faculty;
- We strive to deliver equitable services to all students at all sites; and
- We foster community partnerships and the relationships we build with them

Institution-Set Standards

Institution-Set Standards

| | |
|------------------------------|-----|
| Successful Course Completion | 64% |
| Degrees | 175 |
| Certificates | 55 |
| Transfer to 4-yr Colleges | 150 |
| Basic Skills Course Success | 50% |
| Online Course Success | 57% |

About the College

Guiding Principles

Mission

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Serve

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- We support local economic and workforce development in our communities

Strategic Goals

Strategic Goal #1: Maximize Student Success

Strategic Goal #2: Advance Student Equity Measures

Strategic Goal #3: Ensure Student Access

Strategic Goal #4: Enhance Community Connections

Strategic Goal #5: Strengthen Organizational Effectiveness

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Participatory Governance Model Handbook

This document serves to provide an overview of the participatory governance process at Cerro Coso Community College: how decisions are made and the linkage among various constituent groups. This document strives to demonstrate how those constituent groups' items and issues of concern are brought forward to the college president to ensure that all parties are heard and represented. This document also provides information regarding the procedures and responsibilities of the College Council, its associated and reporting committees, and its representatives.

Introduction and Purpose

Cerro Coso Community College hereby establishes a model for participatory governance to facilitate broad participation and involvement in college decision-making by all members of the college community, including students, faculty, classified staff, and administrators. However, Kern Community College District (KCCD) board policy grants the ultimate authority and responsibility for all decisions to the college president. In keeping with the spirit of the Education Code of the state of California, the success of participatory governance at Cerro Coso depends upon the levels of cooperation and trust attained, the values shared, and the consensus achieved among all college constituencies. The goal of the participatory governance process is to bring together all constituent groups in order to facilitate the development of college-wide recommendations to the president.

Participatory governance at Cerro Coso must also function harmoniously with, but separate from, collective bargaining laws and the negotiated agreements between the respective employee bargaining units and KCCD. The California School Employees Association (CSEA) and the Community College Association (CCA) represent the college classified staff and the faculty, respectively, in all matters pertaining to hours, wages, and working conditions. The Cerro Coso Community College Academic Senate also has rights and responsibilities that are defined in AB1725 (commonly referred to as "10 + 1" rights) and reflected in board policy. With very few exceptions, KCCD relies primarily upon the advice and judgment of the academic senate for 10 + 1 academic and professional matters.

This participatory governance model strives to function within:

- California Education Code,
- California Code of Regulations Title 5,
- KCCD board policies, and
- the collective bargaining agreement(s) with CCA and CSEA

Value of Participatory Governance

Participatory governance is a process and structure designed to enable those who work and study in an academic institution to share the responsibility for planning and guiding the institution's direction and for the implementation of recommendations and decisions. While decisions are not always based on majority rule due to a number of factors, participatory governance shares the democratic belief in the inherent equality and dignity of persons and the goal of promoting mutual benefit and individual liberty through an open deliberative process.

It is this process that, when embraced by its participants, can lead to effective governance and can result in an environment of innovation, respect, collaboration, and collegiality.

Structure of Participatory Governance

KCCD Process of District Wide Decision Making

The chancellor, through delegated authority of the board of trustees, has numerous committees, councils, and other groups who provide advice, recommendations, and/or formal proposals related to policies and procedures and other decisions necessary to the operation of the district. This participatory governance structure provides the chancellor with advice and recommendations, but it is the chancellor who has the responsibility for deciding on the route a proposal will take and on its final disposition. The complete KCCD decision making process is

captured in the document Elements of Decision Making posted to the RCCD website. See also the chart on page 10.

Cerro Coso Community College Process of Decision Making

Participatory governance at Cerro Coso Community College relies on advisory committees, each concerned with functions critical to the well-being of the college community. The decision-making process occurs through recommendations to the president from College Council. Sub-committees, associated committees, and constituent groups present items to College Council for consideration. College Council then considers the submissions, engages in dialogue, and makes final recommendations to the president. Although the authority to make decisions for the college rests with the president, great responsibility lies with the recommending bodies to provide the president with the information needed to make the decisions that are in the best interest of the college and its students. See chart on page 11.

College Council is structured to serve as the primary recommending body to the college president and works closely with associated and reporting committees to inform the work of the council and its constituents. College Council does not develop policy but may establish guidelines as recommended by the standing committees and task forces. Information is provided on a regular basis by representatives of human resources, the Cerro Coso Community College Foundation, and facilities construction.

Other governance and representative groups at the college include:

- Academic Senate (academic and professional matters of full- and part-time faculty)
- Administrative Cabinet (management)
- California State Employees Association (CSEA) (working conditions of permanent full-time and part-time classified staff)
- Classified Senate (governance matters of all classified staff)
- Community College Association (CCA) (working conditions of full- and part-time faculty)
- Student Government of Cerro Coso (SGCC) (students)

College Council

College Council is primarily responsible for setting the mission, vision, values, institution-set standards and institutional priorities (or strategic goals) of the college. The mission, vision, values, institution-set standards, and institutional priorities are reviewed every three years to ensure appropriateness, relevance, and currency. In all its actions, College Council places the highest value on building communication and trust with the entire college community, and in using consensus to reach its decisions. It defines a shared vision that has college-wide support. It integrates the planning efforts of all organizations within the college. It makes recommendations regarding district policy, college procedures, instruction, student services, facilities, financial planning, staffing, and organizational development. And it defines the roles of, gives direction to, and coordinates operations of sub- and associated committees where appropriate.

Each constituent group retains all rights granted it by state law, the Education Code, Title 5, board policy, and negotiated collective bargaining agreements. These groups cannot give away those rights. Access to College Council is available to constituent groups through their designated representatives. College Council actions and activities are communicated via a shared workspace located on the college website and Inside CC. Representatives will be responsible for communicating issues and information to their constituent group and for providing feedback and input which has been requested by College Council.

The college president and the academic senate president shall co-chair College Council. The co-chairs shall be responsible for reviewing minutes and creating agendas that reflect the areas of responsibility of College Council. The agenda building process will allow for agenda suggestions from all College Council members and members of the college community. As a college work group not established through state law, College Council is not a Brown Act Committee.

Structure of College Council

College Council is structured to serve as the primary recommending body to the college president and works closely with associated and reporting committees to inform the work of the council and its constituents. College Council does not develop policy but may establish guidelines as recommended by the standing committees and task forces. The college president and the academic senate president shall co-chair College Council. The co-chairs shall be responsible for reviewing minutes and creating agendas that reflect the areas of responsibility of College Council. The agenda building process will allow for agenda suggestions from all College Council members and from members of the college community.

Members from the various constituent groups bring items of concern to College Council through their representative or through an appropriate standing committee. When items are brought from committees or constituent groups to College Council, the proposal is discussed, accepted, rejected, or sent back to the originating group for additional information. Similarly, once an item has reached the college president, the president has the same options as College Council. However, if the college president does not accept the recommendations of College Council, the reasons for not accepting the recommendation(s) will be made in writing, in a timely manner, to the members of College Council.

The associated and reporting committees of College Council are: (see Appendices A-J for committee information)

Reporting

- Facilities Committee
- Safety & Security Committee
- Technology Resource Team
- Student Success and Support Council

Associated

- Accreditation Steering Committee
- Budget Development Committee
- Institutional Effectiveness Committee
- Professional Development Committee

Role of College Council

Specifically, College Council

- serves as the chief advisory body to the college president
- serves as the participatory recommending body of the college
- develops a shared vision, mission, and strategic goals for the college
- factors the college mission into all recommendations
- recommends the annual college budget
- evaluates the effectiveness of the participatory governance process
- provides a conduit for receiving and disseminating information college-wide
- oversees and assesses the strategic direction of the college
- assesses progress on the College's strategic goals annually

College Council Membership

College Council recommends that representative term limits should be two-to-three year terms at the discretion of each senate or representative selection committee. Note: The president's assistant serves as permanent note-taker for College Council.

- President, co-chair
- Academic Senate President, co-chair
- Vice President, Instruction
- Vice President, Student Services
- Vice President, Fiscal and Administrative Services
- Mid-level Management, one representative
- Faculty, four representatives in the areas of Career Technical Education, Letters and Sciences, Student Services, member at large
- CCA, one representative (at least one of the five faculty representatives should be from a non-main campus location: ESCC, KRV, EK, or Tehachapi)
- Classified Senate, one representative
- CSEA, Chapter 617, two representatives
- Student Government, the SGCC President and one additional representative
- Director, Eastern Sierra College Center
- Director, East Kern Center and Kern River Valley

Evaluation and Assessment

College Council conducts an annual assessment of the effectiveness of the participatory governance process in general and of College Council specifically. This assessment is conducted through surveying the College Council representatives of all constituent groups as well as the college community as a whole. Where feedback suggests areas for improvement, focus groups may be conducted to further evaluate a problem area for more specific information and the development of an improvement plan. Results of this assessment are reported out at College Council, and gaps to be addressed are reported out through the governance process and messaged in college communications such as the president's weekly brief or the Progress Report.

College Constituencies

These constituency groups contribute to the participatory governance process and are made up of entities that, because they are constituted by state law, fall under the Brown Act.

Academic Senate

Purpose

The Cerro Coso Community College Academic Senate is the official organization for the professional development and support of all college faculty members.

Membership

Membership includes all full- and part-time certificated staff members, excluding administrators.

Responsibilities

Title V §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Section 53200 (c) “Academic and professional matters” means the following policy development and implementation matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate

Faculty Union (KCCD CCA/CTA/NEA)

Purpose

The primary purposes of this association is to represent its members in their relations with their employer, and to seek to be the exclusive representative of appropriate units of college employees in all matters relating to employment conditions and employer-employee relations including, but not limited to, wages, hours, and other terms and conditions of employment;

Membership

KCCD CCA represents all faculty (full-time and adjunct) of KCCD including Cerro Coso Community College. Paid membership is voluntarily and open to all faculty, full- and part-time.

Responsibilities

As established in its by-laws, CCA

- forms a representative body capable of developing group opinion on professional matters to speak with authority for teachers
- implements the Association’s policies and goals through negotiations with the Kern Community College District
- provides an opportunity for continuous study and action on problems of the profession including, but not limited to, political and legislative activities
- provides a means of representation for its ethnic, minority, and other historically underrepresented members

- promotes professional attitudes and ethical conduct among members
- encourages cooperation and communication between the profession and the community
- fosters good fellowship among members.

Administrative Cabinet

Purpose

The Administrative Cabinet meets monthly to discuss matters affecting the college and to be certain that tasks will be accomplished in a timely manner. The cabinet is accountable to the president, the RCCD chancellor, and the board of trustees for the efficient and effective operations of the College and stewardship of the public trust. The Administrative Cabinet does not fall under the Brown Act, nor does it operate under a constitution

Membership

All educational and classified administrators as well as the assistant to the president participate in Administrative Cabinet meetings.

Responsibilities

- Maintain the direction of the college in compliance with education code, regulatory code, board policy, collective bargaining agreements, and standards of accreditation
- Assure that student needs are being met
- Assure that instruction is carried out as approved by the Curriculum and Instruction Council and that student learning outcomes are established, assessed, and lead to improvements in student learning and achievement
- Direct the faculty and staff of the college to support the mission, vision, and values of the district and the college within the guidelines of state law, accreditation standards, board policy, and any pertinent labor contracts
- Maintain the facilities and support services of the college so that the mission may be accomplished.

Classified Senate and California State Employees Association (CSEA)

Purpose

The Classified Senate serves as one of the official organizations for the professional development and support of the college's classified staff, providing a central mode of communication and to promote the well-being of the Classified Staff. CSEA is the bargaining unit for the classified employees. Under Senate Bill 235, CSEA was granted additional rights as the exclusive representative in regards to labor bargaining issues within the decision making process. Together, these two bodies collectively have chosen to represent classified in a spirit of collaboration in the best interest of the classified members in participatory governance.

Membership

Classified Senate and CSEA include all members of the full-time and part-time permanent classified staff.

Responsibilities

- Develop and periodically review, and revise, as necessary, a constitution and by-laws
- Select representatives to College Council. The selection will be determined according to the process outlined between the Classified Senate and the CSEA, Chapter 617

- Take responsibility for an active role in participatory governance, develop a classified staff perspective on college issues and proposals, and provide input to and receive information from College Council Representatives
- Provide for a direct communication link between individual members and College Council
- Develop Senate standing committees, as necessary, and submit their functions and membership to College Council for review and recommendations

Student Senate

Purpose

The Student Senate is the official organization of the Student Government of Cerro Coso, which provides for representation of all approved clubs and other student groups.

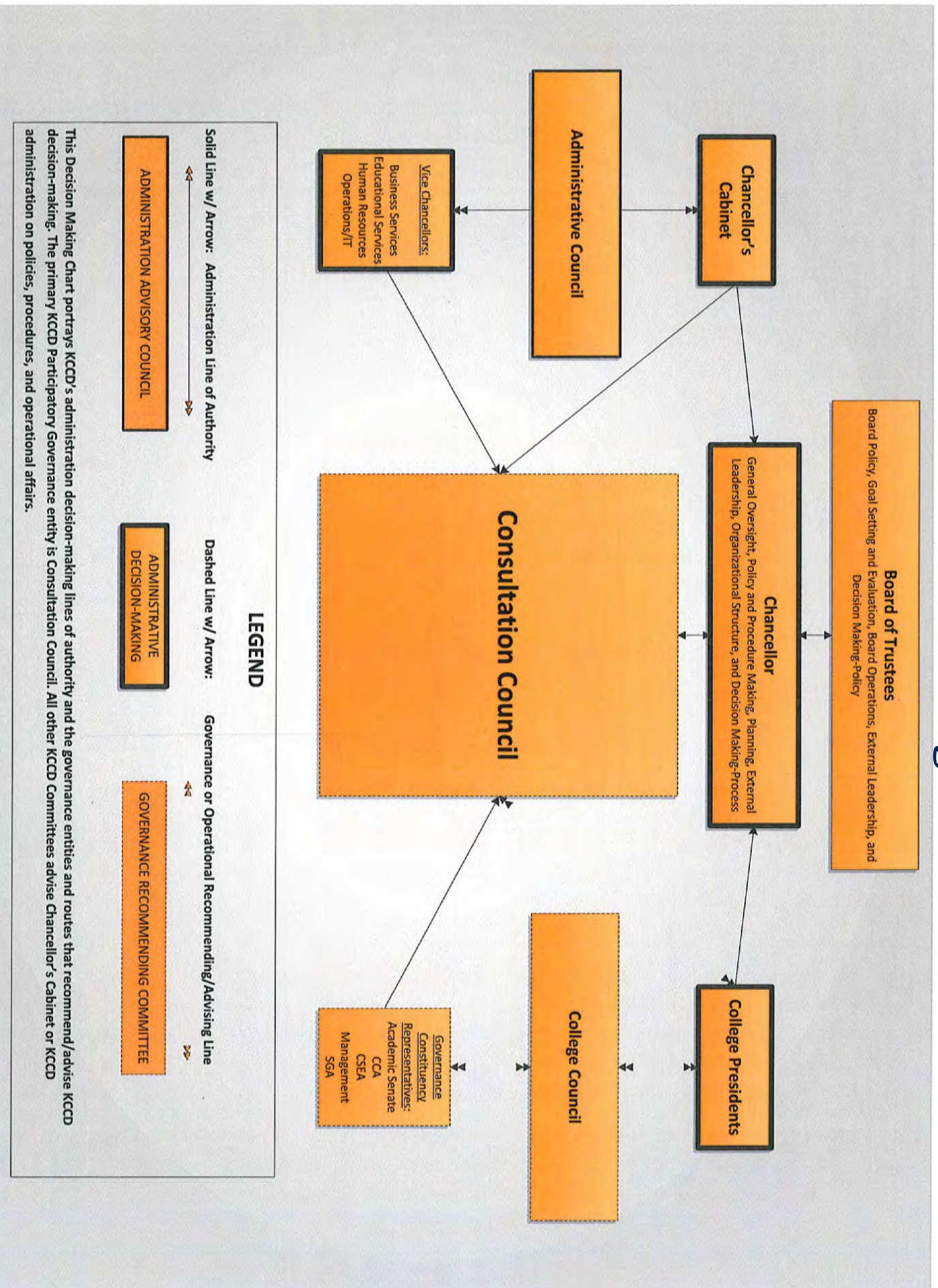
Membership

The Student Senate includes all interested students and student representatives of approved clubs and other student organizations.

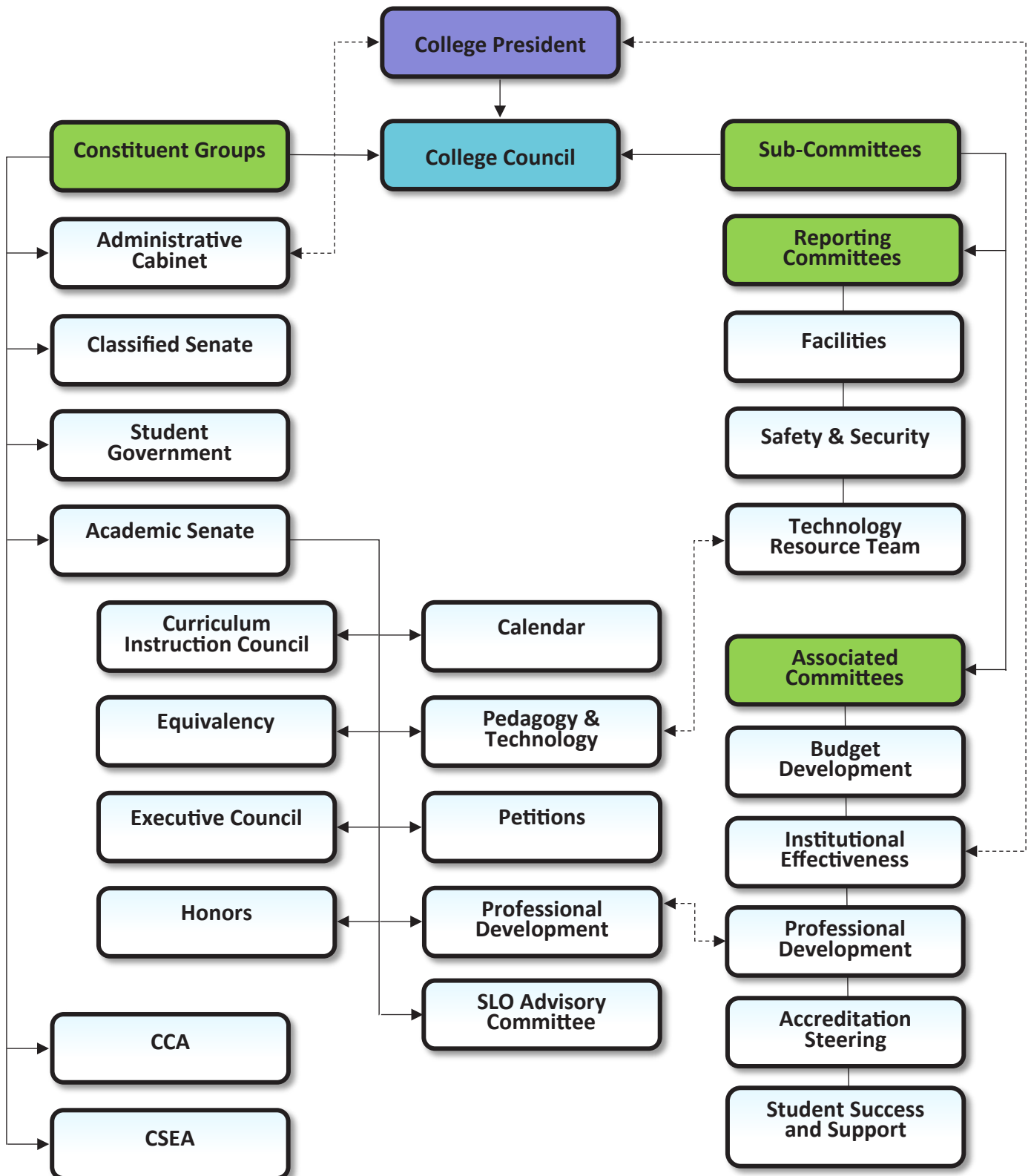
Responsibilities

- Establish a constitution and bylaws
- Develop processes for selecting the student representatives on College Council and sub- and associated committees, as appropriate
- Take responsibility for an active role in participatory governance
- Develop student perspective on campus issues and proposals, and provide input to and receive information from, College Council Representatives
- Provide a forum to discuss college issues and facilitate communication between students and staff
- Provide for a direct communication link between individual students and College Council
- Develop, as necessary, Senate standing committees, and submit their functions and membership to College Council for review and recommendations

KCCD Decision Making Flow Chart



Cerro Coso Community College Functional Mapping for Decision Making Chart



Procedures for College Council and Its Committees

Agendas

Agendas should be posted 72 hours in advance as a best practice. Action items appearing on any agenda must be specific. Agendas should include the following.

- Date, time, and location
- Committee purpose or mission statement
- CCCC mission
- Meeting facilitator
- Approval of previous meeting minutes
- Discussion items
- Information items
- Committee reports
- Future meeting dates
- Future agenda items and review of action items of current meeting

See Appendix K for an agenda template.

Minutes

Minutes should be kept for all committee meetings; this includes standing committees. Any handouts that were passed out must be kept attached to the minutes. Minutes are the primary tool for communication and serve as a reporting method and a means of distributing information to constituent groups. Minutes should be distributed to committee members within one week following a meeting in draft form for review and input. Minutes should be reviewed and approved at the next meeting of the committee. Minutes should be posted to the governance location on the college website.

Minutes should include:

- Date, time, and location of the meeting
- Type of meeting
- Name(s) of meeting facilitator(s)
- A listing of members present, members absent, and guests present
- Committee's purpose or mission statement
- Added action items
- Summaries of reports given
- Decision or action taken on all action items, who was responsible, and when completed
- Future meeting dates
- Time meeting was adjourned

See Appendix L for a minutes template.

Meeting Schedule

College Council meets twice a month during the primary terms of fall and spring semesters. Meetings are held during the summer session rarely and only if absolutely necessary. The college president shall be responsible for providing all necessary clerical support for College Council, including a recorder for all College Council meetings.

All associated and reporting committees are expected to meet at least once a month in order to provide a conduit for information to get out to constituent groups and feedback to be generated for reporting back to College Council in a timely manner. The chair is responsible for arranging for all necessary clerical support for each associated and reporting committee.

Conducting Meetings

Quorum

A quorum consists of a majority of the voting members. Substitutes for members are allowed on a meeting-to-meeting basis and may vote, with the exception of chair elections.

Voting

All voting must be public. For College Council itself, a motion passes if there is consensus. Lack of support by three or more voting members indicates an absence of consensus. For associated and reporting committees, a motion passes if a majority of those present vote in favor of the motion.

Absences

Because of the importance of all college constituencies being represented effectively in the participatory governance process, members of College Council or its associated and reporting committees are expected to attend all regular meetings. Members can send substitutes in their absence, if appropriate. As indicated above, substitutes may vote except for chair elections.

Changes to Committee Representation

In the event that an associated or reporting committee of College Council determines that its representation should be modified, the Chair of the Committee should bring a recommendation forward to College Council in the same way that other recommendations are brought before the Council.

Committee Websites

College Council and each participatory governance committee is expected to post meeting agendas, materials, and minutes in the location available from the college website reserved for that purpose. The primary purpose of this site is to serve as a college-wide resource and repository of committee documentation and information. The website should be kept current and have a means to contact committee representatives. Information available on the website should include, but not be limited to:

- Mission/Charge/Purpose
- Committee Chair
- Membership (including areas represented)
- Term Limits

- Minutes
- Agendas
- List of scheduled meetings

Institutional Planning

College Council integrates the institutional planning efforts of all organizations within the college. As previously mentioned, College Council sets the direction of the college through the assessment and review of the college's mission, vision, values, institution-set standards, and strategic goals. In addition, College Council plays a fundamental role in the annual integrated planning effort to ensure that all departments and units are participating in the process and that all constituent groups are represented for report-outs, discussions, and recommendations.

Review and Revision of the Mission and Other Guiding Principles

The mission, goals, vision, and values of Cerro Coso Community College define the college's purpose and identity and are the basis for institutional planning and the evaluation of institutional effectiveness. Institution-set standards are established, assessed, and published with respect to student achievement in relation to the institution's mission. And institutional priorities are set for the purpose of continuously improving student learning and achievement of the mission. In order to ensure that programs and services are aligned with the purposes of the college and district, as well as designed and organized to serve immediate and long range community needs, a formal procedure is established for the regular review and revision of mission statement and other guiding principles.

Systematic Three-Year Review

The mission statement, vision, values, institution-set standards, and strategic goals are reviewed once every three years in concert with RCCD's three-year district-wide planning effort. Starting in the most recent cycle, the colleges took the lead in reviewing and revising their guiding principles first in the spring of 2018, to be followed by a review and revision of RCCD's guiding principles in the fall.

The college president calls an ad hoc committee to accomplish this task instead of charging it directly to College Council. This ensures a broad base of input from engaged stakeholders. College Council still receives the report from the committee, discusses the review, reports to stakeholders for feedback, and votes to recommend to the president.

Triggered Review

An off-cycle review and revision may be called at any time by the president if recommended to do so by College Council or if, in the president's judgment, circumstances warrant it. Examples of such a triggering event might be:

- change in the California Community College system direction or focus
- sudden or profound demographic shifts in the service area
- significant local or state-wide economic developments
- other substantial variation in system status or student and community need

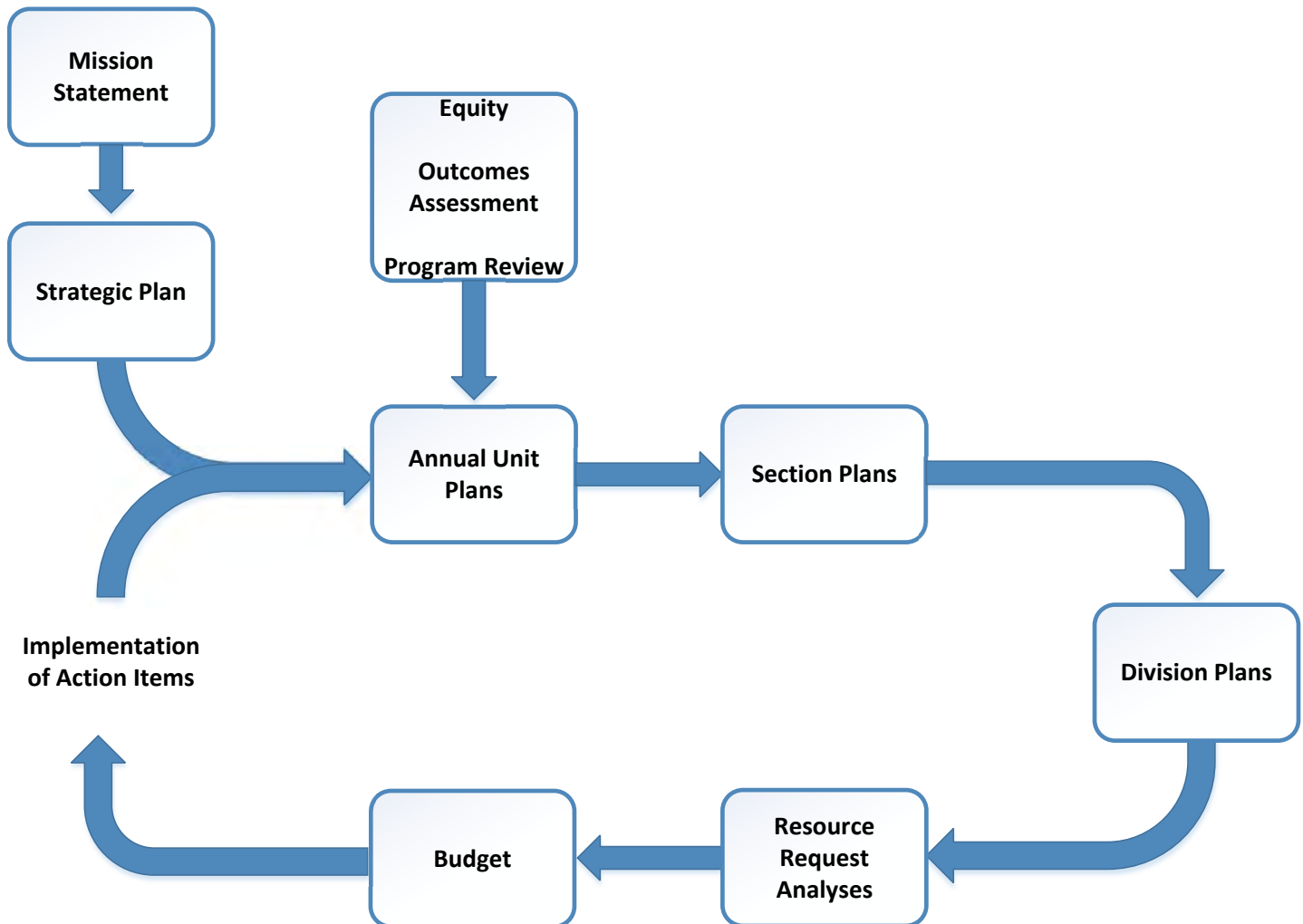
If it is found through the triggered review process that revisions to the mission statement and/or priorities are advisable, College Council will recommend that the president lead a process charged with the following:

- Conducting a thorough evaluation of the existing mission statement and planning priorities in light of the triggering condition.
- Holding informational forums for both internal and external constituencies at all campus locations to increase dialogue and gather the widest possible input.

- Drafting a revised mission statement and/or planning priorities. A revised mission statement must conform to the California Community College charge, Accreditation Standards, and the Kern Community College District mission. Planning priorities must be stated in measurable terms so that the degree to which they are achieved can be determined and widely discussed.
- Submitting revised statements and justifications for the recommended changes to College Council for discussion and refinement.
- Managing Board of Trustees approval pursuant to established governance procedures. If the process results in a revised mission statement, a substantive change proposal will be filed with the Accrediting Commission for Community and Junior Colleges (ACCJC)

Annual Integrated Planning Process

Annually, beginning in October, departments develop and present annual unit plans (AUP's) to College Council. The AUP's inform section plans (November) and division plans (December), which in turn inform the resource request analyses for staff, facilities, marketing, information technology, professional development, and, starting in fall 2018, institutional research (February). These plans drive resource allocation and the yearly development of the college budget (April). The diagram below represents this annual institutional planning cycle, and the chart that follows provides a list of all college planning documents, frequency, and person responsible.



| Document | Responsible Position | Frequency |
|---|---|-----------|
| Institutional Self-Evaluation Report for ACCJC | Vice President, Instruction | 7 years |
| Educational Master Plan | Vice President, Instruction | 5 years |
| Program Reviews | Program leads | 5 years |
| Mission Statement, Strategic Plan, and Other Guiding Principles | President | 3 years |
| Unit, Section, and Division Plans | AUP, ASP, and ADP leads | Annually |
| Resource Request Analyses | RRA leads | Annually |
| College Budget | Vice President, Financial and Administrative Services | Annually |

The College Budget

Budget Process

A tentative allocation for the college is determined through the KCCD Budget Allocation Model. A tentative annual budget is prepared in cooperation with the college planning groups and consistent with the strategic planning document of the College. The college budget is prepared to support the unit plans that support the mission and strategic goals of the institution. The college president, the vice president of instruction, the vice president of student services, and the vice president of financial and administrative services review the cost of permanent labor, instructional adjunct and overload costs, and the college reserve. A standardized budget worksheet that provides the current year's adopted budget is disseminated during the integrated planning process to budget managers and faculty chairs to identify and submit all other expenditure requests. The worksheet also includes an area for addressing budgeting instructions.

In the spring, after the resource request analyses have been completed, copies of the budget requests and summary worksheets are provided to the Budget Development Committee, a subcommittee of College Council, which begins the process of compiling the tentative budget. All requests are considered in light of college planning documents and the current fiscal circumstances. Duplication of requests and possible alternative funding sources are also identified during the process. A tentative budget recommendation is then sent back to College Council for review, generally in mid-April. College Council in turn makes a recommendation of the budget to the president to accept.

The final tentative budget recommendation is then taken forward by the president for consideration by the board of trustees, generally in July or August. Once approved, the tentative budget is entered into the Banner system and distributed back to budget managers and faculty chairs to start the new academic year.

Role of the Budget Development Committee

The Budget Development Committee is an associated committee of College Council that is comprised of the college's vice presidents, three faculty representatives, three classified representatives, and a student representative. The role of the Budget Development Committee is to give due consideration to all budget requests and submit a balanced budget proposal to College Council. See Appendix F for more information about this committee.

Role of College Council

Under the authority given to it by College Council, the Budget Development Committee oversees the process of the development of the tentative annual college budget. Once College Council receives the tentative budget recommendation from the Budget Development Committee, the document is reviewed, input is gathered, possible revisions are completed, and final recommendations are made. The budget then moves forward for approval by the college president.

Appendices

Associated Committees

- A. Facilities Committee
- B. Safety and Security Committee
- C. Technology Resource Team
- D. Student Success and Support Council

Reporting Committees

- E. Accreditation Steering Committee
- F. Budget Development Committee
- G. Institutional Effectiveness Committee
- H. Professional Development Committee

Subcommittees

- I. Outcomes Assessment Committee
- J. Program Review Committee

Resources

- K. Meeting Agenda Template
- L. Meeting Minutes Template
- M. Pertinent Title 5 Passages Concerning Participatory Governance

Appendix A

Facilities Committee

Charge

In collaboration with district facilities team members and the college and its departments, to develop plans to identify, prioritize, integrate, acquire, and maintain the facilities and infrastructure of the college. The Facilities Committee assists with the development of long-term plans for supporting the space needs and the capacity for growth of the college in support of the educational master plan, institutional priorities as expressed in strategic goals, and integrated annual plans.

Composition

- Director, Maintenance and Operations (administration) - chair
- Site Directors (administration) (2)
- Faculty representative, Career Technical Education (faculty)
- Faculty representative, Letters and Sciences (faculty)
- Faculty representative, Student Services (faculty)
- Classified representatives (2)
- KCCD District Office Facilities representative (1)
- Student representative (1)

Evaluation and Assessment

Periodic evaluation and assessment is critical to the Facilities Committee to maintain our facilities to the highest standard and learning environment:

- Prioritize projects brought forward by evaluating where they are in the facilities 5 year planning, do the projects support current and or future programs offered by Cerro Coso Community College.
- Success of the approved projects and self-evaluation of the committee will be evaluated through project completion and college surveys.

Appendix B

Safety and Security Committee

Charge

To protect the health and safety of employees, students, community members, and the environment; identify and address health and safety concerns and issues; and inform the college community of safety practices, procedures, and training related to health and safety. Cerro Coso Community College will make every reasonable effort to promote, create, and maintain a safe and healthful environment.

Composition

- Program Manager, Safety and Security (administration) - chair
- Site Directors (administration) (2)
- Faculty representative, Career Technical Education (faculty)
- Faculty representative, Letters and Sciences (faculty)
- Faculty representative, Student Services (faculty)
- Classified representatives (2)
- Student representative (1)

Evaluation and Assessment

Annual evaluation and assessment of the Safety and Security Committee is crucial for the safety of our students and staff.

- Evaluate safety and security by participating in drills and exercises to maintain preparedness at all times.
- Assessment will be determined by success of the drills and response time to complete the drill, additionally assessment will be through college surveys.
- Review of reoccurrence of incidents on campus and ability to respond to those incidents.
- Survey results from students and employees related to safety and security on camp

Appendix C

Technology Resource Team

Charge

To recommend to the College Council technology practices, procedures, standards in planning the areas of instruction and information. TRT's goal is for the advancement of technology in the areas perceived as beneficial by college departments, faculty, staff, and students.

Composition

- Director, Information Technology (administrator) - chair
- Faculty representatives (4)
- Classified representatives (4)
- Student representatives (1)

The following areas should be represented by the mix of members:

- Career Technical Education
- Letters and Sciences
- Web services
- Network administration
- CC Online
- Student services
- Interactive television

Evaluation and Assessment

Continuous evaluation and assessment of the work of the Technology Resource Team are crucial for maintaining quality and pursuing institutional excellence and improvement.

- One of the recommendations that was brought forward from this year's self-evaluation is that we conduct an awareness survey, this survey could be part of a campus-wide committee awareness survey that is sent out to all staff/faculty and students each spring.
- Self-Evaluation of the TRT Committee. Each year, the success of the TRT Committee's own effectiveness will be evaluated through a self-reflection of the work and communications that TRT performed during the past year.

Appendix D

Student Success and Support Council

Charge

Through the integrated efforts of academic and student services, to review and recommend strategies and initiatives designed to help students achieve success. The committee engages in research, analysis and dialogue to guide implementation of initiatives to ensure college access and improve student success.

Composition

- Vice President, Student Services (administration) – chair
- Vice President, Instruction (administration)
- Director, Counseling and SSSP (administration)
- Director, Admissions & Records and Financial Aid (administration)
- Director, Distance Education (administration)
- Site Directors (2) (administration)
- Academic Senate President (faculty)
- Basic Skills Coordinator (faculty)
- Faculty Flex Coordinator (faculty)
- Faculty representative, Career Technical Education
- Faculty representative, Counseling
- Faculty representative, English
- Faculty representative, Letters and Sciences
- Faculty representative, Library
- Faculty representative, Math
- Classified representatives from instruction and from student services (2)
- Student representatives (2)

Evaluation and Assessment

Successful completion of self-evaluation and the following required plans and reports:

- Student Success and Support plans and reports to the state
- Student Equity plans and reports to the state
- Basic Skills plans and reports to the state
- Achieving the Dream plans and reports

Appendix E

Accreditation Steering Committee

Charge

To act as a standing committee to provide ongoing leadership to accreditation recommendations and action plans and provide leadership and direction in the creation of the required interim reports and accreditation self-evaluation report to the Accreditation Commission for Community and Junior Colleges (ACCJC). The purpose of the Accreditation Steering Committee is to

- provide accountability to Standard areas in the process of completing recommendations and actions plans
- participate in the development and review of the required interim reports
- participate as team leaders on assigned standards during the self-study process

Composition

- Vice President, Instruction (administration) - chair
- Vice President, Student Services (administration)
- Vice President, Finance and Administrative Services (administration)
- Manager, Human Resources (administration)
- Director, Maintenance and Operations (administration)
- Director, Information Technology (administration)
- Site Directors (2) (administration)
- Director, Counseling Services and SSSP (administration)
- Academic Senate President (faculty)
- CCA College Chair (faculty)
- Curriculum and Instruction Council Chair (faculty)
- Faculty Flex Coordinator (faculty)
- Program Review Coordinator (faculty)
- Student Learning Outcomes Coordinator (faculty)
- Faculty Member, Counseling (faculty)
- Faculty Member, Library (faculty)
- Experienced College Council Member (faculty)
- Experienced Safety or Facilities Committee Member (faculty)
- Experienced TRT or Ped and Tech Committee Member (faculty)
- Experienced Budget Committee Member (faculty)

- CSEA President (classified)
- Classified Senate President (classified)
- Student Representative (1)

Evaluation and Assessment

- Successful completion of Institutional Self-Evaluation Report and required interim reports

Appendix F

Budget Development Committee

Charge

To recommend, through a transparent, collegial, and inclusive process, a tentative budget to College Council that addresses the college mission and supports the educational master plan, institutional priorities as expressed in strategic goals, and integrated annual plans.

Composition

- Vice President, Finance and Administrative Services (administration) - chair
- Vice President, Instruction (administration)
- Vice President, Student Services (administration)
- Faculty representatives (3)
- Classified representatives (3)
- Student representative (1)

Evaluation and Assessment

Evaluation and assessment by constituent groups of the budget development process and the linkage of resource allocation to planning is incorporated in the College's annual Strategic Planning Survey. Internally, the committee will be assessed through focused discussion (debrief) at the end of each budget development cycle. The focused discussion will address areas such as outcomes of Strategic Planning Survey (if applicable), member understanding of their role, reporting out to constituent groups, having sufficient information to fulfill responsibility, meetings having meaningful discussion, and areas for future improvement.

Appendix G

Institutional Effectiveness Committee

Charge

To provide oversight to the college processes that develop and maintain sustainable continuous quality improvement in the areas of planning, outcomes assessment, program review, and accreditation. More specifically, the purpose of the Institutional Effectiveness Committee is to

- foster the collaboration of faculty, staff, and administration around institutional effectiveness initiatives.
- set and review the processes by which operational units in instruction, student services, and administrative services participate in annual integrated planning that supports the college's mission and institutional priorities, that uses the results of program review and outcome assessment, and that leads to resource allocation.
- develop documents and a schedule for annual integrated planning.
- identify evaluative approaches that yield results useful in institutional planning, resource allocation, and renewal.
- develop and implement regular evaluations of institutional planning, outcomes assessment, and program review and communicate results to internal and external constituents.
- provide oversight of the Outcomes Assessment Committee to ensure that assessment is ongoing, systematic, and used to assess and improve student learning and achievement.
- provide oversight of the Program Review Committee to ensure that program review is ongoing, systematic, and used to assess and improve student learning and achievement.

Committee Membership

- Vice President, Instruction (administration) – chair
- College President (administration)
- Vice President, Finance and Administrative Services (administration)
- Vice President, Student Services (administration)
- College Institutional Researcher (administration)
- Academic Senate President (faculty)
- Faculty Flex Coordinator (faculty)
- Program Review Coordinator (faculty)
- Student Learning Outcomes Coordinator (faculty)
- Faculty representative from the Student Success and Support Council (faculty)
- Classified representatives from instruction and from student services (2)
- Student representative (1)

Evaluation and Assessment

- Annual self-evaluation of the committee's planning goals, together with self-evaluations from the Outcomes Assessment Committee and the Program Review Committee, self-scored with a rubric.
- Biannual satisfaction survey of the college community covering mission, strategic plans, annual integrated planning, outcomes assessment, and program review.

Appendix H

Professional Development Committee

Charge

To facilitate the expansion of knowledge, understanding, and creative expression for professional development of all Cerro Coso staff to allow for individual professional growth plans responsive to institutional goals. More specifically, the purpose of the Professional Development Committee is to

- determine for each academic year professional development needs among faculty, staff, and administration based on college strategic goals, planning initiatives, program review goals, faculty and staff evaluations, and surveys as appropriate
- establish annual professional development goals
- collaboratively propose a yearly calendar of events and activities to support the professional development goals
- publicize ongoing professional development events and activities throughout the academic year
- maintain appropriate records
- submit a summary of each academic year's professional development activities to the California Community Colleges Chancellor's Office
- conduct an annual self-evaluation

Composition

- Vice President, Instruction (administration) – co-chair
- Faculty Flex Coordinator (faculty) - co-chair
- Administrative representative (1)
- Classified representatives (2)
- Faculty representatives (4)
- Student representative (1)

Evaluation and Assessment

- Each event or activity sponsored by the professional development committee will be evaluated by an appropriate quantitative or qualitative method, such as a survey, focus group, written report, etc.
- The committee will also be evaluated through a self-evaluation that includes an annual review of assessed activities as well as through a biennial survey of faculty and staff satisfaction as part of the biennial Strategic Planning Survey

Appendix I

Outcomes Assessment Committee

Charge

To provide oversight for the College's outcome assessment processes and documents in order to improve student learning and achievement. More specifically, the purpose of the Outcomes Assessment Committee is to

- ensure that outcomes assessment is ongoing, systematic, and used to assess and improve student learning and achievement
- promote ongoing, pervasive, and robust dialogue about student learning
- ensure the ongoing evaluation and fine-tuning of organizational structures to support student learning
- maintain student learning improvement as a visible priority in all practices and structures across the College
- ensure that student learning and administrative unit outcomes are specifically linked to program reviews

Composition

- Student Learning Outcomes Coordinator (faculty) - chair
- Administrative representatives (2)
- Faculty representatives (6)
- Classified representatives (2)
- Student Representative (1)

At least one representative, from any group, should be from a campus other than the main campus

Evaluation and Assessment

- Annual self-evaluation of the committee's goals, scored with a rubric by the Institutional Effectiveness Committee
- Annual satisfaction survey of the college community through the Strategic Planning Survey

Appendix J

Program Review Committee

Charge

To provide oversight for the College's program review processes and documents in order to improve student learning and achievement. More specifically, the purpose of the Program Review Committee is to

- ensure that program review processes are ongoing, systematic, and used to assess and improve student learning and achievement
- oversee the review and refinement of the program review processes to improve institutional effectiveness
- ensure that the results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning

Composition

- Program Review Coordinator (faculty) - chair
- Administrative representatives (2)
- Faculty representatives (5)
- Classified representatives (2)
- Student representative (1)

Evaluation and Assessment

- Annual self-evaluation of the committee's goals, scored with a rubric by the Institutional Effectiveness Committee
- Annual satisfaction survey of the college community through the Strategic Planning Survey

Appendix K

Need to insert new template

Meeting Agenda Template

Appendix L

Need to insert new template

Meeting Minutes Template

Appendix M

Title V

California Code of Regulations

Section 53200

Definitions. For the purpose of this Subchapter:

- a. "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
- b. "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."
- c. "Academic and professional matters" means the following policy development and implementation matters:
 1. curriculum, including establishing prerequisites and placing courses within disciplines;
 2. degree and certificate requirements;
 3. grading policies;
 4. educational program development;
 5. standards or policies regarding student preparation and success;
 6. district and college governance structures, as related to faculty roles;
 7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
 8. policies for faculty professional development activities;
 9. processes for program review;
 10. processes for institutional planning and budget development; and
 11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
- d. "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
 1. relying primarily upon the advice and judgment of the academic senate; or
 2. agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Section 53206. Academic Senate for California Community Colleges

- a. An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- b. The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Section 51023. Faculty.

The governing board of a community college district shall:

- a. adopt a policy statement on academic freedom which shall be made available to faculty;
- b. adopt procedures which are consistent with the provisions of sections 53200-53206, regarding the role of academic senates and faculty councils;
- c. substantially comply with district adopted policy and procedures adopted pursuant to subdivisions (a) and (b).

Section 51023.5. Staff

- a. The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:
 1. Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.
 2. Participation structures and procedures for the staff positions defined or categorized.
 3. In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.
 4. Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
 5. Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
 6. The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
 7. When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:

- A. The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.
- B. Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.
- C. When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.
- D. In all cases, representatives shall be selected from the category that they represent.
 - b. In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.
 - c. Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.
 - d. The governing board of a community college district shall comply substantially with the provisions of this section.

Section 51023.7. Students

- a. The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:
 1. Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.
 2. Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.
 3. Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
 4. For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to

the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

- b. For the purposes of this Section, district and college policies and procedures that have or will have a “significant effect on students” includes the following:
 1. grading policies;
 2. codes of student conduct;
 3. academic disciplinary policies;
 4. curriculum development;
 5. courses or programs which should be initiated or discontinued;
 6. processes for institutional planning and budget development;
 7. standards and policies regarding student preparation and success;
 8. student services planning and development;
 9. student fees within the authority of the district to adopt; and
 10. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.
- c. The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.
- d. Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.
- e. The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.



Mission

The mission of Cerro Coso Community College is to provide tailored programs and equitable services to the students in the communities and rural areas we serve. We demonstrate a conscious effort to produce and support student success and achievement through traditional and distance delivery.

To accomplish this mission we will provide:

Degrees and certificates in transfer and career technical education;
Remedial instruction;
Comprehensive support services;
Learning opportunities that develop ethical and effective citizenry; and
Continuing education that is compatible with the institution's primary mission.

Accreditation

Cerro Coso Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial, Ste. 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the US Department of Education.



Campuses

Ridgecrest - Lake Isabella - Edwards AFB - Tehachapi
Bishop - Mammoth Lakes - CC Online



Value Statement

The Values at Cerro Coso Community College provide the foundation for all student, academic, and community activities.

Educate We are committed to student's learning and achievement;

Innovate We encourage individual and collective creativity in a rapidly changing world;

We implement best practices that facilitate and encourage innovation and success;

Inspire We model a culture of life-long learning;

Serve We celebrate the diversity of each individual: student, staff, and faculty;

We strive to deliver equitable services to all students at all sites;

We foster community partnerships and the relationships we build with them.