

there are several state sponsored opportunities to partner with local education institutions and / or business and industry to improve the College's capacity to attract and retain students.

**Actions to Consider:**

State legislation (sponsored by the State Chancellor's Office) has opened-up new possibilities for community colleges. More support is now available for targeting first-generation, postsecondary students through state-approved programs and local partnerships (e.g. Dual Enrollment Program). The College should stand ready to take advantage of these opportunities.

**Recruit Students Selectively**

As part of its strategy for growth, the College might consider targeting student athletes. Student athletes are required to take a minimum of a 12-credit load to participate in their chosen athletic endeavor. Foreign students offer a similar possibility for growth. Additionally, the statistics favor transfer students for carrying greater course loads.

**Actions to Consider:**

Create a strategy to pursue students who are most likely to take full-time course loads, including student athletes, foreign students and transfer education students.

**Final Point to Consider**

The College can expect that there will be no one course of action to take in meeting the projected growth for student enrollment, WSCH, the future program of instruction and the corresponding needs for space. The approach will be a multifaceted effort with many smaller components contributing to a plan of action that leads to a successful outcome. In today's world, the "build it and they will come" mentality is no longer sufficient. It will take a great deal of work by many to direct the College to a place of growth and expansion. The College will need to set its sights on looking forward, not backwards.

## **Visions and Projections for the Future**

Based on the environmental scan, both external and internal, and the analysis of space utilization at each college campus, Cerro Coso Community College is charting the following primary directions for the next five years:

### **Direction 1: Build Capacity in Tehachapi and Greater East Kern**

As indicated in the external scan, the Tehachapi and Greater East Kern effective service areas (ESA's) comprise close to 50% of the entire population of Cerro Coso Community College's overall service area. Yet penetration into that market is still at a developing stage. Dual enrollment and inmate education have been promising areas of growth in the last five years, increasing from 2 to 29 sections per semester and from 0 to 17 sections respectively (the first section offered in the prison was Fall 2015). The more traditional community college offerings at the Tehachapi Educational Center, started in Fall 2015, have grown to 194 enrollments in 16 sections by Fall 2017.

It is expected that this market will be able to benefit from the development of a full-service college site in the city of Tehachapi, and there are no reasons why this campus should not, in time, become as large as the Indian Wells Valley campus in Ridgecrest. As indicated in the external scan, the Tehachapi campus, serving a prosperous financial area with a consistent level of growth and positive economic indicators, will provide a strong foundation

for the continued success of the campus in the future. To the extent Cerro Coso Community College can capitalize on it, this area represents the only potential for substantial growth the College sees in the foreseeable future.

### Examples of Action Items

1. Establish long-term schedules for each campus location in the East Kern area, including Tehachapi, the Greater East Kern Area, Cal City Prison, and Tehachapi prison
2. Determine gaps in faculty resources, facilities, information technology, equipment, and staffing to serve the needs of the long-term schedules
3. Move to hire full-time faculty and/or staff, identify adjunct faculty, address facilities issues, and purchase IT and equipment needs as needed
4. Establish "succession plans" to ensure continuity of offerings for the high schools and correctional facilities

Building capacity to serve Tehachapi and Greater East Kern addresses the observation/recommendations that the College **improve WSCH generation and FTES production** by taking a proactive approach to continue the trend for increased student enrollment growth while improving the values for WSCH. By increasing the number of courses offered, varying the range of courses offered, and expanding course offerings into other parts of the day, it will also stand to address the recommendation to **encourage and incentivize students to take greater course loads**. And by sinking roots deep within the communities of the East Kern area, the college will discover new ways to **expand partners in education** by enhancing its connections to government, education, and industry.

## Direction 2: Promote Future Enrollment Growth from Within

Because Cerro Coso Community College is landlocked and because the population is not expected to substantially increase in any of the ESA's over the next five years, any additional growth (outside of more fully serving the Tehachapi and Greater East Kern ESA will have to come from the customers that the College already serves. The College agrees with the recommendation of the external scan that it will need to maximize its efforts to draw students from its existing population base and even more importantly to retain the students who are already attending the campuses of the College. The population base of the College's service areas offers good possibilities for attracting, new first-generation postsecondary learners – students who are less academically prepared and who might not consider a college education without some encouragement and mentoring.

### Examples of Action Items

1. Gather and analyze a variety of student quantitative and qualitative data to determine the College's most apparent "loss points"
2. Develop and implement best practices to improve retention and persistence at all levels: first contact to application, application to registration, registration to first day, first day to census, first semester to second semester, 30 units to graduation.
3. Develop high school to college pathways to encourage more high school students to opt for Cerro Coso as their first choice for college
4. Review and revise CTE program offerings to better serve career-focused students wanting to stay within the service area
5. Fully implement Navigate as a tool for helping students clarify the path, enter the path, and stay on the path
6. Implement the Cerro Coso Promise, guided pathways framework, and other programs and practices to incentivize students to take greater course loads
7. Use the superintendents/principals meetings to more firmly establish an educational collaborative

In making the promotion of future enrollment growth from within a high priority, the College will have to consider and address a number of the observations and recommendations that emerged from the external scan, including

**encourage and incentivize students to take greater course loads, improve CTE relevance, create new pathways for education, and expand partnerships.** Moreover, by finding out at each step why students are leaving, determining how those losses can be slowed or reversed, and implementing best practices for retention, the College will address the recommendation to **improve WSCH generation and FTES production.**

## Direction 3: Expand Equitable Services and Maximize Unique Opportunities at all Campuses

This direction is the continuation of a similar goal in the 2012-2017 Educational Master Plan, to establish equitable opportunities and services at all campuses. As noted in the previous report, “This is an ongoing challenge at Cerro Coso Community College, with its five—now six— “physical campuses and one virtual campus—and part of what gives the college its unique character. In seeking to find the right adjustment of these programs and services at our different campuses, the key term is ‘consistency.’” Consistency is more important than ever, as the college strives to implement the student support and success program, student equity, strong workforce, and guided pathways across all of its campuses. In addition, since the last educational master plan, the college has started dual enrollment programs in local high schools and inmate education programs in two service area correctional facilities.

In the last five years, the college has expanded student services and learning support services to all campus locations, including the new one at Tehachapi. All campuses now have an advisement and counseling presence, an ACCESS program presence, a tutoring presence, and a library presence. In the next five years, the goal is to stabilize these services at the college’s own physical locations and then expand them to the dual enrollment programs and prisons as appropriate.

At the same time, it is important and necessary that the college seek to leverage the unique opportunities at each of its campuses. As evidenced throughout the external/environmental scan, Cerro Coso Community College’s communities are as different as they can be in makeup and outlook. Whether it’s educational attainment, age, or economic prospects, no two of the college’s effective service areas can be served identically. And while this is a challenge to expanding equitable services, it also provides the college the chance to maximize unique opportunities.

### Examples of Action Items

1. Continue to assess and address gaps in curriculum, personnel, and facilities through the 3-year strategic planning and annual integrated planning processes, and adjust curriculum, personnel, and facilities as needed to establish and maintain equitable services.
2. Expand equitable services to dual enrollment and inmate education programs as needed and appropriate.
3. Monitor the implementation of the student success and support program, student equity, strong workforce, and guided pathways with an eye to equitability at all sites.
4. Identify unique instructional and co-curricular program opportunities at each campus location by closely monitoring the number of class sections offered at each location and amount of WSCH generated and planning expansion of programs and curriculum based on student and community need.
5. Continue to utilize Measure C and Measure G funding to expand and improve facilities in Mammoth Lakes and Ridgecrest:
  - a. Main Building Modernization
  - b. Science Classroom and Lab Expansion
6. Utilize Measure J funding to expand and improve facilities in Ridgecrest and Lake Isabella:
  - a. Water conservation: xeriscape throughout the campus
  - b. Occupational wing repurposing
  - c. Remodel of the welding lab

- d. Administration of Justice Academy Center
- e. Elevator for East Wing
- f. Water conservation: athletic turf fields
- g. Gymnasium parking lot
- h. Baseball/softball stadium press box
- i. Field house for outdoor athletic teams
- j. Snack bar/restrooms for athletic complex
- k. Baseball/softball stadium seating
- l. Track replacement
- m. Path of travel within outdoor athletic complex

Expanding equitable services and maximizing the unique opportunities across the college addresses one of the crucial observations that emerged from the environmental scan, **to create complete campuses**. The college agrees with the recommendation by MAAS Companies that the “complete campus” concept has the capacity to draw students to the campus and encourage them to avail themselves of other educational opportunities and that if the outlying campuses are asked to become successful, they need the resources that will support their success. In addition, carrying forward with the implementation of Measure C, Measure G, and Measure J projects will help the college better address the recommendations of **evaluating its instructional delivery modality** and also **distinguishing between “space qualification” and “space adequacy.”** Finally, complete campuses that provide equitable services and maximize unique opportunities in educational and co-curricular programs will help the college **recruit more selectively**.