

**CERRO COSO COMMUNITY COLLEGE**

3000 College Heights Blvd.  
Ridgecrest, California 93555  
760-384-6212

**PROGRESS REPORT**

Submitted to the  
Accrediting Commission for  
Community and Junior Colleges  
Western Association of Schools and Colleges

October 15, 2007

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**CERTIFICATION OF THE PROGRESS REPORT  
OCTOBER 15, 2007**

To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Cerro Coso Community College  
3000 College Heights Blvd.  
Ridgecrest, CA 93555

This Progress Report is submitted per the requirements of the Accrediting Commission.

We certify that this Progress Report accurately reflects our progress to date in meeting Recommendations 1 – 12 as required by the Accrediting Commission in their letter received January 31, 2007.

Signed:

\_\_\_\_\_  
Kay Meek, President  
Board of Trustees

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Sandra Serrano, Chancellor  
Kern Community College District

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Mary Retterer, President  
Cerro Coso Community College

\_\_\_\_\_  
Jane Harmon,  
Vice President/Academic Affairs  
Cerro Coso Community College

\_\_\_\_\_  
Lisa Fuller, President  
Academic Senate

\_\_\_\_\_  
Cori Ratliff, President  
Staff Council

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Robert Villicana, President  
Associated Students of Cerro Coso

# Statement on Report Preparation

## **Background**

Immediately upon receiving the initial report from the Accrediting Commission for Community and Junior Colleges, the faculty and staff of Cerro Coso began addressing the recommendations contained in the report. Six recommendations addressed issues solely at the college and another six recommendations addressed issues that were district-wide. Each of the college recommendations was included in the new Strategic Plan so that each is actively addressed on a continuing basis.

The process of addressing the recommendations became a standing agenda item for the College Council. Monthly reports were given to the group and questions were answered. The planning process was in place and the strategic plan was unfolding at the very same time as the college addressed the recommendations. In order to assure the college community and the Commission that the recommendations were being addressed, each was included as a specific action within the Strategic Plan.

## **Report Preparation**

As it came time to prepare the written report, it became evident that most of the faculty members would be on summer leave. The president formatted this report with all of the recommendations of the team and began organizing the responses and entering them into the report. The first contributors were administrators who were on duty during the summer and who had oversight of areas of concern. The next reviewers and contributors were faculty members who were still on summer leave, but who responded to the specific questions with information on such topics as program review, student learning outcomes, and other academic issues. These responders were Standard Chairs and included the Chair of the Curriculum and Instruction Council and the President of the Academic Senate. As other faculty, staff and administrators returned from vacation and reviewed the document, it grew more complete and demonstrated the combined efforts of the whole of Cerro Coso Community College. The final review was done by the Chancellor and Vice Chancellor at the Kern Community College District Office prior to presentation to the Board of Trustees.

## Response

The report contained recommendations for the Kern Community College District as a whole, along with recommendations unique to Cerro Coso Community College. The recommendations are listed herein in their exact format as stated in the report, along with the college's response.

### **District-wide Recommendations;**

- 1. The team recommends that the colleges, working with appropriate district leaders and with consideration of the unique conditions of each of the four sites in the district, complete the development, implementation, and assessment of the budget allocation model. (III.D:1.a-d; IVB.3.c) [This is a district-wide recommendation.]**

The Kern Community College District's Chancellor's Cabinet undertook the task of creating a new allocation model for its unrestricted general funds in the fall of 2006. A task force of the cabinet, consisting of faculty, classified staff and administrative representation from each of the district's colleges, district office and collective bargaining units, was formed to develop proposals for a new model to be utilized for the 2007-08 Budget. The task force completed the development of a new district-wide unrestricted fund allocation model in March 2007, forwarding its recommendations to the Chancellor. The model closely follows the new State allocation model resulting from the passage of SB 361. The model development included a period and forums for comment/input from all district faculty and staff.

The model was adopted and utilized to allocate projected unrestricted income for the district office and the three colleges 2007-08 tentative budgets. Chancellors Cabinet will evaluate the impact the allocation model had on the district office operations and budget development in 2007-08, prior to the development of the budget for 2008-09.

At the Chancellor's Cabinet meeting on September 18, 2007, the allocations were distributed to the colleges according to the model. While there are still some modifications coming for the adopted budget, pursuant to the state meeting of Chief Business Officers and interpretation of last minute state budget changes, the basic allocations will remain.

### Evidence

KCCD Budget Allocation Task Force Roster  
KCCD Chancellor's Cabinet Minutes  
KCCD Board of Trustees Minutes  
KCCD Budget Allocation Model

- 2. The team recommends that the colleges, in conjunction with district leaders, complete an organizational map that clearly delineates the roles and responsibilities between the entities and identifies an evaluation process that will provide for ongoing improvement. (IV.B.3) [This is a district-wide recommendation.]**

For the purposes of clarifying the governance and decision making process for the Kern Community College District, a document entitled A Process of Decision Making was developed in 2006. This document includes an introduction and describes the process for creating or revising governing board policy and procedure and identifies the district-wide committee structure for participatory governance in decision making. Included in the document is a diagram of the Kern Community College District governance process.

Based on the recommendation of the accreditation teams, the district office searched for an existing, effective district model for an organizational map for decision making. Only two models were identified, one for the West Hills Community College District and another for the Ventura Community College District. The matrix for decision making developed by West Hills CCD was adapted for the Kern Community College District.

The draft organization map for decision making in the Kern Community College District was created in July 2007, by the district's Executive Council, which includes the three college presidents. The draft will be introduced into the consultation process in September 2007, and input will be sought to finalize the document by February 2007. The consultations process will commence with the KCCD Chancellor's Cabinet. The membership of the Chancellor's Cabinet includes faculty, staff, students, and administrators representing all constituent groups at each college and the district office. Each constituent group will examine the document through their respect governance groups and provide input to the final document. Recommendations will be directed to the Chancellor's Cabinet for further discussion until a final document is prepared for dissemination district-wide by spring 2008.

#### Evidence

KCCD Process for Decision Making document  
KCCD Executive Council Minutes  
KCCD Organizational Mapping draft document

- 3. The team recommends that the board adopt and implement the self evaluation process being developed and routinely administer the process. In addition, the current ethics policy should be revised to include a procedure for dealing with violations of the policy. (IV.1.g & IV.B1.h) [This is a district-wide recommendation.]**

In January 2006, at the annual retreat of the governing board, the members of the board committed themselves to conducting an annual self evaluation process. The chancellor was charged with developing an evaluation instrument, which was completed in October 2006.

The instrument includes statements of 34 standards of expected knowledge and behavior, which are rated on a scale of 1 to 5; a rating of 1 being minimal and a rating of 5 being exceptional. The Trustee Evaluation Procedure allows each individual board member to self evaluate a particular factor of board knowledge or behavior. It also provides the board member an opportunity to evaluate the perception of the knowledge or behavior of the board as a whole. Additionally, the instrument includes two open ended questions: (1) "What does our board do well?", and (2) "What could our board improve upon?" The board's own Code of Conduct and Code of Ethics are used as the basis of the evaluation.

The members of the governing board responded to the evaluation instrument in December 2006 and the tabulated results were reviewed and discussed in January 2007 at the governing board's annual retreat. The members of the governing board will complete the self evaluation instrument annually in December and review and discuss the results each January. The results are used to determine needs for board training.

The Kern Community College District Board Policy, Statement of Ethics, was added in April 1995. The governing board uses the standards in their Statement on Ethics as criteria in the board self evaluation process. As of September 2007, the district policy on ethical expectations is provided to all trustees at each board meeting as a means of fostering an awareness of ethical expectations.

The Chancellor was charged with revising the existing board ethics statement to include consequences for infraction. The Community College League of California, Board Focus, Volume 8, No. 1, winter 2006, was utilized as a resource to revise the current board's statement of ethics policy. The board's president or vice president will ensure that allegations of ethical violations are examined and appropriate sanctions are imposed. The draft revisions were presented to the governing board in September and adoption is expected by December 2007. This timeframe will provide for appropriate study, review, and consultation.

#### Evidence

KCCD Statement on Ethics Policy, draft document  
KCCD Board of Trustee's Minutes  
KCCD Chancellor's Cabinet Minutes

- 4. The team recommends that to ensure a coordinated and integrated approach to achieving the goals and priorities adopted by the governing board, a District Strategic Plan be used to direct the colleges' strategic focuses and Educational Master Plans. (II.A.1, II.B.4, II.C, IIID.1) [This is a district-wide recommendation.]**

Cerro Coso Community College participated in the development of a District Strategic Plan that was finalized in spring of 2006. Cerro Coso Community College completed its College Strategic Plan in May, 2007. This Plan was accepted by the Board of Trustees in June, 2007. It was distributed to the entire college community prior to the start of the 2007-2008 school year in late August. The planning committee's work was guided by the Kern Community College District Strategic Plan and by the recommendations made during the accreditation visit in October of 2006. The new Educational Master Plan reflects these goals and strategies. Both plans have been accepted by the Cerro Coso College Council and are currently being used to direct the activity of the college.

The college's plan aligns with the district's Master Plan, bringing these strategies to a local level. The KCCD plan has been widely distributed, is available online, and aligns with the California community Colleges Strategic Plan. This fall the Cerro Coso plan will be widely distributed and explained to internal groups and to community organizations to further the understanding of this significant step for the future of the college.

- 5. The team recommends that the colleges follow the Kern Community College District Policy 7D by evaluating adjunct faculty in a consistent, timely manner with procedures that assess current performance and promote improvement. (III.A.1.b) [This is a district-wide recommendation.]**

There are several factors that are currently impacting adjunct faculty evaluations within the Kern Community College District.

Based on a petition submitted by the full-time faculty association (CCA/NEA) to modify the existing bargaining unit, the Public Employees Relations Board (PERB) ruled that as of April 4, 2007, adjunct faculty are represented by CCA. As a result of that decision, the District and CCA recognize that evaluation procedure is a negotiable item and it must be addressed as part of the full faculty contract negotiations scheduled to commence in Fall 2007. While the current collective bargaining agreement expires on June 30, 2008, the District and CCA will use an interest-based-bargaining process to seek mutual agreement on a successor agreement prior to that date.



In July 2007, KCCD and CCA conducted several discussions regarding the applicability of the current collective bargaining agreement to hourly, adjunct faculty based upon the PERB ruling. Among the topics discussed between the parties was the topic of evaluation procedures. The discussions culminated in mutual agreement between the KCCD and CCA that current board policy will be followed for the remainder of the current contract (through June 30, 2008) while negotiations on a successor contract take place.

KCCD Human Resources has secured an outside consultant to facilitate the re-implementation of the HR module of our integrated management information system. One of the identified outcomes of that project is the tracking of all evaluations within the system of record and the automated generation of evaluation lists which will be utilized in the hourly, adjunct evaluation procedure.

During the spring term 2007, the current Kern Community College District Board Policy 7D was emphasized with each College Vice President and efforts were made to increase the number of hourly faculty evaluations taking place.

In accordance with board policy, Human Resources will provide notice to new hourly faculty of the evaluation process that will be applicable to them during fall 2007 or spring 2008. In addition, KCCD Human Resources identified additional hourly faculty that should have been evaluated in the spring 2007 and who will be added to the list to be evaluated fall 2007. Those evaluations will be conducted in accordance with Board policy criteria of the first year of employment.

#### Evidence

PERB Ruling Regarding Adjunct Faculty  
MOU with KCCD and the Community College Association  
Notice of evaluation sent to adjunct instructors.

At the college level, the task of evaluating adjunct hourly faculty was discussed at the Cerro Coso Community College's Faculty Chair Meeting. The faculty chair role, per the CCA contract and the Board Policy 7D, was reviewed and direction for completing evaluations of those identified adjunct faculty in the respective areas was provided. Cerro Coso completed approximately 1/3 of its adjunct evaluations during the 2006-2007 academic year and the remainder are scheduled to be completed during the fall semester of 2007.

#### Evidence

Faculty Chair Meeting Minutes

**6. The team recommends that the colleges, with appropriate district-wide input, develop a written code of ethics for all employees. (III.A.1.d) [This is a district-wide recommendation.]**

Two years ago, a faculty member from Cerro Coso Community College, one of three colleges in the Kern Community College District, expressed interest in taking the lead to develop a district wide employee ethics policy. Following receipt of the accreditation recommendation, the faculty member was contacted in December 2006 to lead the effort to conduct research and to develop a draft policy.

Commencing in February 2007, a review of books, articles and other references was conducted, agency chief executive officers were interviewed, and higher education ethics policies were studied. Based on the research, a draft code of ethics was written for the Kern Community College District. The draft Employee Code of Ethical Conduct was submitted to the Chancellor in July 2007.

The draft code of ethics is now moving through the governance consultation process. The consultation process was commenced in September 2007, when the draft was introduced at the Chancellor's Cabinet. At this time the constituent group members of the cabinet, which includes faculty, classified staff, management and students from each of the three colleges, and district office personnel, were directed to present and discuss the draft with members of their constituency and to collect comments and recommendations. Depending on the response to the initial vetting of the Employee Code of Ethical Conduct, additional venues for discussion and input will be established in order to foster understanding and refine the code of ethics before forwarding the document as policy to the Board of Trustees for its consideration and ultimate approval. It is expected that the Employee Code of Ethical Conduct will be presented to the governing board by March 2008 and adopted by May 2008.

This process, drafting a code of ethics, has uncovered the need to develop additional policies, processes, and training. Other possible policies to develop include areas such as nepotism, progressive discipline, and fitness for duty. Training will be essential for employee and student to ensure understanding of ethical expectations, prohibitions, and consequences of actions associated with the Kern Community College District Code of Ethical Conduct.

Evidence

Employee Code of Ethical Conduct draft document  
KCCD Chancellor's Cabinet Minutes  
KCCD Board of Trustees Minutes

## **College Recommendations:**

### **7. The team recommends that the college develop and implement college-wide planning that**

#### **a. Includes all sites (IB);**

The Strategic Planning process completed in May of 2007 included input from all sites. To facilitate participation, meetings were held via video conference with team members at Eastern Sierra College Center (ESCC), Kern River Valley (KRV), and Indian Wells Valley (IWV). A committee drafted components of the plan, then presented it at various stages to College Council whose meetings also used video conferencing to all sites. College Council, which has delegates from all sites, evaluated each revision of the plan along the way, contributing additions and changes where needed.

The Educational Master Plan was revised over the 2006-07 academic year and included involvement of Faculty Chairs from instructional programs and Student Service Programs, the Directors of both ESCC and KRV, a representative from South Kern (SK), the CIO, and the CSSO. The 2007 Annual Plans were developed not only for each department, college program, and college service, but also for each site. Video conference technology is used for all college meetings, thus ensuring equal access for all college sites.

#### Evidence

Cerro Coso Community College Strategic Plan  
Educational Master Plan  
College Council Minutes

#### **b. Is driven by the college mission and goals (IA.4);**

In fall 2006 the college developed new mission, vision and values statements to provide the overarching direction for the planning process. The new mission, vision, and values statements were drafted by a sub-committee and subsequently presented at College Council for feedback from constituent groups from all sites of the college. Several changes were suggested by the faculty, staff, students, and managers and incorporated through their representatives on College Council. The final product was broadly circulated for comment, then incorporated into the Strategic Plan and accepted by the Board of Trustees at their June 2007 meeting.

The KCCD Strategic Plan provided guidance and direction for the formation of the Cerro Coso Strategic Plan goals. The new mission statement, “To educate, innovate, inspire and serve” was a source of direction for each strategy and activity. The mission statement guided discussions and served to help develop priorities for the college.

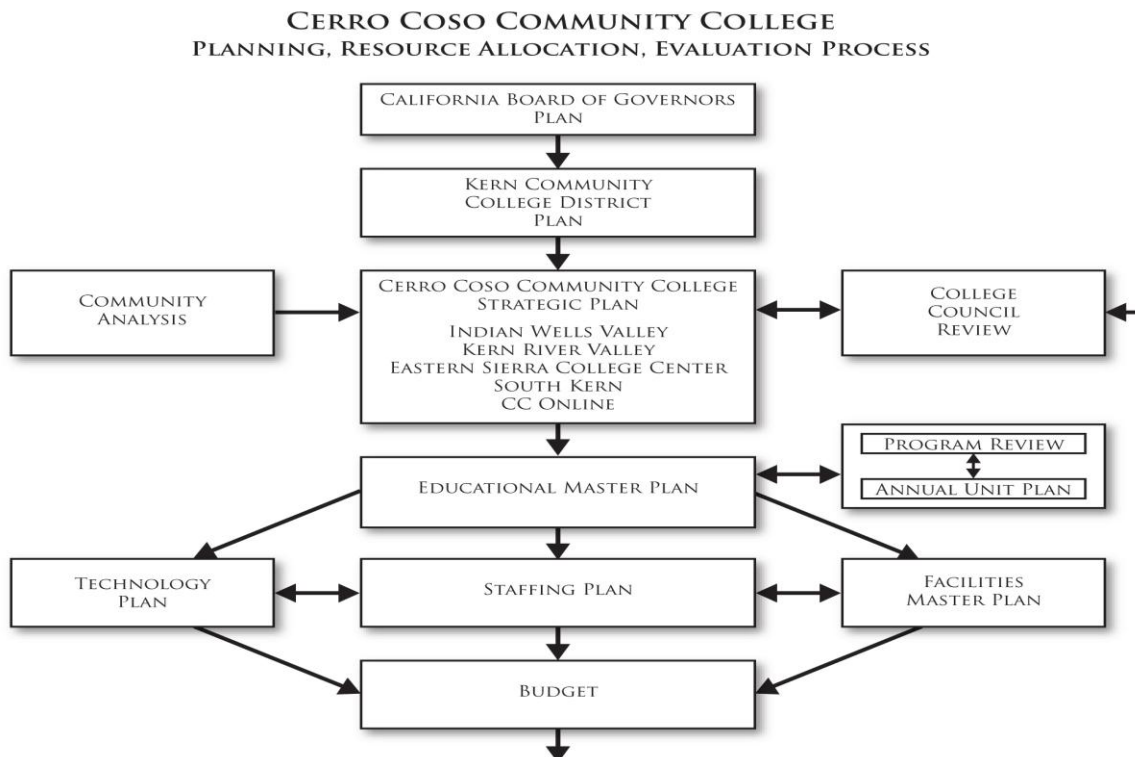
#### Evidence

College Council Minutes  
KCCD Board of Trustees Minutes, June 2007

- c. **Integrates and outlines a flow chart of interactions of all aspects of planning, evaluation and resource allocation (including appropriate staffing, impact on staff time and staff development) within the college, between the college and its sites and between the college and the district (IB.2, IB.3, IB.4; IB.6; IIA.1; IIB.4; IIC.2; IIA.4; IIA.6; IIIB.2b; IIIC.2; IIID.1a; IIID.2g; IIID.3; IVA.5; IVB.2b);**

The following flowchart outlines the Planning, Resource Allocation, and Evaluation Process for Cerro Coso Community College. Plans and directives flow from the California Board of Governors Strategic Plan to the Kern Community College District Strategic Plan and then to the Cerro Coso Community College Strategic Plan approved in June 2007. This plan directs the activities, efforts, and priorities of all Cerro Coso campuses. Each campus was represented during the extensive planning process, either in person or via video conference for regular meetings of groups and sub-groups. As the plan was developed, each goal and strategy was reviewed by College Council, resulting in a better document and a stronger plan.

The College Strategic Plan drives the Educational Master Plan. The Educational Master Plan also receives input from community analyses, Program Review results, and the Annual Unit Plans. All of these segments then, as a whole, drive the Technology Planning process, the Staffing Plan, and the Facilities Master Plan. The outcomes of all these plans are recommendations for the Annual Budget. At the conclusion of an academic year the annual budget will be reviewed by College Council with a feedback loop to the new Budget Allocation Committee and the new process for the coming year.



**d. Includes a technology plan that evaluates, supports and plans for the future of instructional, student services and administrative functions across the college's sites (IIC.1c; IIC.2);**

The first step of a comprehensive technology plan is in place for the 2007-2008 academic year. A plan has been developed and a budget has been set aside to fund computer replacement on a four-year cycle, including a set-aside for upgrades and repairs to interactive television equipment. A separate reserve has been established to fund repair and/or replacement of servers on a five-year basis. There is a four-year plan for how this replacement will occur that projects replacing one-half of the student classroom and lab computers the first year, one-half of staff computers the second year, the remaining half of student computers during the third year and the remaining half of staff computers during the fourth year.

Further aspects of a comprehensive technology plan will be addressed during the coming year following the hire of a leader for Information Technology. Funds have been budgeted for a full-time educational administrator to provide leadership in information technology and distance education, including leadership for CC Online. This level of leadership in technology will be a first for Cerro Coso and will provide direction in the growing area of online learning and hybrid classes, as well as supporting the increasing use of technology college-wide and across the district.

Evidence

Technology Replacement Plan  
Job Announcement for IT Director

**e. Relies on involvement of college employees from different groups and sites (IB.4; IVA.1; IVA.2; IVA.3);**

The primary guardian of the College Strategic Plan is the College Council. The College Council has representation from each site and meetings are conducted on video conference technology, facilitating attendance, involvement, and support from all campuses.

The College Strategic Plan provides priorities for the college as a whole, including the work and direction of all sites. The breadth of the Cerro Coso plan reflects the direction and breadth of the District plan and supports that plan at the college level. For example: Goal 1 states that Cerro Coso will "Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services." This goal begins with an action item to "Assess the learning needs of our service area." This means that each center will be evaluating the needs of that area and making recommendations for delivery to meet those needs.

In spring 2007 a comprehensive business plan was drafted for Eastern Sierra College Center and will serve as a model for the development of similar plans at the Kern River Valley, South Kern, and the Indian Wells Valley campuses during the coming year. The ESCC Plan has set forth what markets will be served, what services will be available in each community, and what programs will make up the points of pride at each location.

Evidence

College Council Minutes

ESCC Business Plan

**f. Incorporates measurable data outcomes (IB.3; II.2f; IIC.2)**

In spring 2007, faculty chairs and directors prepared Annual Unit Plans designed to update the Educational Master Plan and to supplement the six-year cycle of program reviews. Annual Unit Plans include: a) the unit's relation to the college mission and strategic goals; b) previous year's accomplishments and proposed activities for the coming year; c) future developments and strategies based on an evaluation of course enrollment and productivity data; d) projected resource requirements for facilities, equipment, instructional materials, and staff; e) trends and their potential impact. Data for the Annual Unit Plans was gathered from the Operational Data Store (ODS), the district's management information system, through FTES and productivity reports prepared by the district Director of Institutional Research. Services of the district's Director of Institutional Research are available to the college two days per month to assist in the development of MIS reports and research design. Training of several faculty chairs in the use of ODS provides opportunities for these instructional leaders to assist other chairs in accessing and using MIS reports.

The college budgeted for a Research Coordinator to be hired in 2007-2008. The District Director of Institutional Research will work with the new Research Coordinator to provide training and direction on district data resources and facilitate service for the college's specific research needs.

Evidence

Staffing priorities list

Cabinet notes

College Council minutes

Cerro Coso Research Agenda

**g. Guides decision-making (IA.4; IB.3; IID.1c);**

The College Strategic Plan guides the Educational Master Plan, which includes Annual Unit Plans. Each unit made budget requests consistent with its plan. The budget for the 2007-2008 year was developed following the creation of unit plans and recognized funding requests within those plans. Cerro Coso received a significant increase in its allocation due to the funding formula in SB 361. Budget requests which were recommended to be included within the unit's new budget were either accepted or referred to another funding source for consideration. The recommendations of the Budget Development Committee were received and supported by College Council and by the president.

Evidence

Budget Development Committee notes  
Adopted Budget for 2007-2008

**h. Is well-documented and widely disseminated (IB.4; IB.5);**

The Strategic Plan and the Educational Master Plan are available on the college website. The Strategic Plan has also been given to each college employee and to key community members and groups in a small booklet form. This allows individuals to keep track as the college progresses through the strategies and activities, provides transparency throughout the college community, and promotes ownership across the college and amongst the communities served by the college.

College Council also plays a key role in documentation of college planning because all sites and constituencies are found in this representative body. Minutes for College Council are found on the college intranet and are available to all. Members of College Council are expected to communicate discussions and actions to their constituents and sites.

Evidence

College website  
Framed copies of mission, vision, values statements  
Agenda for Flex Day  
President's Calendar

**i. Is periodically reviewed to assess the process and progress (IB.6; IB.7).**

The Strategic Plan is, by design, a two-year plan. In our changing environment and diverse communities, political and economic factors can strongly affect the direction of a community college. The plan will be evaluated each year to assess progress. Every two years a new plan will be developed, along with results of the preceding plan. Attainment of previous goals will serve to move the college forward with the next set of goals. Through the Annual Unit Plans, which are done by every academic department, college service unit, and college site, the Educational Master Plan will be updated each year. An important component of the Annual Unit Plans is the “Closing the Loop” section, which looks at the previous year, assesses progress, and, using this information, sets the direction of the coming year. The Annual Unit Plans that are developed in spring of 2008 will have the first “Closing the Loop” sections.

The College Council will review the College Strategic Plan every spring, assessing for completion of action items and setting direction for the future. Every other year the Plan will be completely updated, recognizing the accomplishments of the past two years and setting the direction for the next two years. Responsibility for this progress lies with the following positions:

Goal 1	Vice Presidents, Academic Affairs and Student Services
Goal 2	Vice Presidents, Academic Affairs and Student Services
Goal 3	Director, Administrative Services, and President
Goal 4	President
Goal 5	Director, Public Information, and President
Goal 6	Vice Presidents, Academic Affairs and Student Services, and President

Evidence

College Strategic Plan document

- 8. The team recommends that the College fully implement its program review process and ensure that every program completes this process on an established timeline and that the college develop a clear process through which the results of program review are then used in institutional planning and resource allocation. (II.A.2.e; II.A.2.f; II.A.2.i; II.C.2; II.A.2.e; II.A.2.i; II.B.4; II.C.2.)**

The first step in fully implementing the program review process was the inclusion of an Annual Unit Plan for every operational group, including instructional departments, college service units, and college sites. As the groups pursue these unit plans, they will be gathering information and results needed for their upcoming program review.



All program reviews are on a six-year cycle. In addition, career and technical education programs are reviewed every two years as required by law. The Program Review Guidelines were adopted by the Academic Senate. There are program reviews scheduled to be completed this year, including the General Education program review. The faculty chair of the English Department, has agreed to chair this program review. The unit plans become the process through which the results of program review are used in institutional planning and resource allocation.

The results of program review will appear in the subsequent Annual Unit Plans and budget requests. If the results require action other than financial support, such as enrollment management assistance, then the appropriate office or group will schedule that assistance.

At the Summer 2007 Student Services Executive Council Retreat, which included representatives from all college sites, the Student Services Faculty Directors and Managers reviewed the Program Review Model as adopted by the Academic Senate and supported it as a guideline for Student Services program reviews, adding additional information to address compliance issues of categorical programs. Financial Aid and Student Activities are scheduled to begin the program review of their services in fall 2007.

#### Evidence

Schedule of Program Reviews

Program Review Guidelines

Recommendations from Student Services Executive Council Retreat

- 9. The team recommends that the college progress in its development and implementation of student learning outcomes and their assessment, evaluate the outcomes and use the results for improvement and to inform institutional planning and resource allocation. ( II.A.1.a, b, c; II.A.2.c,d; II.B.4; II.C; II.C.2)**

The defining of student learning outcomes has been underway at Cerro Coso College since Fall 2002. New and revised courses are reviewed by the Curriculum and Instruction Council (CIC) to ensure that outcomes are well-written. During 2006-2007 CIC began to develop and implement student learning outcome (SLO) assessment. Assessments of SLOs are required for all new Course Outlines effective Fall 2007. Analyses of these outcomes will direct curricular changes, additions, or deletions to assure student success. Much of this activity will be supported by the new Coordinator of Institutional Research who has not yet been hired.

A faculty coordinator for student learning outcomes has been appointed and has written a Student Learning Outcomes Assessment Handbook, which was reviewed and approved by the Curriculum and Instruction Council (CIC). The handbook provides a definition of the role of the Student Learning Outcomes Coordinator, explains the phases of student learning outcome implementation, establishes a timeline for implementation, and explains how progress will be tracked. The Coordinator also provides on-going training and mentoring to assist faculty with the entire scope of student learning outcome implementation.

Currently 43% of the college's course outlines have defined student learning outcomes, and 45% of the college's programs and degrees have programmatic learning outcomes defined and mapped to courses. Eight discipline areas have student learning outcomes defined for their entire inventory of courses: Business Office Technology, Counseling, Economics, Education, Film, Paramedics, Reading, and Theater. Currently, outcome assessments are defined for 13% of programs and degrees and approximately 1% of courses. To date, Child Development has begun to collect assessment data.

Following an SLO Assessment Workshop in August 2007, all disciplines and programs have begun assessment data collection which will be reflected in the next Annual Unit Plans and used in the next planning and budget development cycle.

#### Evidence

Curriculum and Instruction Council minutes  
Student Learning Outcomes Handbook  
Flex Day Agenda

**10. The team recommends that the college carefully identify the needs of its diverse communities. The college must then develop and deliver appropriate educational programs and services that are consistent with the educational preparation of students and the diversity, demographics, and economy of the community. (II.A.1a; II.A.2d; II.B.3; II.B.3.a; II.C.1; II.C.1c)**

Needs assessment has been under way throughout the 2006-2007 year. The newly-appointed Dean of Career Technical Education has been working with the Kern County Economic Development Corporation to assess local business needs. The Kern Community College District has applied for and received a grant to fund further assessment efforts in Cerro Coso's wide-spread service region. An additional assessment is under way through the district's contract with Jess Carreon and Associates to study economic and workforce development needs throughout the KCCD region and comparing that study to the current services of all three colleges.

In the 2006-2007 year, the Dean of Career Technical Education has also actively worked with the Region IX Center of Excellence, Employment Development Department, employers, high schools and agencies to determine the needs of our diverse communities.

Additional efforts by the site directors, counseling staff, the job developer and high school administrators have provided valuable inputs. As a result of this work, environmental scans, labor market research and inputs from the business communities and educational institutions, Cerro Coso Community College has pursued the development of new programs and re-development of dormant programs to fill the needs in our service area. On September 14 the college hosted an Employers' Summit in areas of mining, engineering, and alternative energy. Discussions were held to determine a core of learning skills needed by all employers, followed by discussion of skills sets particular to each industry.

Partnerships with the several of the high schools have been formed in the past year through articulation conferences. The conferences were held in the Eastern Sierra College Center area in partnership with the Owens Valley Career Development Center, which is operated by the Piute Shoshone nation, and on the Indian Wells Valley campus. These partnerships have yielded articulation agreements which will provide students seamless transition from the secondary to post secondary levels. During this academic year, outreach to the Kern River Valley and South Kern high school areas will include articulation conference meetings and offering of the Virtual High School program. A pilot of this program was offered through the Owens Valley Career Development Center in Bishop and was very successful. This project was also offered to the IWV secondary schools and provided students the opportunity to explore careers and the online college learning environment while earning college credit.

As a result of environmental scans and high school and industry partnerships, Cerro Coso Community College was awarded a SB70 Strengthening Career Technical Education grant. The purpose of this grant is to develop pre-engineering, engineering technician and renewable energy programs. These programs are consistent with the needs assessment information gleaned from the environmental scans and the high school and industry inputs. One of the activities of this grant is an Employers' Summit which gathered leaders in these three industries to identify skill sets critical to hiring their future workforce in the Cerro Coso region. The framework of a core curriculum was formed, with specialty requirements to follow.

Other new programs which are also in process as a result of the environmental scans and community needs include the development of a Certified Nurse Assistant and Licensed Vocational Nurse program at the Eastern Sierra College Campus. A Human Service program is also being developed to meet the needs of the Cerro Coso service area.

One of the strategic initiatives of both the Kern Community College District and Cerro Coso Community College is focused on better serving the needs of the under prepared student. The College has been analyzing the needs of this population throughout its service area and is moving to address the need through a number of different initiatives. Mojave Adult Education Consortium, which serves the southern part of the Cerro Coso service region, has requested that the College work with them in providing for the needs of the under prepared adult learners spread throughout the small towns in the region. The College is working with this agency to provide a Virtual Adult School which would allow students to get GED preparation, basic skills, and ESL via an online environment which would allow students easy access to these services. Currently there is a six month waiting list for these programs and many adult learners have no way of getting to the services because of lack of public transportation.

The College is also working with the communities of Kern River Valley, Bishop and Mammoth to address the needs of the adult learners in these service areas. Bishop and Mammoth also have growing ESL populations which have specific unmet needs. Noncredit programs are being developed to address the needs of these populations.

The College is involved in the Basic Skills Initiative and is currently assessing its services and programs for under prepared students at all sites. On September 28 a team of Cerro Coso administrators and faculty, representing IWV, ESCC Bishop and Mammoth, and KRV, attended a Basic Skills Initiative workshop and are currently working on their College Basic Skills Plan to be completed by May 2008.

Cerro Coso Community College will continue to monitor the needs of our communities through environmental scans, development new partnerships with employers, secondary and post secondary institutions and government agencies.

#### Evidence

Virtual High School plan  
District contract with Jess Carreon and Associates  
Grant documents  
Employers' summit notes  
Mojave Adult Education Consortium memo  
Draft Basic Skills Initiative plan  
Draft Virtual Adult School plan

- 11. The team recommends that the college establish a staffing model that includes:**
- a. self-examination using similar or like institutional models;**
  - b. the assessment of program objectives;**
  - c. minimum staffing levels by functional area; and**
  - d. criteria for the establishment of high-quality instructional programs that culminate in identified student outcomes**
- (II.B.1; II.B.3.c; II.B.3.d; II.C.1.c; III.C.1.c; III.A.2; III.A.6).**

There is a Staffing Priority Plan now in place for all managerial and classified hiring. Several positions were hired in the 2006-2007 year using this approach. The priority list was shared with College Council in the spring. Criteria used to develop the priorities included minimum levels needed to serve students and to carry out the mission of the college. The college must balance the need for courses and services at five locations against the need to be efficient in operations and meet the 50% law regulations, the 75/25 Full time Faculty Obligation regulations, and remain efficient and within budget.

Additional staff has been added to the Eastern Sierra College Center. Teaching Assistants will serve the iTV classes to facilitate learning and a Site Operations Coordinator oversees facilities as well as the grounds and custodial care of both campuses. There are additional positions listed as priority #1 in the Staffing Priority Plan that will provide assistance with registration and relief for the full time clerical staff.

New faculty hires follow a separate process. In the fall the Academic Senate recommends its priorities to the president for adding new faculty positions. To replace a faculty member who retires or resigns, recommendations come through the Faculty Chairs to the Vice President of Academic Affairs.

Another undertaking of this year is a study of exactly what each center should be delivering to serve its particular community. This study, part of the annual planning process, will be in the format of a business plan and will drive faculty and staff decisions for each center to deliver needed programs. The college realizes that growth is the key to additional staffing and will make its hiring decisions based on data. Staffing will be based upon programs, the complexity and needs of those programs, and the enrollment growth of the center. The college is evaluating other model staffing plans in an effort to develop one that will address needs at all campuses. Last year the Eastern Sierra College Center developed a draft business plan to address its strengths, weaknesses, opportunities and challenges. This year that same outline is being applied to the other campuses to develop their strengths and address their weaknesses. The result will be plans that address each market, community needs, and the staffing and funding of new programs.

Evidence

Staffing Plan

Academic Senate minutes with faculty addition recommendations

Draft ESCC Business Plan

**12. The team recommends that the College establish and implement a written policy, inclusive of all five sites, that clearly maps the institutional decision making process and defines the roles and responsibilities for all campus constituents. The role of leadership and the institution’s governance and decision-making structures and processes must be regularly evaluated to assure their integrity and effectiveness (IV.A.2a).**

The college has identified this requirement as part of its Strategic Plan (4.A.2) and will incorporate this college guideline into its process in clarifying the structure, methodology, and role of College Council and the college president. This written process for participatory governance is currently being developed by a sub-committee of College Council. The college expects to have guidelines in place this year to define the participatory governance process for Cerro Coso and how constituent groups affect decisions that flow through that process.

The flowchart on page 10 outlines the planning, resource allocation, and evaluation process for Cerro Coso Community College. Plans and directives flow from the California Board of Governors Strategic Plan to the Kern Community College District Strategic Plan and then to the Cerro Coso Community College Strategic Plan approved in June 2007. The College Strategic Plan was developed through a participatory process with constituent review at every stage. A sub-committee of College Council drafted goals, strategies, and activities, reporting monthly to College Council and including their feedback. Members of College Council took drafts back to their constituents for feedback as well. The final plan has been widely circulated, both within the college and within the communities, and will continue to be circulated throughout the coming year.

The College Strategic Plan directs the activities, efforts, and priorities of all Cerro Coso campuses. Each campus was represented during the extensive planning process, either in person or via video conference for regular meetings of groups and sub-groups. Again, all campuses had representation during this review. Each constituent group of faculty, staff, and students had opportunities for representation on College Council during the drafting stages.

Because the strategies and goals of the College Strategic Plan are inter-woven throughout the operations of the institution, it is very difficult to name any single office or individual who is responsible for an entire goal. For example, the entire college must be responsible for Number 4, *Build upon our culture of accountability, responsibility, and civility amongst all stakeholders*. In order to follow the progress of each goal, however, the following individuals are charged with tracking the progress and conclusion of the individual goals.

- |        |                                                                       |
|--------|-----------------------------------------------------------------------|
| Goal 1 | Vice Presidents, Academic Affairs and Student Services                |
| Goal 2 | Vice Presidents, Academic Affairs and Student Services                |
| Goal 3 | Director, Administrative Services, and President                      |
| Goal 4 | President                                                             |
| Goal 5 | Director, Public Information, and President                           |
| Goal 6 | Vice Presidents, Academic Affairs and Student Services, and President |

The College Strategic Plan drives the Educational Master Plan. The Educational Master Plan also received input from community analyses, Program Review results, and the Annual Unit Plans. All of these segments drive the Technology Planning process, the Staffing Plan, and the Facilities Master Plan. The outcomes of all these plans become recommendations for the Annual Budget. At the conclusion of an academic year the annual budget will be reviewed by College Council with a feedback loop to the Budget Allocation Committee and the new process for the coming year.

Evidence

Planning, Resource Allocation, Evaluation Process Flow Chart (as listed on page 10)  
College Council minutes

**Progress Report Summary**

The recommendations from the accreditation team have provided Cerro Coso with a strong framework and direction for its planning process, assessment process, and general institutional improvement. There has been strong and widespread interest in the outcomes of the accreditation visit and responses to the recommendations.

The college will continue to implement the recommendations and move forward to assure progress and completion. It is anticipated that these recommendations will be institutionalized and part of the college culture before the next team visit.