

Cerro Coso Community College

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**Cerro Coso
Community College**

Mid-Term Report

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

October 15, 2009



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Certification of the Mid Term Report

OCTOBER 15, 2009

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 Mid Term Report is submitted per the requirements of the Accrediting Commission.

We certify that this Mid Term Report accurately reflects our progress to date in meeting Recommendations 1 – 12 as required by the Accrediting Commission in their letter received January 31, 2008, and our progress to date on addressing the planning agenda listed within the Cerro Coso Community College Self Study of October, 2006.

Signed:

Stuart Witt, President
Board of Trustees

Sandra Serrano, Chancellor
Kern Community College District

Mary Retterer, President
Cerro Coso Community College

James Fay,
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Matt Crow, President
Academic Senate

Cori Ratliff, President
Staff Council

Austin Hallinan, President
Associated Students of Cerro Coso

Statement on Report Preparation

This Mid Term Report is submitted in response to the requirement by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges that all colleges submit a report the third year after evaluation. It also recognizes and responds to the commission's requirement that the College prepare a Special Report, giving special attention to evaluation of progress in three specific areas that were selected for emphasis. The elements required in the Special Report are included in the first section of the Mid Term Report referring to recommendations.

This report addresses each of the recommendations made by the Accrediting Commission for Community and Junior Colleges team which visited Cerro Coso Community College in 2006. Further, it describes specific actions that have been taken, or are under way, to address the recommendations made by the commission in the January 2007 letter.

The Accrediting Commission for Community and Junior Colleges team visited Cerro Coso Community College for a full study in September 2006. The College was notified of placement on "Warning" in a letter dated January 31, 2007. The commission report cited twelve recommendations, with six of these specifically addressing Cerro Coso Community College issues and the other six addressing Kern Community College District (KCCD) district-wide issues. Further, the College was required to provide a Progress Report by October of 2007, plus a Special Report and a Midterm Report by October 2009. Pursuant to filing the Special Report, the warning was removed and accreditation was reaffirmed.

Cerro Coso Community College began the process of compiling evidence and writing responses to the recommendations in the Accreditation Commission's letter to the College in 2008. The report narrative was developed based on the information and evidence gathered by various individuals and was reviewed over the summer of 2009. After receiving guidance from the College president and other KCCD leaders, the Midterm Report was completed in August of 2009.

A draft report was presented to the KCCD Board of Trustees as an information item at their August 2009 meeting. A revised report was submitted to the California State Employees Association and the Academic Senate for their review in August 2009. The Midterm Report was also discussed in the Administration Council and President's Cabinet meetings in August 2009. Suggested revisions were evaluated and incorporated and the final report was submitted to the KCCD Board of Trustees for ratification at their October 2009 meeting.

The Midterm Report on the following pages illustrates Cerro Coso Community College's efforts in addressing the Accreditation Commission's recommendations and the College's self-imposed planning agendas.

Mary E. Retterer, Ph.D.
President
Cerro Coso Community College

List of Participants

Development of the final report included input from the following individuals:

Suzanne Ama, Student Learning Outcomes Faculty Coordinator
Marc Beam, District Director of Institutional Research
Jill Board, Vice President for Student Services
Matthew Crow, Academic Senate President
James Fay, Vice President for Academic Affairs
Valerie Karnes, Dean of Career Technical Education
Corey Marvin, Basic Skills Faculty Member
Dylan Mattina, Director of Distance Education
Heather Ostash, Counselor
Mary Retterer, President
Bonita Robison, Basic Skills Faculty Member
Jennifer Schwerin, Job Developer
Dennis VanderWerff, College Librarian

Response to the Request of the Commission

Summary of Progress on Recommendations

The recommendations from the accreditation team have provided Cerro Coso Community College (CCCC) with a strong framework and direction for its planning process, assessment process, and general institutional improvement. There has been vibrant 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. These recommendations have been institutionalized and are now part of the college culture.

Since the last accrediting visit in fall of 2006 the following management personnel have been hired:

- Vice President of Academic Affairs;
- Dean Career and Technical Education;
- Director of the Eastern Sierra College Center (ESCC);
- Director of Information Technology, Distance Education, & Learning Support Services
- Interim Director, Kern River Valley and South Kern Center

There has also been reorganization at the District which centralized some services and provided the college with a Director of Human Resources, Director of Child Development, and an Accounting Manager. The college position of Director of Business Services has been standardized at all three colleges. The leadership of the college has been stabilized and strengthened immeasurably.

The new leadership team, a revised funding model, and active community support have all contributed to an increased level of perceived satisfaction with the college, both internally and externally. Employee turnover rate is low, newspaper coverage is very strong and positive, and community attendance at college-sponsored events is strong. Three new fund raising events have been well attended within the community.

Internally, the curriculum undergoes regular updating through the Curriculum and Instruction Council as do student learning outcomes. Productivity and efficiency measures are rising, partly due to decreasing sections as a cost-cutting measure and partly due to strengthening the schedule planning process.

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

District-wide Recommendations

Recommendation 1: District: Budget Allocation Model

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 budget 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 time 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. Budget training was implemented so that all understood the concepts of the model. After the initial training, a survey was conducted and results found a need for more training. The District will evaluate the model again during the 2009-2010 fiscal year.

Cerro Coso has benefitted from this new model because it is based upon the attributes of SB 361 which recognizes the base costs of operating centers. The state funds allocated for these centers flow through to Cerro Coso as part of the base allocation.

This recommendation has been met. The college and district plan to evaluate the budget allocation model next year and continuously as we improve.

Evidence

- KCCD Budget Allocation Task Force roster and minutes
- KCCD Chancellor's Cabinet minutes
- KCCD Board of Trustees minutes
- KCCD Budget Allocation Model
- KCCD Consultation Council minutes

Recommendation 2: District: Evaluation process

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 the 2005-2006 year. 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, now called Chancellor's Cabinet, which includes the three college presidents. The draft was introduced into the consultation process in September 2007, and input was sought to finalize the document. The consultation process commenced with the KCCD Chancellor's Cabinet, now called District Consultation Council. The membership of the District Consultation Council includes faculty, staff, students, and administrators representing all constituent groups at each college and the district office. Each constituent group examined the document through their respect governance groups and provided input to the final document. The document was refined and reviewed by members of the District Consultation Council. Recommendations were directed to the Chancellor's Cabinet for further discussion and a final document was prepared for dissemination district-wide. Further recommendations for revision will be presented to the Chancellor's Cabinet and to District Consultation Council in Fall 2009 with plans for periodic evaluation of the decision making process district-wide.

This recommendation has been met.

Evidence

- A Process of Decision Making (2005)
- KCCD Process for Decision Making
- KCCD Executive Council/Chancellors' Cabinet minutes
- KCCD District Consultation Council minutes

Recommendation 3: District: Ethics Policy & Violations

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 completed the next self evaluation instrument at their board retreat in January of 2008. In August of 2009 the board reviewed and revised the instrument and will assess themselves again in November of 2009.

The Kern Community College District Board Policy, Statement of Ethics, was added in April 1995. The governing board uses the standards in their Statement of 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 (CCLC), 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 subsequently adopted. The Board Ethics Statement is included in the board agenda for each monthly meeting.

This recommendation has been met.

Evidence

Trustee Evaluation Procedure
KCCD Statement of Ethics
KCCD Board of Trustee minutes

Recommendation 4: District: District Strategic Plan

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. Subsequently, the Cerro Coso Community College Strategic Plan was completed 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. The planning committee’s work was guided by the KCCD Strategic Plan and recommendations made during the accreditation visit in October of 2006. The new Educational Master Plan reflects these goals and strategies. Both plans were accepted by the College Council and were used to direct the activity of the college.

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

At the end of the two-year period the College Council began reviewing the status of each strategy and listing accomplishments. The CCCC Strategic Plan underwent revision for 2009-2011 and a new plan is being finalized. This review, along with input of new ideas from College Council and the President's Cabinet, led to the draft of a new Strategic Plan for 2009– 2011.

The visiting team in 2007 concluded that Cerro Coso has met the requirements of this recommendation. Evaluation of the college and district strategic plans and processes will continue bi-annually.

Evidence

- KCCD Strategic Plan
- CCCC Strategic Plan (2007-2009)
- CCC System Strategic Plan 2006
- Educational Master Plan
- Board of Trustee minutes
- College Council minutes

Recommendation 5: District: Adjunct Evaluations

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.]

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 Community College Association (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. The Chief Instructional Officer is assigned responsibility for completing all faculty evaluations. Cerro Coso completed approximately 1/3 of its adjunct evaluations during the 2006-2007 academic year with the remainder during the 2007-2008 academic year. At this time, the adjunct evaluations are up to date.

With assistance from the Office of Human Resources, the college has all regular and adjunct faculty members on a formal schedule for evaluation. The adjunct evaluation schedule is kept by the Office of Instruction and evaluations are conducted each semester according to the schedule. All faculty evaluations, including adjunct, are up to date.

This recommendation has been met.

Evidence

- MOU with KCCD and the Community College Association
- Notice of evaluation sent to adjunct instructors
- Copies of adjunct and regular faculty evaluations
- Faculty Chair Meeting minutes
- Schedule of adjunct and full-time faculty evaluations

Recommendation 6: District: Code of Ethics & Employees

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.]

An employee code of ethics was developed with the assistance of a Cerro Coso Community College faculty member. This faculty member expressed interest in taking the lead to develop a district employee ethics policy in 2004-2005, and was contracted to lead the effort to conduct research and develop a draft policy.

Beginning in December 2006, a review of books, articles and other references was conducted. In addition, area agency chief executive officers were interviewed and higher education ethics policies were studied. Based on this research, a draft Code of Ethics was written for the KCCD.

The next step in the process was to take the draft code through the consultation process. The consultation process began in August 2007 when the draft was introduced to the District Consultation Council (formerly Chancellor's Cabinet). The District Consultation Council is comprised of faculty, classified staff, management and students from Bakersfield, Cerro Coso and Porterville colleges and the KCCD district office. This group was directed to present to and discuss the draft with members of their constituency groups and to collect comments and recommendations. The initial vetting process illustrated the need to discuss the KCCD Code of Ethics in additional venues in order to refine the code before forwarding it to the KCCD Board of Trustees for consideration and ultimate approval. The Code of Ethics with appropriate sanctions for violations was presented to the governing board in March 2008 and adopted in June 2008.

The KCCD Code of Ethics includes a general introduction and sections on Respect for Persons and Academic Freedom, Fairness and Honesty, and Competence. Training will be essential to developing employee and student understanding of ethical expectations, prohibitions and consequences of actions associated with violations of the KCCD Code of Ethics.

This recommendation has been met.

Evidence

KCCD Employee Code of Ethical Conduct
KCCD District Consultation Council minutes
KCCD Board of Trustees minutes

College Recommendations

Recommendation 7: College: College-wide Planning

The team recommends that the college develop and implement college-wide planning that

a. Includes all sites (IB);

The Strategic Planning process for the first plan was completed in May of 2007 and included input from all sites. Each campus was represented during the extensive planning process, either in person or via video conference for regular meetings of groups and sub-groups. Participants include faculty, managers, and/or staff from each of the academic centers and main campus. A similar process will be used to update the plan for the 2009 – 2011 years.

The Educational Master Plan was revised and included involvement of Faculty Chairs from instructional programs and Student Service Programs, the Directors of both Eastern Sierra College Center (ESCC) and Kern River Valley (KRV), a representative from South Kern (SK), the Chief Instructional Officer (CIO), and the Chief Student Services Officer (CSSO). The 2007-2008 and 2008-2009 Annual Unit Plans were developed not only for each department, college program, and college service, but also for each site. Video conference technology is available for all college meetings, thus ensuring equal access for all college sites.

This recommendation has been met.

Evidence

- CCCC Strategic Plan
- Educational Master Plan
- Annual Unit Plans
- College Council minutes

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

In Fall 2006 the College Council developed new mission, vision and values statements to provide the overarching direction for the planning process. Drafts and revisions were generated by a committee charged specifically with this task, then brought back to the Council as a whole. The focal point of the new mission statement, “To educate, innovate, inspire and serve” was a source of direction for each strategy and activity. This focal point has been used in catalog and schedule covers, marketing materials, the website, and on the back of the president’s business card. It was used in the 35th Anniversary logo and promotional materials as “Educate, Innovate, Inspire and Serve: the Tradition Continues.”

The mission statement guided discussions and served to help develop goals for the college.

- Goal 1. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.
- Goal 2. Improve service to under-prepared students and increase their success rates.

- Goal 3. Seek opportunities to enhance the development and use of resources.
- Goal 4. Build upon our culture of accountability, responsibility, and civility amongst all stakeholders.
- Goal 5. Identify and implement principles of effective communications in support of our mission.
- Goal 6. Recruit, retain, and develop employees who uphold the Cerro Coso culture of excellence.

Plans and directives flow from the CCC System Strategic Plan to the Kern Community College District Strategic Plan and then to the CCCC Strategic Plan approved by the Board of Trustees in June 2007. This plan directs the activities, efforts, and priorities of all Cerro Coso campuses. As the plan was developed, each goal and strategy was reviewed by College Council, resulting in a better document and a stronger plan.

This recommendation has been met.

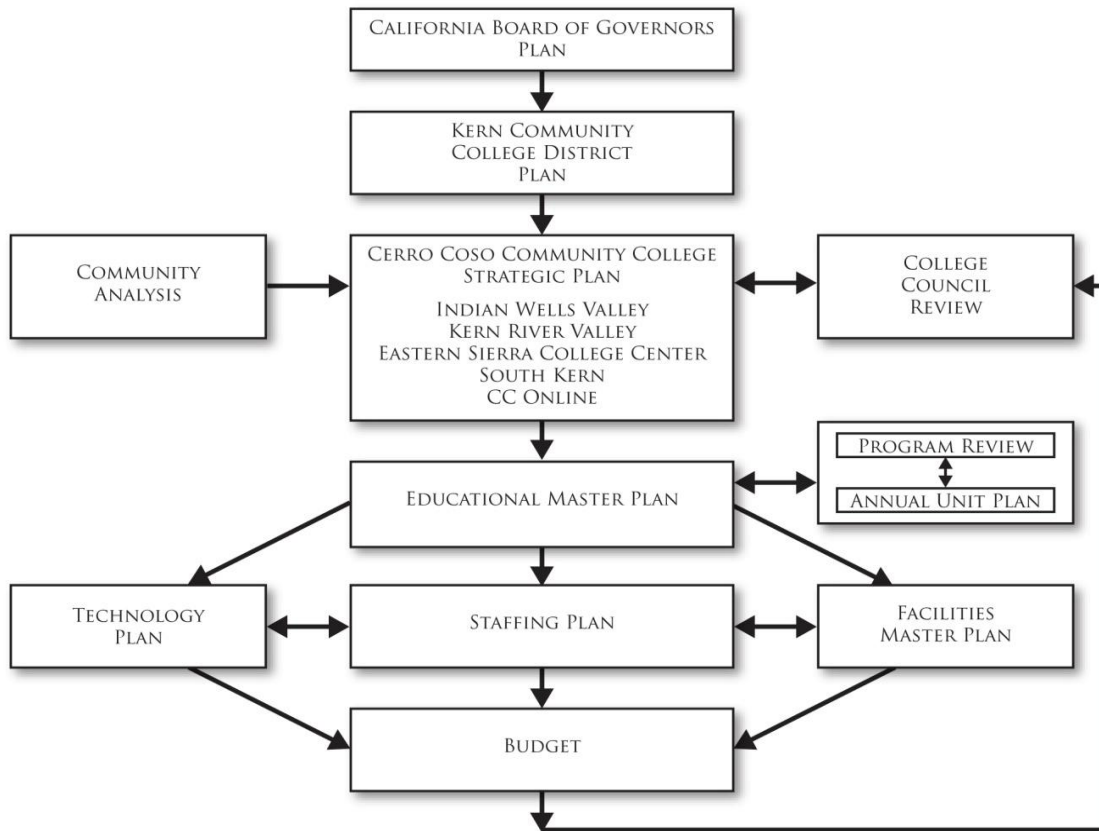
Evidence

College Council minutes
 KCCCD Strategic Plan
 CCCC Strategic Plan, 2007-2009
 KCCCD 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. 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 Budget Allocation Committee and the new process for the coming year.

**CERRO COSO COMMUNITY COLLEGE
PLANNING, RESOURCE ALLOCATION, EVALUATION PROCESS**



For example, a request to add interactive television instruction in California City would be included in the South Kern/KRV unit plan, feed into the Educational Master Plan and be included in Staffing Plan if extra staffing is required for support. The budget is driven by these plans. The Budget Committee, a subcommittee of the College Council, reviews each Unit Plan as it develops the budget. Budget Committee recommendations are presented at College Council.

This recommendation has been met.

Evidence

College Council minutes
CCCC Planning, Resource Allocation, and Evaluation Process

- 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 (IIIC.1c; IIIC.2);**

The first technology plan was put in place for the 2007-2008 academic year. A plan was developed and budgeted to fund computer replacements on a four-year cycle, including a set-aside for upgrades and repairs to interactive television equipment. 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. Because of state funding reductions the rotation has been changed to a five-year plan, but the process remains in place. A separate reserve has been established to fund repair and/or replacement of servers and other background equipment on a five-year basis.

A more comprehensive technology plan was addressed during the 2008-2009 year following the hire of a Director of Information Technology and Distance Education. This level of leadership in technology is a first for Cerro Coso and provides 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. Security and training issues are being addressed and interactive television equipment was upgraded at the Bishop and Mammoth campuses. A new Information Technology Plan has been developed (April 2009) and is moving through the assessment and governance process. Completion of the new Information Technology Plan is under way and will conclude by December 2009.

This recommendation has been met.

Evidence

Technology Replacement Plan
Information Technology Plan (Apr 2009 draft)

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 CCCC 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 CCCC Strategic Plan provides priorities for the college as a whole, including the work and direction of all sites. The CCCC Strategic 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. Each center/site will be researching the needs of its area and making recommendations for delivery to meet those needs. This is just one example of how college-wide input from staff at various locations is used in decision-making.

This recommendation has been met.

Evidence

College Council minutes
College Goals
CCCC Strategic Plan

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

In Spring 2007, faculty chairs and directors prepared their first 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 and program learning outcomes, enrollment and productivity data; d) projected resource requirements for facilities, equipment, instructional materials, and staff; e) enrollment trends and their potential impact. Data for the Annual Unit Plans were gathered from the Operational Data Store (ODS). This data drives the planning process.

Services of the District Director of Institutional Research are available to the college two days per month to assist in the development of ODS reports, environmental scans, ad hoc requests and research design. Training of all faculty chairs in the use of ODS provided opportunities for these instructional leaders to access and use ODS reports and track the efficiency and effectiveness of their departments. Training is ongoing as new reports are published.

This recommendation has been met.

Evidence

- Annual Unit Plans
- Sample ODS reports
- ODS training schedule, rosters and handouts
- Cerro Coso Research Agenda

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

The Cerro Coso Community College Strategic Plan guides the Educational Master Plan, which includes Annual Unit Plans. These Unit Plans serve as annual updates for the Educational Master Plan. Each unit submits budget requests consistent with its plan. The budget is developed following the creation of unit plans and recognizes funding requests within those plans. Since 2007-2008 Cerro Coso had received a significant increase in its allocation due to the funding formula in SB 361 and because of growth. The Budget Committee weighs budget requests against the planning documents, including Unit Plans, enrollment data, and against the overall financial condition of the college at that time. For example, in planning for the 2009-2010 budget increases were not awarded and units were asked to develop a prioritized plan for college-wide reductions.

The Budget Committee considered how best to reduce all non-labor items by a total of 30% to meet the declines in state funding. The overall good of the institution was foremost in consideration and certain items were “held harmless” because they were minimally negotiable. These included facility rents and utilities, among others. The remaining non-labor reductions were left to the departments with the idea that they knew best what they could do without. The result was a reduced budget that sustained services and allowed operating groups to determine where they could take their reductions best. The recommendations of the Budget Development Committee are received and analyzed by College Council and recommended to the president.

This recommendation has been met.

Evidence

- Budget Development Committee recommendations
- College Council minutes

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

The CCCC 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. The college displays framed copies of the vision, mission and values prominently across campus.

College Council also plays a key role in dissemination 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.

This recommendation has been met.

Evidence

- College website
- Framed copies of mission, vision, values statements
- CCCC Strategic Plan (marketing version)
- College Council minutes

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 on completion of each activity. An evaluation matrix is shared with College Council resulting in both a review of the past plan and a worksheet for developing the next iteration of the plan. Every two years a new plan will be developed, along with publishing results of the preceding plan. Assessment of previous goals will serve to inform and 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 in achieving the listed goals, and directs that unit’s goals for the coming year. The Annual Unit Plans that were developed in spring of 2008 had the first “Closing the Loop” sections.

The College Council reviews the CCCC Strategic Plan every spring, assessing for completion of action items. Every other year the college will evaluate the planning process, as well as recognizing the accomplishments of the past two years and setting the direction for the next two years. Members of College Council, President’s Cabinet, and anyone else who wishes to submit an action or strategy may provide input to the new plan. Ongoing evaluation of the plan and process will continue.

This recommendation has been met.

Evidence

CCCC Strategic Plan 2007-2009 and 2009-2011 (draft)
Strategic Plan Evaluation Matrix, 2007-2009
Annual Unit Plans

Recommendation 8: College: Program Review

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 Annual Unit Plans for every operational group, including instructional departments, college service units, and college sites. Unit plans require the responsible faculty and/or managers to gather information needed for their next program review on a yearly basis. Since academic program reviews are on a staggered six-year cycle, this requires each department/unit participate in our annual budget and planning process. The Program Review Guidelines were adopted by the Academic Senate in May of 2004.

Each year's Annual Unit Plan serves as a "mini program review" or assessment point for the direction of that program. The results of each program review will appear in the subsequent Annual Unit Plans and budget requests of that program area as background information. If the results require action other than financial support, such as enrollment management assistance, then the appropriate office or group will schedule that assistance.

Program review uses unit plan data, such as enrollment and productivity, as well as other measures of program effectiveness, including labor market data, and advisory committee input. Programs may begin planning years ahead of time to add course strands, or request major equipment and facilities. For example, the Industrial Technology Unit Plan will include long range plans for course offerings in California City to drive the design of a proposed new center.

Three student services programs have completed their reviews and the remaining three are scheduled for 2009-10 and 2010-11. Two instructional programs have completed comprehensive program reviews, including Auto Technology and General Sciences. There are eight program reviews scheduled to be completed this year, including General Education which will be chaired by the faculty chair of the English department. In addition, career and technical education programs are reviewed every two years as required. Vocational program review data will also be in unit plans, as they are completed in 2009-2011.

This recommendation has been met.

Evidence

Schedule of Program Reviews
Program Review Guidelines
Completed Program Reviews
Annual Unit Plans
Academic Senate minutes

Recommendation 9: College: Student Learning Outcomes

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 Community College since Fall 2002. During 2006-2007 the Curriculum and Instruction Council (CIC) began to develop and implement student learning outcome (SLO) assessment. New and revised courses are reviewed by CIC to ensure that learning outcomes are relevant and measurable.

The College has appointed a dedicated Student Learning Outcome Coordinator who provides leadership, training, and mentoring in the areas of writing measureable student learning outcomes and appropriate assessments, the development of assessment plans and tools, and the interpretation of data. The Coordinator offers workshops twice a year and meets with departments and individual faculty throughout the year. She also tracks the progress of the implementation of course, program, and institutional SLO assessment college-wide on the SLO website.

Currently 100% of scheduled courses have defined student learning outcomes. Some courses are active in the college catalog, but not scheduled. Of the entire college course inventory, 65% of active courses have student learning outcomes defined and 34% of courses have started assessments. Course level assessments currently under way will be evaluated during the fall of 2009. All courses are scheduled to complete the assessment cycle by 2012, including collection and analysis of data, and using results to improve the course or program.

Program effectiveness is measured, in part, through the assessment of program student learning outcomes. All institutional, academic, instructional support services, and student services programs have learning outcomes and assessments defined. All academic programs have courses mapped to program outcomes. Courses are also mapped to institutional outcomes. All student services programs and all established academic programs have completed the assessment process, have documented the results, and are using the data to make program improvements.

Assessment plans, data, and discussions of recommendations reside on the Student Learning Outcome Assessment website. Summary results will also be documented in upcoming unit plans. Assessment data will reside in the CurricuNET database, when implemented this coming year. At present most data are available on the SLO Assessment website.

Based on the ACCJC rubric for student learning outcomes, the college has progressed through the Awareness level of implementation and has completed Development this year. Beginning in Fall 2009 the college will begin analyzing results and making decisions based on the results of assessments. The college is on schedule to meet Proficiency by 2012.

This recommendation has been met.

Evidence

Flex Day agendas and materials for faculty training

Course Outlines of Record
SLO Assessment website
SLO Matrix
Course and program assessment data
Faculty Chair meeting minutes
Annual Unit Plans
Program Review documents

Recommendation 10: College: Diverse Community Needs

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 since 2006. The Dean of Career Technical Education worked 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 was completed through the district's contract with 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 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 (Renewable Energy Technology) and re-development of dormant programs (renewal of Welding) to fill the needs in our service area. On September 14, 2007 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. A second Summit was held in September of 2008 and a third is scheduled in Fall 2009.

Partnerships with several of the high schools have been formed or strengthened in the past years 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. Outreach to the Kern River Valley and South Kern high school areas includes 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 Indian Wells Valley (I WV) 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 was to develop pre-engineering, engineering technician and renewable energy programs to fulfill the needs of local employers. These programs are consistent with the needs assessment information gleaned from the environmental scans and the high school and industry inputs.

Other new programs resulting from the community needs surveys include the development of a Certified Nurse Assistant and Licensed Vocational Nurse program at the Eastern Sierra College Center. A Human Services program is also now in place to meet the needs of the Cerro Coso communities of Kern River Valley and Bishop. As a result of a contact through the Kern County Economic Development Corporation, Cerro Coso is working with the California City Studios to develop a program to train students for careers in film and video production.

The College has arranged to work with Farm Worker Institute for Education and Leadership Development (FIELD) to survey ESL needs in Bishop, Mammoth Lakes, Ridgecrest, Lake Isabella, and Mojave. If budgetary conditions permit, the survey will take place in Spring 2010. If it appears that there is a demonstrable need for ESL courses, Cerro Coso will offer those classes in cooperation with FIELD. Other courses to train ESL speakers in renewable energy, especially solar installation, are under development at this time.

The College is currently assessing its services and programs for underprepared students at all sites. A team of Cerro Coso administrators and faculty, representing IWV, ESCC Bishop and Mammoth, and KRV, attended a Basic Skills Initiative workshop and have completed a College Basic Skills Plan.

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

This recommendation has been met.

Evidence

Virtual High School plan
Carreon and Associates Report
Grant documents
Employers summit materials (2007, 2008, 2009)
College Basic Skills plan

Recommendation 11: College: Staffing Model

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 past three years using this approach. For example, staff positions were added at the Eastern Sierra College Center. These positions were listed as priority #1 in the Staffing Priority Plan and will provide assistance with general center operations. Teaching Assistants support the iTV classes to facilitate learning, and a Site Operations Coordinator oversees the Bishop and Mammoth facilities, grounds and custodial care of both campuses.

The priority list is shared with College Council as an information item. 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. Given the drastic budget reductions looming in 2009-2010, it is unlikely that any additional staff will be hired.

There is a separate process for faculty hires that includes input from the Academic Senate. To replace faculty who retire or resign, recommendations come through the Faculty Chairs to the Vice President of Academic Affairs. In the fall, Academic Senate recommends its priorities to the President for adding new faculty positions.

The President realizes that growth is the key to additional staffing and will make hiring decisions based on data. Staffing is based upon programs, the complexity and needs of those programs, and the enrollment growth of the center. Growth also leads to the need for additional managers.

The Staffing Plan is revisited each semester and evaluated based upon funding, growth, and changes in current staffing.

This recommendation has been met.

Evidence

- Staffing Priority Plan
- College Council minutes
- Academic Senate minutes

Recommendation 12: College: Decision Making Process

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 identified this requirement as part of its Strategic Plan (4.A.2) and incorporated this college guideline into its process in clarifying the structure, methodology, and role of College Council and the President. The college has the new Participatory Governance Model in place to define the governance process for Cerro Coso and how constituent groups affect decisions that flow through that process. The model was distributed and resides on the college intranet.

The new model was based upon an existing model at a college recently receiving commendations on its governance policies. The document was revised to apply to our unique centers and large distances between employment sites. The adopted model defines the make-up of College Council, identifies standing committees, and the process for creating ad hoc committees. Membership is also defined to ensure broad-based representation.

The Participatory Governance Model is revisited in the fall by the College Council. It took nearly two years to finalize and will be evaluated annually by the College Council at the start of the academic year. The model was different from the previous unapproved draft in its simplicity, readability, and breadth of inclusion.

This recommendation has been met.

Evidence

Participatory Governance Model
College Council minutes

Summary of Progress on Standards

Standard I. Institutional Mission & Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an on-going and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Summary of Progress on Standard I

The new mission statement of Cerro Coso Community College, “*Educate, Innovate, Inspire and Serve*” has refocused and rebranded the institution. The CCCC Strategic Plan, finalized in June of 2007 for the 2007-2009 time period, served as a guideline for the college’s efforts during that time.

While the college still does not have its own researcher due to a failed search, it has greatly increased its access to research information with the Operational Data Store (ODS) and the ability of faculty and managers to access daily information reports. These reports help to drive decisions in marketing, enrollment management, course scheduling, and new program offerings.

Community outreach has improved markedly in the Indian Wells Valley area and in the Eastern Sierra area. Kern River Valley and the South Kern region now have a full time director who has been tasked with improving communications, new course offerings, and outreach in those areas.

Student learning outcomes have been established for every course that is offered and results are now being analyzed. Several program reviews have been completed and the rest are scheduled to be completed over the next three years.

Evidence

- College Mission Statement
- CCCC Strategic Plan
- Program Review schedule
- SLO Matrix
- Sample ODS Reports

Planning Agenda Responses

Standard IA. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A - ACTION PLAN

The mission statement will be periodically reviewed and updated consistent with our strategic planning process.

Response: In October 2006, the College Council formed an ad hoc committee to review the College's mission, vision, values, and strategic goals. Representatives of this ad hoc committee provided input and vetted drafts of new language through the college's constituent groups which they represented. What emerged was a new mission statement that rebranded and refocused our college. In short, our mission is to "educate, innovate, inspire, and serve." Additional language in the official version reflects the manner in which this mission is carried out. The college vision and values emerged from this new mission statement. The new Mission Statement was approved by the KCCD Board of Trustees and has been posted and widely distributed throughout the college's many constituencies.

The CCCC Strategic Plan activities were designed to be addressed over a two-year period and were assigned to various divisions of the college. The initial Strategic Plan drove the college direction from 2007 through 2009. The strategic plan and its activities are currently being evaluated and revised by the college for the 2009-2011 academic years. This review will be analyzed and adopted by the College Council.

Evidence

College Mission Statement
Board of Trustees minutes
CCCC Strategic Plan

I.A.1 - ACTION PLAN

The Vice President of Academic Affairs and the Vice President of Student Services are charged with implementing a more systematic and quantitative assessment of the current student population and how it has changed over the past five years.

The Vice Presidents of Academic Affairs and Student Services distribute information on student population trends to the appropriate College workgroups and key community groups for dissemination and action: College Council, Vocational Education Advisory groups, Special Services Advisory groups, Student Equity Committee, and Chambers of Commerce within our service area.

The college will continue to work with local governments, educational institutions, and community groups to determine how the communities served by Cerro Coso are changing. Incorporate this information into the College's planning process, including the Strategic Plan, Educational Master Plan, Facilities Master Plan, and Program Reviews.

Response: A research agenda has been drafted and ODS reporting tools will assist the Vice Presidents in assessing the makeup of the various campuses' student populations with the ability to see the changes in the makeup of ethnicity, age, enrollment (i.e. day, night, full-time, part-time) and gender. Currently the District Researcher has made summary information

available on the KCCCD Research website. In addition, he provides environmental scan data to update the Educational Master Plan, ODS reports to support Annual Unit Plans and Program Review, and ad hoc requests.

College administrators are members of community groups, governmental organizations, and service clubs and use these contacts to maintain effective local liaison. The College has increased its outreach to local governments, educational institutions, and community groups. It has presented educational opportunities and requested feedback so the college can better meet community needs. This information is used in our planning documents to carry out the strategies and activities. One example of feedback is a request for more college interaction from the Mojave Unified School District (USD). The outcome is that the Mojave high schools are the first to enroll in the K-16 Bridge Program with Cerro Coso. The college is currently holding classes at the California City High School in Wind Energy Technology. Courses in Introduction to Wind Energy Technology and Introduction to Solar Energy Technology will be offered for high school students in California City beginning this fall and spring, respectively.

Evidence

KCCCD District Research website
Sample ODS reports
MOU with Mojave USD

Standard IB. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key process and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses on-going and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.2 - ACTION PLAN

As part of the process for establishing strategic goals, College Council will review the goals to determine that the outcomes are measurable and to identify what type of evidence will be used to determine if the goals are achieved.

Response: Cerro Coso has made extensive use of the KCCCD Director of Institutional Research to collect various on- and off-campus data to assist the college in analyzing strategic issues. The college completed the first two year cycle of its strategic plan and is updating the CCCC Strategic Plan for the 2009-2011 cycle. Strategic goals are being reviewed and assessed for completion through College Council. Because the California Community College System Office has not changed its primary strategic goals and because the KCCCD goals reflect these system goals, Cerro Coso kept the same overarching goals in place while developing innovative strategies and activities.

Evidence

Strategic Plan Outcomes Matrix
Strategic Plan 2009-2011
College Council minutes

I.B.3 - ACTION PLAN

Follow a master schedule so that all Program Reviews are completed within the next six years and include program and course student learning outcomes.

Evaluate and revise the College Council processes so that there is improved communication among all constituent groups and informed involvement in decision-making.

Response: Based on the ACCJC rubric for Program Review, the college has moved through the Awareness Level of Proficiency and has completed Development. Processes are in place and the Proficiency Level is beginning in Fall 2009. Two instructional programs have completed comprehensive program reviews, Automotive Technology and General Sciences. The remaining programs are scheduled for completion during the next two years, with all Career Technical Education (CTE) programs scheduled for 2009-2010. There are discussions planned during the fall of 2009 within the Academic Senate to reassess the current program review process and streamline it, improve its value and user-friendliness, as well as using the same data elements and sources for all program reviews.

All program-level Student Learning Outcomes have been defined. Programs are currently assessing their SLOs and reporting the analyses in their next Annual Unit Plans, including conclusions and recommendations for program improvement.

In 2006 Student Services developed a six year program review schedule for the various programs. The Financial Aid and Scholarship Program and the Student Activities Program completed their program reviews during the 2007-2008 academic year. Admissions and Records and Veteran's Affairs completed their program review in 2008-2009. CalWORKs and Athletics are scheduled for 2009-2010 with the Counseling Department, the Special Services Program (EOPS/CARE/DSPS), and TRiO: Student Support Services Program scheduled for 2010-2011.

Since 2006, the college has reviewed and revised its participatory governance model. This governance model defined and linked all college constituencies to the planning process. All of this drives the college's budget development and other college plans. There is a copy of the model on the college website for all to access.

The Educational Master Plan is a dynamic document, updated annually with annual unit plans submitted by instructional and student services programs. The Educational Master Plan is a resource for participatory governance to ensure that institution-wide planning is based on program needs that are derived from student learning outcome assessment. Annual updates of unit plans and a six-year cycle of program reviews flow into the academic planning and budgeting process. The Facilities Plan and the Educational Master Plan also support the CCC Strategic Plan. Ongoing input and feedback are essential components of the above processes.

Evidence

- Program Review documents
- Program Review schedule
- Educational Master Plan
- Participatory Governance Model
- SLO Matrix

I.B.4 - ACTION PLAN

Schedule a 12-month calendar for the College Council meetings.

Response: At the end of each academic year College Council schedules the next year's meetings, including scheduling summer meetings. This is completed and is ongoing.

Evidence
College Council Minutes

I.B.5 - ACTION PLAN

Conduct a formal assessment of how well assessment data is being effectively communicated to and applied by internal and external constituencies.

Response: The College has appointed a dedicated Student Learning Outcome Coordinator who provides leadership, training, and mentoring in the areas of writing measurable student learning outcomes and appropriate assessments, the development of assessment plans and tools, and the interpretation of data. The Coordinator is responsible for assessing how well assessment data are being communicated internally, to faculty and staff, and externally to students and our communities. The District Director of Institutional Research provides support in collecting data, research design, and reporting information. The Coordinator and Research Director will collaborate on a formal assessment in 2009-2010. This will be part of the College Research Agenda.

Evidence
College Research Agenda

I.B.6 - ACTION PLAN

Implement a formal process for reviewing and modifying the Educational and Facilities Master Plans.

Response: Since 2007 the Educational Master Plan has been updated annually with Academic and Student Services Annual Unit Plans for each of the departments. The units formulate their plans and direction and list their needs, based upon student learning outcomes and community learning needs. This document drives the budget building process that supports the unit plans. Beyond updating each plan, College Council reviews the planning processes each fall.

Evidence
Educational Master Plan
Facilities Master Plan
Annual Unit Plans

Standard II. Student Learning Programs & Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Summary of Progress on Standard II

In response to both regional Employer Summits and a national and regional upsurge of interest and support for alternative energy, Cerro Coso has developed a new degree program in Industrial Technology with an emphasis in training technicians for good-paying green collar jobs in local wind and solar industries. This program has received statewide and national recognition for its timely and innovative courses. This includes a commitment from the State Chancellor's office to approve the Wind Energy Certificate immediately upon local board approval. Two other institutions (College of the Canyons and Texas State Technical College) have invited Cerro Coso to partner in their National Science Foundation grants for wind energy training. The college plans to train faculty from other colleges to teach its wind courses so that they can offer this specialized training throughout the state. Expanding this training through the southwestern states will be part of the upcoming grant proposals.

The College has also developed a new AA program in Engineering in response to the needs of local industry and the military. This program has been warmly received and financially supported by local defense contractors. This program is an update from the former program in pre-engineering and this change was also driven by local industry input. The college's engineering degree program began offering its first classes in the fall of 2008 with active support from local technology-based businesses and from the China Lake Naval Air and Weapons Center. Due to the prolonged slump in the automotive field, the college will reduce its emphasis on automotive technology and move faculty and resources into alternative energy.

The college has a broad-based and effective curriculum in writing, literature, social sciences, math, science, and art. The college has a close working relationship between its Honors Program and UCLA. In January 2009 a committee of faculty and administrators from UCLA came to the Cerro Coso campus and reviewed the college's Honors Transfer Alliance Program (TAP) agreement between our college and UCLA and unanimously approved it. The UCLA committee also commended our Honors Program for its vitality and quality. During the 2008-2009 academic year there were four students in the Transfer Alliance Program who ultimately applied to UCLA and three were admitted.

The College has rejuvenated its basic skills program and supports a new department of basic skills. Two faculty members have committed to be part of this department and to support enhancement of success rates for basic skills students.

The College now has a vibrant Career and Technical Education program led by the new alternative energy and expanded vocational nursing programs. The nursing program in Eastern Sierra has been highly praised by its specialized accrediting group, The Board of Vocational Nursing and Psychiatric Technicians. This board also approved Cerro Coso's full program accreditation through 2013. The Eastern Sierra College Center graduated its first

class of vocational nurses in May of 2009. Administration of Justice and Fire Technology continue to grow. Cerro Coso now oversees the Kern County Sherriff's Academy and is working to develop a Fire Academy in Inyo County with a focus on training Native Americans in the region to have their own certified fire departments.

The College has sponsored two regional Employer Summits and is planning the third for fall of 2009. The feedback the College received from these summits drove curriculum development in the fields of traditional and alternative industrial technology. The college has plans to expand its alternative energy focus into geothermal power and into residential and business conservation and weatherization. It also plans to expand its offerings in the South Kern area with new alternative energy, public safety, business, film production, and computer science programs.

Cerro Coso has developed the first online AA degree program in mathematics in California. This program is one of only three in the United States. It will open up career opportunities for students in science, technology, and engineering by allowing more access to math courses.

Responding to requests from military training officers, the college has approved new language courses in Arabic and Farsi which it hopes to offer to military personnel in 2009-10.

The Academic Senate has defined a cycle of program reviews and a process for presenting the review. These reviews are under way. The District has provided Cerro Coso with research support and additional support is now coming from other researchers at other colleges within the KCCCD. There is an ongoing dialogue with the district regarding increased research coordination.

The college curriculum committee chair and the articulation officer have led the faculty in aligning the college's associate degree pattern, the college's course outlines of record, and certificate awards with the new state Education Code title 5 revised. The college has had input into the district's Board policy and procedures regarding the response to the revised title 5 education code.

Evidence

Transfer Alliance Program Evaluation
Employer Summit Agenda (2007, 2008, 2009)
Curriculum and Instruction Council minutes
Academic Senate minutes

Standard IIA. Instructional Programs

The Institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Planning Agenda Responses

II.A.1.a – ACTION PLAN

As part of an on-going evaluation and review process, we plan for full implementation of the discontinuance process for Fall 2006.

Response: The CIC Committee handles programmatic discontinuation issues. During the 2008-09 academic year some programs and courses were deleted or placed as inactive. Humanities AA and Social Sciences AA were deleted. Physical Science AS, Pre-Engineering AA, and Digital Animation AS were placed on inactive status.

Evidence

CIC Minutes

II.A.1.b – ACTION PLAN

Formalize the ITV faculty training to mimic the online training.

Response: The College is currently in the process of participating in the development of a district-wide model to support faculty teaching via iTV that provides remote trouble shooting and formalized faculty training. This plan additionally addresses the standardization of equipment to better ensure the reliability and quality of the educational environment. Once this model is implemented, expansion of course offerings will be easier. A report on the cost effectiveness of Interactive TV classes was provided to Chancellor's Cabinet from the Technology Leadership Council. Due to current budgetary constraints it is likely that implementation of this plan will be postponed at least one year, or until state fiscal stability is restored. The college has also increased the number of technical assistants who support the iTV faculty by providing learning assistance at the remote iTV classroom location.

Evidence

KCCCD Chancellor's Cabinet Minutes

ITV Cost of Instruction Report from Technology Leadership Council

II.A.2.a.1 – ACTION PLAN

The Program Review Committee will research additional methods for assessing program effectiveness.

Response: The Academic Senate program assessment process works in the following manner. The Program Review Committee is a standing committee of the Academic Senate described in Article VII, Section 2 of the Senate Bylaws:

A Program Review Committee shall oversee the program review process and work with the Academic Senate President and the Vice-President of Academic Affairs to ensure that all necessary program reviews are completed as scheduled. The Program Review Committee is a sub-committee of the CIC and shall consist of four (4) faculty members selected as described in the Academic Senate Standing Rules. Academic Senate needs to ensure that the committee is engaged and involved in guiding the Program Review process.

Program effectiveness is measured, in part, through the assessment of program student learning outcomes. The college is collecting data during the fall of 2009 and analyzing the data to inform program improvements and institutional decisions. The results of this assessment will be documented in annual unit plans. Program review draws from the content of the current unit plan, as well as other measures of program effectiveness, such as enrollment and productivity data, labor market data, and advisory committee input. Twenty-two established programs are being assessed by department faculty using qualitative and/or quantitative measures. The results and recommendations for improvement reside in the SLO Assessment Moodle web site and will be published in the upcoming unit plans at the end of the fall semester.

Evidence

Academic Senate Minutes
Academic Senate By-Laws
SLO Assessment Moodle
Program Reviews <http://intranet.cerrocoso.edu/general/faculty/program-review/index.htm>

II.A.2.a.2 – ACTION PLAN

Provide training to faculty and staff on Oracle Discoverer so they have direct access to the MIS data that resides on the data warehouse server. This provides them with the ability to extract data in various ways and allows for the development of charts and graphs representative of the various data element sets as needed.

Response: The District Researcher provided several training opportunities to faculty and staff both in a group setting and on a one to one basis. Reports are created at the District and made available to faculty and staff via passwords to ODS. Data are refreshed each night directly from Banner. This allows faculty chairs and managers to analyze classes, enrollment patterns, success rates and other indicators on a regular basis.

Evidence

Sample ODS Reports
ODS training rosters and handouts
Faculty Chair minutes
Cerro Coso In-House Training Center (IHTC) <http://www.cerrocoso.edu/ihtc/>

II.A.2.b – ACTION PLAN

The Program Review committee will develop and implement a model for monitoring student retention.

The College will develop and execute a plan to assess outcomes to modify strategy relative to student retention and persistence.

Response: The initial focus of student retention and persistence was to make tutoring available at all campuses of Cerro Coso. Tutor training classes are available to students wishing to work as peer tutors. There are trained faculty members at all locations. The South Kern campus is currently very limited in on-site classes, and therefore tutoring is also very

limited. Plans are currently being developed to relocate that campus off the Edwards Air Force Base and into California City to make it more accessible for all students.

Once services were made available to all major campuses, data collection and analysis began. Through the Basic Skills Initiative, in collaboration with the Counseling Department, several strategies have been developed and implemented to address student retention and persistence. They are as follows:

- All students enrolled in developmental classes will take an online assessment called Smartgrades beginning in Spring 2009. This program assesses the student's strengths and weaknesses related to eight characteristics that are viewed as essential tools to be successful in college. Some of those are time management, outside support system, study skills, organizational skills, to name a few. The assessment is interpreted in the class so that students can dialog about strategies that might assist each other in the various areas. This also helps the faculty member see what may be stumbling blocks to the students' success in their class that may not just be academic. The college will be collecting data to determine if Smartgrades informs faculty on student learning results in basic skills. The Course Outlines of Record for basic skills courses offered after spring of 2010 will contain SLO's that reference data obtained from Smart Grades for specific levels of Reading and Writing. Smartgrades outcomes are part of the Student Learning Outcomes Plan for 2009-2010.
- Faculty are provided opportunity to report back to the counseling department those students who may not be doing well early on in the semester. This Early Alert is emailed out to the students in an attempt to provide the student learning services they may need, referral to support services on campus if there are child care issues, or possibly to just encourage them to get re-engaged in class. As a follow up, the Learning Assistance Center contacts students impacted by "early alert" to provide additional information on available tutoring. Our data collected in Fall 2008 shows stronger success rates for students who use tutoring early in the semester compared with those who sign up later.
- An open lab tutoring program was developed and implemented using faculty to provide tutoring in all areas in our open computer lab for day and evening hours. The tutoring program collects data on tutoring sessions and identifies specific target areas where tutees need assistance such as study skills, time management, and reading techniques. With peer tutoring, students and tutors receive tutoring sheets for each tutoring session. These sheets are analyzed for trends in student need. One form is completed by the trained tutor; the other is completed by the tutee. The forms are then analyzed for outcomes and trends. Additional tutor training is offered to peer tutors on these topics so they may further assist these students or refer them to specific faculty for help.
- Several faculty tutors attended Supplemental Instruction Training and implemented supplemental group instruction in classes identified by the counseling department as gatekeeper classes.

Targeted tutoring was initiated in several basic skill classes at several campuses. The tutor was available during and after class to provide tutoring on a specific skill such as note taking skills or on simply learning the subject matter. The skill focused on was identified through tutoring

data for math and developmental English courses.

Evidence

Basic Skills Committee minutes
Curriculum and Instruction Council minutes
Smartgrades data
Tutoring Survey Forms
Counseling Annual Unit Plan/SLO Plan for 2009-2010

II.A.2.c – ACTION PLAN

Review the long-term schedules in relationship to our current economic forecast.

Revise the long-term schedule to reflect core needs and to ensure meeting those needs through the effective use of multiple delivery systems.

Response: Long-term schedules and planning are focusing on district and college goals of core mission and degree-applicable offerings, and meeting the needs for career technical training and basic skills. Industrial Technology, Science and Engineering have drafted three-year schedules for planning purposes. The remaining departments will be cooperating with the center directors to develop long term schedules that meet the needs of the centers and are deliverable by the department in terms of staffing and cost. The remaining long-term schedules will be completed by the end of Fall 2009.

Building on research done by Santa Monica City College demonstrating that terms of varying length have been shown to increase student retention and success, Cerro Coso is gradually moving more classes into shorter term flexible schedules. Summer 2009 had multiple entry points and session lengths and did result in higher enrollment than previous summers, however the reasons for this enrollment increase are not solely related to length of term. Scheduling matters are primarily discussed at the monthly Faculty Chair meeting with the Vice President of Academic Affairs. The Eastern Sierra College Center has been successful in planning long-term schedules and the result has been increases in enrollment and numbers of graduates. Students are able to plan ahead and count on the courses being available.

Evidence

Long Term Schedule plans
ESCC Graduation Rates

II.A.2.d – ACTION PLAN

Update curriculum for online faculty training program.

Participate in the District process to assess the effectiveness of existing course management programs.

Implement the recently created ITV training plan.

Response: Updated Training Course Outlines of Record for the online teaching courses have been approved through the Curriculum and Instruction Council that reflect the current course management system and the changes in skill sets to be a successful online instructor in our

virtual environment. The courses include:

Required Courses 20 Weeks - 8 Units		
Course Name	Length	Units
Faculty Orientation to Online Learning (INST C261)	3 weeks	1
Fundamentals of Online Teaching (EDUC C262)	4 weeks	1.5
Technology and Online Design (EDUC C263)	4 weeks	1.5
Introduction To The Development/Management of Moodle (INST C269)	5 weeks	1.5
Accessibility for Web Course Development (INST C268)	2 weeks	1
Introduction to Multimedia for Online Teaching (INST C267)	3 weeks	1.5

Cerro Coso participated in the district committee that reviewed the various course management programs. The outcome was the District would support two, Etudes and Moodle. Cerro Coso adopted the exclusive use of Moodle to standardize the online environment for students. In August 2009, the Vice Presidents of all three colleges unanimously recommended that the District adopt Moodle as the standard course management system.

The College has instituted the In House Training Center (IHTC) to meet staff and faculty focused training needs utilizing our own personnel and their expertise. Training for iTV has been one of the focal points. Training is available throughout each semester and is continually reviewed for content and efficacy by the Vice President for Academic Affairs in cooperation with the Director of the IHTC. Starting in Fall 2009, Cerro Coso will also use *iStreams* to provide specialized training for faculty and staff.

Currently all teaching assistants and student lab aides are receiving iTV training from a teaching assistant who specializes in iTV, at the beginning of each semester. The college developed this training with the help of the District person in charge of interactive television technology and the hardware vendor, Providia, who has designed our systems and installed all of our Polycom equipment as standardized by the District Office. We also conducted a day-long session directed at iTV Pedagogy and Media-Rich Content Creation that was very well attended. One of the primary reasons for the establishment of the Cerro Coso In-House Training Center (IHTC) was to begin providing these types of trainings for faculty and staff on an on-going basis. We are identifying key faculty and staff members to do these trainings and will be holding Web 2.0 and Multimedia programs to show instructors how to use the iTV equipment efficiently and effectively.

Evidence

- Curriculum and Instruction Council minutes
- Course Outlines of Record (for online faculty training)
- IHTC training rosters (sign-in sheets)
- iStreams Website
- Vice Presidents meeting minutes\

II.A.2.h – ACTION PLAN

Complete conversion of curriculum inventory to a local database.

Generate a report of courses that need to be updated and issue reminders to faculty that are responsible for such courses.

Research the viability of using CurricuNET.

Response: Curriculum inventory is maintained in two areas, one is local and one resides in the office of the state chancellor.

Using the college database, the Curriculum and Instruction Council (CIC) Chair generates the report of courses that need regular updating to the Vice President of Academic Affairs and department faculty chairs. The list of course outlines of record needing updating is also presented at the department faculty chair meeting in early fall for revision during the coming year. Annual query of the list and review through faculty chairs and CIC assures broad knowledge of needed updates in all curriculum areas.

CurricUNET was purchased by KCCD in 2009. This proposal went to the Board of Trustees and was approved on April 2, 2009. Several meetings with faculty preceded the Board decision.

Evidence

Board of Trustees Minutes (April 2009)

College Curriculum database G:\IO\Curriculum\Course Outlines of Record

State curriculum listing: <http://www.cerrocoso.edu/cic/COR/>

II.A.2.i – ACTION PLAN

Continue implementation of established curriculum and Program Review processes to ensure that the award of degrees, certificates, and awards are based on student achievement of program learning outcomes.

Response: The College has appointed a dedicated Student Learning Outcomes Coordinator who provides leadership, training, and mentoring in the areas of writing measureable student learning outcomes and appropriate assessments, the development of assessment plans and tools, and the interpretation of data. The Coordinator routinely offers workshops and meets with departments and individual faculty. She also tracks the progress of the implementation of college-wide assessment.

Program effectiveness is measured, in part, through the assessment of program student learning outcomes. All institutional, academic, instructional support services and student services programs have student learning outcomes defined. This includes Administration of Justice, Art, Automotive Technology, Business, Business Administration, Business Management, Business Office Technology, Child Development, Computer Information Systems, Computer Science Small Business Management, Fine Arts, Fire Technology, General Sciences, Human Services, Industrial Technology, Liberal Arts, Machine Tool Technology, Paralegal Studies, Physical Education, Theatre, Vocational Nursing, Web Design, Welding

Technology, Admissions and Records, Athletics, CalWORKs, Counseling, EOPS/CARE/DSPS, Financial Aid, Student Activities, TRiO, Veterans Affairs, Learning Resource Center, Learning Assistance Center, and Basic Skills. Student Learning Outcomes are published in the Program/Unit Outcome Assessment wiki in the Student Learning Outcome and Assessment Moodle web site. Program learning outcomes are also published in the program curriculum documents. All student services programs (Admissions and Records, Athletics, CalWORKs, Counseling, EOPS/CARE/DSPS, Financial Aid, Student Activities, TRiO, and Veterans Affairs) have completed assessment on all listed outcomes, have documented the results, and are using the data to make program improvements. Academic program assessment was in progress and completed at the end of summer 2009. Department faculty are analyzing the data during the fall of 2009 and will use those data to inform program improvements and institutional planning. College institutional, academic, instructional support and student services programs have completed a full assessment cycle as of October 2009.

The results of summer assessments will be documented during the Fall 2009 semester and included in annual unit plans. Program review draws from the content of the current unit plan, as well as other measures of program effectiveness, such as enrollment and productivity data, labor market data, and advisory committee input. This process will ensure that the conferring of degrees, certificates, and awards is based on student achievement of student learning outcomes.

Every course in the scheduled course inventory has defined SLOs. Course-level assessments are being completed. All courses and program level student learning outcomes will be completely assessed by 2012 including the collection and analysis of data, as well as the planning and implementation of improvements to the program.

Evidence

- Flex Day agendas and presentation materials for faculty training
- Course Outlines of Record and program descriptions for SLOs and assessment definitions
- SLO Assessment website <http://moodle.cerrococo.edu/course/view.php?id=637>
- SLO Matrix
- Faculty Chair meeting minutes
- Annual Unit Plans
- Program Review documents

II.A.5 – ACTION PLAN

Cerro Coso Community College will employ more effective methods of student tracking such as exit satisfaction surveys and telephone employment updates, in addition to the standard tracking of transfer students.

Response: A Job Developer was hired by Cerro Coso in the fall of 2007 to assist in the tracking and placement of students with employers. This person has been working with current and past students in placements which include surveys and employment telephone tracking. In 2008-2009 a total of 97 students were placed in jobs.

This past year the college did a sample survey (graduation questionnaire) of the 2008-2009 graduating class regarding their transfer and job plans. We are in the process of tabulating that information. We periodically receive reports from transfer institutions regarding how

many of our students have transferred to their institution. Sometimes the reports are as specific as to the name of the student, sometimes only a total number of students who transferred there. These reports are initiated by the four year educational institution on a voluntary basis.

Evidence

Job Developer report of placements
Graduation Questionnaire

II.A.6.a – ACTION PLAN

Develop wording on the College website and in the schedule of courses which clearly states that Cerro Coso recognizes both the credits taken at other regionally accredited Colleges and the process the student uses to have the credits posted to the academic record.

Make sure that the orientation, both on-campus and online, address the process for evaluation of credits from other accredited institutions.

Response: The catalog, website, and orientation material have been updated to include Cerro Coso's recognition of work taken at other regionally accredited colleges and address the process for requesting evaluation of credits from other accredited institutions.

Evidence

College Website
CCCC Catalog 2009

II.A.6.c – ACTION PLAN

Develop a process by which all changes made to College policies and procedures are communicated to responsible parties and accurately reflected on the institutional website in a timely manner.

Response: The College does not have its own policies, rather District Board Policy and Procedures are implemented at our college. New Board Policies and procedures are communicated through various district-wide committees, including the District Consultation Council. They are also vetted through the college's Academic Senate, and College Council. Those individuals who are representatives on appropriate governance committees and groups report to their constituencies. The district website is updated when each policy and/or procedure is approved by the Board of Trustees. Once this is done, an email is sent out to the three colleges announcing the posting of the revision.

Procedures at the college are considered at College Council and become part of the council minutes. Any changes are posted on the college intranet as written. Updates are sent to faculty and staff via email, or posted in areas such as Maintenance and Operations where not all staff members have regular email access.

The college curriculum committee chair and the articulation officer have led the faculty in aligning the college's associate degree pattern, the college's course outlines of record, and

certificate awards with the new state Title 5 revised education code. The college has had input into the district's Board policy and procedures regarding the response to the revised Title 5 through Academic Senate, Chancellor's Cabinet, and District Consultation Council.

Evidence

Academic Senate Minutes
CIC Minutes

Standard IIB. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Summary of Progress on Standard IIB

Since October of 2006 Student Services has reorganized the administrative structure to provide more comprehensive leadership through hiring a Director of Financial Aid and Scholarships and a Director of Admissions and Records and Veteran Affairs. Through this restructuring, students at all sites have received better service in a timely manner in the areas of feedback on their financial aid applications and transcript requests. More financial aid packages have been completed and transcript requests are being fulfilled quicker.

Financial Aid has piloted the electronic deposit of student awards during the spring of 2009 which is leading the way toward all finances being handled through electronic transfer of funds (ETF) in a partnership with a local credit union. Online services for financial aid students have been developed and implemented as well.

Admissions and Records implemented an automated online transcript request process and currently is moving toward the implementation of electronic submission and receiving of transcripts through the State's program CCC-Tran. Additionally, Veteran's Services have been improved through restructuring of administrative duties. There is now a director assigned to this area and the college now serves over 200 veterans college-wide.

In the Fall 2008 the college invested in the "K-16 Bridge Program", inviting all Cerro Coso feeder high schools in our service area to learn about this innovative and unique outreach and college recruitment program. Not all high schools are participating at this time. Five high schools are participating, representing 1,000 juniors and seniors. The focus of this program is to provide each high school junior and senior a web-based portal called My Mentor that is used by them, through inclusion in their classes, to complete assignments given by their respective teachers. This serves to focus the student on applying to college, exploring careers and college degree programs by taking an online career inventory, and having the students write papers about those careers that they self select in the process. The goal is that by the end of the senior year each student will have either been admitted to a community college or four year institution with a career direction in mind.

During the month of September 2008, the interested high schools brought teams of the Junior and Senior English and Political Science instructors, along with their counselors and principals to meet with other high school faculty who had previously successfully implemented this program at their own high school. The attending instructors learned the specifics of how to use the program and integrate it into their curriculum.

Throughout the 2008-2009 academic year we established contracts with three High School Districts, have completed their student, faculty and parent portals, and enabled full implementation on the high school campuses for Fall 2009. A conference on September 25, 2009 will finalize the needed training to implement the program. While this took much longer than we expected, we are looking forward to evaluating the results by comparing graduation rates and college-going rates before and after the program implementation. By investing in this program we believe we are increasing and streamlining the pathway for student success in our college and in our communities.

Evidence

- Student Services Organizational Chart
- Admissions and Records and Veteran's Affairs Program Review
- Financial Aid and Scholarships Program Review
- K-16 Bridge contracts between Cerro Coso and the individual High Schools
- K-16 Bridge Website

II.B – ACTION PLAN

(1) Counseling Services will use the SARS GRID to gather statistical information about the frequency and types of counseling contacts in order to improve counseling services to students at all sites.

(2) Follow-up research will be completed to evaluate the effectiveness of different recruitment events such as Preview Day and community events.

(3) Additional staffing will be requested to serve the financial aid students in a timelier manner.

(4) Online services for financial aid students will be developed and implemented.

(5) Personnel needs of the Transfer Center will be assessed in order to more fully serve the transfer support services for all students.

(1) Counseling Services will use the SARS GRID to gather statistical information about the frequency and types of counseling contacts in order to improve counseling services to students at all sites.

Response: Counseling implemented the use of the SARS GRID. The data collected is reviewed annually to ensure student needs are being met in both time available and types of services provided across the different college campuses. This data is taken into consideration when reviewing the staffing plan for the college.

Evidence

SARS Schedules
SARS Data

(2) Follow-up research will be completed to evaluate the effectiveness of different recruitment events such as Preview Day and community events.

Response: Every year an Outreach and Recruitment Plan is developed for all campuses, and the results of this plan are reported to reflect the participation rates, those involved, and suggestions for change. Items reported include event title, date of event, responsible person, who participated, what worked, what didn't. This analysis then drives the plan for the following year. A Program Learning Outcome was developed with an assessment plan that focuses on the effectiveness of Preview Day regarding the greater likelihood of students attending Cerro Coso as a result of their outreach participation. The target for success was to achieve a 90% response regarding students who participated being more likely to attend the college. The first assessment cycle showed only 80% responded that they would be more likely to attend.

Feedback forms from various outreach events suggested changes regarding the length of tours, time of day of the event and the need to encourage more faculty to engage the high school students. All of these suggestions were considered during the 2009-2010 planning meetings for future activities. One result in 2009 was to extend the *I'm Going to College* event for all 5th graders in the service area to two days so no school is left out. Another finding is that visiting students really enjoyed the pottery making demonstration and other hands-on activities.

Evidence

Counseling Program Annual Unit Plans
College Outreach and Recruitment Plan
College Outreach and Recruitment Report
Surveys from Preview Day
Outreach and Recruitment Review of Activities 2008-2009

(3) Additional staffing will be requested to serve the financial aid students in a timelier manner.

Response: Since 2006 the Financial Aid Office added an employee at the main campus to provide quick help to students who drop in, field phone calls from students who have general questions regarding the application process, and to assist students and staff at our other campuses (including online students) with the application process. This staff addition provided more time for the technicians to devote to packaging the financial aid awards for all students. One outcome of this staff addition was that between the academic years of 2005-2006 and 2006-2007 walk-in appointments increased from 2506 contacts to 5199 contacts, representing a 207% increase. Then between 2006-2007 and 2007-2008 the student contacts increased again to 9410. This is a 375% increase over two years. The increase indicates more students were served in a more expedited fashion. Additionally the number of student financial aid applications completed increased 108% over the two year span as well. The increase in demand represents the outreach that the department has done. However, even though the number of applications processed has increased, the number of students packaged and awarded has decreased. This will be studied further for our next program review.

Evidence

Financial Aid Office Organization Chart
Financial Aid and Scholarship Program Review

(4) Online services for financial aid students will be developed and implemented.

Response: At the Student Services Executive Council retreat, held February 20, 2009, all student services forms posted on our website were reviewed. New online forms were also posted to provide the same comprehensive services to students who are strictly online. These included forms needed for financial aid. College email addresses are posted for students who want to contact the financial aid office directly with any questions that they may have.

Evidence

College website
Student Services Executive Council's minutes (2009 Retreat)

(5) Personnel needs of the Transfer Center will be assessed in order to more fully serve the transfer support services for all students.

Response: Over the past three years we transformed our Transfer Center into a Transfer and Career Center. The center is staffed with a Job Developer whose emphasis is career placement for Career Technical Education and CalWORKs students. The Center posts the scheduled hours of our counselors and educational advisors and it has an adjunct faculty counselor who coordinates and counsels students. With our broader coverage of hours, we have made the Transfer Center more available for students to drop in and access information. This has been demonstrated by an increase in student visits to the Center.

We also have increased our number and consistency of transfer workshops offered in the Transfer Center. Due to the number of students online we need more dedicated online support for the Distance Education students. This is still an area that we are refining. In August 2009, the District approved Cerro Coso's first formal 2+2 contract with an online university, which permits the college to offer complete online bachelors and masters degrees through Franklin University. Cerro Coso is working with several California State University campuses to offer additional online bachelors and masters degrees to our students, graduates, and community members.

Evidence

Counselor and Ed Advisor Schedules on SARS
Transfer workshop schedule
KCCD Board of Trustee minutes

II.B.1 – ACTION PLAN

(1) The counseling staff will continue to advocate for hiring of counseling faculty and staff in order to maintain a level of comprehensive student services at all sites.

(2) Student Services will continue to develop effective services with a special commitment to the online environment.

(3) Student success will continue to be measured through (A) the existing process of academic analysis of special population students;

(B) the established review of the academic progress of financial aid students

(C) The intervention procedures that serve students placed on academic probation and disqualification; and

(D) The Student Equity Committee's analysis of students' achievement per term.

(1) The counseling staff will continue to advocate for hiring of counseling faculty and staff in order to maintain a level of comprehensive student services at all sites.

Response: Since 2006 staffing for counseling services has been evaluated annually for all sites. The Academic Senate has proposed the replacement of a counseling faculty in their recommendations for hiring to the President since Fall 2006. An Educational Advisor for ESCC has also been identified and placed on the classified staffing plan. While we recognize the need for these permanent positions, we are meeting student needs through the use of adjunct faculty counselors at each campus.

Evidence

Academic Senate's Faculty Hiring Recommendations to the President 2006, 2007, 2008
Classified Staffing Plan

(2) Student Services will continue to develop effective services with a special commitment to the online environment.

Response: The Student Services Executive Council (SSEC) participated in an all day retreat in February 2009 to develop a framework for an online One Stop Center for student services. This was an opportunity to evaluate all current online information and services, focusing on improving these services by streamlining and clarifying processes and increasing collaboration between departments. This online evaluation served as a foundation for the same evaluation of onsite services. The SSEC methodically began the review of services by focusing on each step of matriculation, by department. We initially began with Financial Aid to ensure that all students had equal access to required forms without having to come on campus. The Director of Financial Aid facilitated the conversation as the group reviewed the online resources available, making recommendations for placement within our website and adding any forms that may have been missing. The same process was used to review what students need to become a first time matriculated student at Cerro Coso, which led to review of forms needed by Admissions and Records for both students and online faculty.

This review is far from complete and is ongoing. Once the review is completed the SSEC plans to apply the same level of scrutiny to ensure there are equal comprehensive services at all campuses. In addition, this discussion is leading the group toward a successful implementation of a comprehensive student service's one stop center that is planned within the future Main Building Modernization Project. The initial design is already completed.

Evidence

SSEC minutes February 20, 2009
Student Services Website

(3) Student success will continue to be measured through (A) the existing process of academic analysis of special population students;

Response: Since Fall of 2007 counseling has tracked the outcomes of students who are identified by faculty to participate in the “Early Alert” program provided by the Counseling Department. Identified students are contacted and referred to learning resources and support resources where appropriate.

Special Services also does an Academic Analysis of their cohort of students that are served through EOPS/CARE and DSPS. The outcomes of these students are compared to the general population of students to see what services may be making a difference in the students’ success, retention, and persistence. Data reflect that over the past three academic years the Special Services students’ retention rate averages 78.8%, with a persistence rate averaging 94%. Student completion rates within the program fall between 65.8% and 68.7%, being slightly lower than the college’s overall completion rate of 70.5% and 72.2% over the past three academic years.

Other data regarding the number of units attempted compared to number of units passed provide additional guidance. For example, during Spring 2009 students who enrolled in 12.0 or more units had an overall completion rate of 72.24%, while those who enrolled in 6.0 or less units had a 58.59% overall completion rate. This type of analysis is ongoing and drives improvement in our programs.

Evidence

Special Services Program’s Academic Analysis
Early alert participation and student follow up data

(B) the established review of the academic progress of financial aid students

Response: At the end of each academic term the Financial Aid Department reviews the academic success of all students to ensure that they are academically qualified to receive their financial aid award. Those students who have fallen into financial aid probation or disqualification due to earning substandard grades and/or by not completing over 50% of their attempted units have the right to appeal to the Financial Aid Appeal Committee. Depending upon the student’s verified justification and circumstances the Appeals Committee may allow the student to continue to receive financial aid with a decreased unit load and mandatory participation in the established intervention strategies through the Counseling Department.

Evidence

Financial Aid and Scholarship Program Review

(C) The intervention procedures that serve students placed on academic probation and disqualification; and

Response: Students on probation and disqualification are notified after each term and are required to meet with a counselor and participate in established intervention strategies. Strategies include completing a Student Success Contract, keeping a monthly progress meeting

with an assigned counselor, signing up for tutoring, and enrolling in COUN C081: Topics on College Adjustment.

During the 2008-2009 course review it was determined that over half of the students who were enrolled in COUN C081 were either dropping or had stopped attending prior to the 30% date of the term. This was compared to data for similar courses, i.e. PDEV C101 and COUN C101, whose attrition rates are significantly less. Therefore, the decision was made to not offer COUN C081 in Fall 2009, and in its place, students would be required to enroll in PDEV C101 or COUN C101. Additionally, a new 0.5 credit orientation course was developed and is being offered for Fall 2009 in a short term format to provide critical information to students in order to enhance their chances of academic success.

Evidence

Student Success Contracts
Drop rates in selected courses

(D) The Student Equity Committee's analysis of students' achievement per term.

Response: In Fall 2004 the Student Equity Committee focused on increasing the success rates of ALL students enrolled in English and/or reading as they progress through the various levels due to the departments restructuring of English and reading curriculum; and to increase the student success rates as students move from pre-collegiate/basic skills into College Algebra. The Math Department created a two-semester long version of College Algebra (Math C50) in an attempt to increase the success rate, however that offering was discontinued. In addition to better align the courses in the various disciplines, validation of prerequisites in the disciplines of Math, English, and reading and mandatory placement has been implemented. Through this effort the expectation was that student achievement would increase as well.

In Spring 2009, the Basic Skills Initiative (BSI) Committee took on the work of the previous Student Equity Committee. Both committees focus on the needs of all students, rather than issues of diversity alone. The Fall 2004 Student Equity Plan was discussed and the committee was charged with reviewing student success data from 2005-2009, including Cerro Coso's Accountability Reporting for Community Colleges (ARCC) and the various department Unit Plans, in order to establish a more thorough analysis. The BSI Committee will be collect these data and do the initial analysis in fall of 2009.

Evidence

Student Equity Plan 2004
Basic Skills Committee minutes

II.B.2 – ACTION PLAN

(1) Upon the revision and printing of the 2006-2008 College Catalog an academic freedom statement will be inserted. Additionally, this statement will be inserted into the College's schedule of classes and the student hand book.

(2) Update fee structure to reflect current allowable fees for campus programs and services.

(1) Upon the revision and printing of the 2006-2008 College Catalog an academic

freedom statement will be inserted. Additionally, this statement will be inserted into the College's schedule of classes and the student hand book.

Response: All documents were updated with the current academic freedom statement inserted in the 2006-2008 College Catalog and in the schedule of classes beginning with Fall 2006. The student handbook is only online and the statement is listed there as well.

Evidence

CCCC College Catalog 2006-2008
Schedule of Classes
Online Student Handbook

(2) Update fee structure to reflect current allowable fees for campus programs and services.

Response: Beginning Spring 2007 the fee structure has been reviewed and updated each term prior to being printed in the semester schedules, on our website, and annually in the college catalog.

Evidence

Schedule of Classes
College Website
CCCC College Catalog

II.B.3.a – ACTION PLAN

(1) Provide program development at ESCC through establishing a High Tech Center and hiring a Special Services Assistant/Learning Assistant to meet the needs of the identified EOPS/CARE/DSPS students.

(2) Continue to expand the services of assessing Learning Disabled students and counseling through the use of a part time Learning Disabilities Specialist/Counselor.

(1) Provide program development at ESCC through establishing a High Tech Center and hiring a Special Services Assistant/Learning Assistant to meet the needs of the identified EOPS/CARE/DSPS students.

Response: Since 2006-2007 ESCC has had a minimal number of Learning Disabled (LD) students who require accommodations and learning strategy assistance. Previously, as far back as 2001-2002, the college provided these services through a part time Learning Disabilities Learning Assistant. That position was not retained due to declining number of students. Over the past three years eight ESCC students have been identified as LD and accommodations were provided through the ESCC Counselor.

Additionally, the number of EOPS/CARE students at ESCC has been extremely low over the past three years. Since 2006-07 one student has been identified and offered EOPS services through the past three years. Therefore, this action plan has been reviewed each term by the ESCC Counselor with the Special Services Director regarding student need and no action has been needed to date. However, the most recent Unit Plan completed by the Special Services

Program states that should students be identified who are in need of “over and above services”, and/or who need LD accommodations, the program will implement acquiring high tech equipment and seek to provide a Special Services Accommodations Technician to serve those students through the college planning and budget allocation processes.

Evidence

Special Services Master List
Special Services Program Annual Unit Plan

(2) Continue to expand the services of assessing Learning Disabled students and counseling through the use of a part time Learning Disabilities Specialist/Counselor.

Response: Learning Disabled students receive assessment through an adjunct Learning Disabilities Specialist and are appropriately assigned to a qualified Special Services Counselor to address their ongoing learning support needs. Students attending all campuses are provided the same services through this process. Historically, the program assessed, identified and served 80 to 85 students between academic years 2003-2004 and 2005-2006. Then there was a decline in LD students during 2006-2007, where we only served 77 students. That number stabilized over the past two academic years with 73 students being served. Those students received Learning Disability testing as required by the California Community College Chancellor’s Office title 5 regulations. The testing was interpreted to each student, and learning strategies were identified to assist the student in their college courses. Each LD student was provided supplemental instruction through a Learning Assistant on how to apply the learning strategies to the courses which they were enrolled, and were provided appropriate accommodations in their classroom per the outcome of their testing.

Requests for additional staffing are submitted through the Staffing Priority Plan.

Evidence

Special Services Learning Disabilities Testing Log

II.B.3.b – ACTION PLAN

(1) Current remodeling plans include an expansion of the student activities and student government offices to include the creation of a student union, lounge and information area that will include prominent displays of student work and events information. The new area will be designed with IWV Cerro Coso student input and student life in mind.

(2) Expand the student newspaper to a monthly publication.

(1) Current remodeling plans include an expansion of the student activities and student government offices to include the creation of a student union, lounge and information area that will include prominent displays of student work and events information. The new area will be designed with IWV Cerro Coso student input and student life in mind.

Response: Students, staff, and faculty were consulted on the remodeling of the Student Center. Architectural Plans have been signed-off and are currently being rendered to be submitted to Department of the State Architect (DSA), with the estimated construction date

to begin May 2010. This process includes a student area for meetings, events, and displays.

Evidence

Architectural Drawings of "Signed-Off" Plans
AP Architects meeting minutes

(2) Expand the student newspaper to a monthly publication.

Response: Student leaders are addressing this need in a different manner, i.e. podcasting. There are no plans to resume a student newspaper at this time.

Evidence

Podcasting by students

II.B.3.e – ACTION PLAN

(1) Continue research to ensure the placement process is effective.

(2) Continue research required to measure if there is disproportionate impact and mitigate its effects, if necessary.

(1) Continue research to ensure the placement process is effective.

Response: The integration of the multiple measures process into ACCUPLACER was completed Spring 2008. Students respond to a series of background questions, the answers to which can either raise or lower the student's assessment score and consequently the student's placement level. Discipline area faculty from English, reading, math, and counseling provided input on the factors they considered to have positive or negative effect on student outcomes. Student background questions and answer weighting was developed based on this input. Because all students who are tested respond to background questions, multiple measures are now consistently and objectively applied to student placement. An initial analysis of the data collected from the academic year 08-09 will be completed in the Fall 2009 Counseling Unit Plan. At that time a study of the various factors used in multiple measures will be reviewed to conclude which are more effective in appropriate placement for student success.

Satisfaction with placement surveys are administered to students and faculty in all classes in which placement is required, every semester, both in class and online. These survey results are currently being compiled. Documentation is kept in the Matriculation Research Binder.

In addition, a budgetary decision was made to remove the local essay as part of the English placement process. This requires new cut-scores to be established for English and Reading placement using the Accuplacer Sentence Skills and Reading Comprehension tests only. The District Institutional Researcher conducted the study for establishing these new cut-scores. For math, the survey information will be evaluated and any necessary adjustments considered in Fall 2009.

Evidence

Accuplacer background questions
Satisfaction with Placement Survey

(2) Continue research required to measure if there is disproportionate impact and mitigate its effects, if necessary.

Response: Disproportionate impact has been evaluated as part of the process for the approval of the local essay and computerized assessments used for the placement in English classes. The essay assessment currently has probationary approval. Per Matriculation guidelines, disproportionate impact will be evaluated every three years, in accordance with the March 2001 Standards Document for Chancellor approved second party instruments.

Evidence

Disproportionate impact study in Spring, 2006
English and Reading Placement study (Aug 2009)

II.B.4 – ACTION PLAN

The student services faculty will continue to develop models for using student learning outcomes to evaluate the effectiveness of group presentations, workshops and classes.

Response: Student services faculty and staff provide many presentations and workshops throughout the year to students, as well as other faculty and staff. Students also enroll in classes taught by counseling faculty. Course evaluations are collected for most classes, as part of the faculty review process. Although not a practice in the past, student services will develop satisfaction surveys for future workshops and presentations to assess both the learning outcomes and effectiveness of their outreach and support activities.

All Student Services areas have completed their Student Learning Outcomes (SLO) and Assessment Plans. For two years in a row, the College's SLO Coordinator presented and worked with the Student Services faculty directors and managers in creating the SLOs and then the assessment plans. All areas are in full implementation of assessing their SLOs and using the data to guide their program plans and activities. Student Services is on track with their completion of Program Reviews. These reviews include not only the faculty leaders and/or managers from the program areas, but in addition classified staff and instructional faculty are selected to participate on the Program Review Committee. The use of surveys for faculty and student satisfaction is completed where appropriate, data is provided through the District Institutional Researcher, and productivity and the use of specific services is monitored through reports pulled from the SARS GRID application.

Student Services Programs submit annual Unit Plans that continually update the Educational Master Plan. The outcomes and requests in the Unit Plans are linked to the area's goals for the upcoming academic year and are used in the budget development cycle for the upcoming year.

Evidence

SLO and Assessment Plans for Counseling, Special Services (EOPS/CARE, DSPS) CalWORKS, TRiO, Financial Aid and Scholarships, Admissions and Records, Veteran Affairs, Athletics, and Student Activities.
Program Reviews for Financial Aid and Scholarships, Admissions and Records, Veteran's Affairs,

Standard IIC. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services are used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1.a – ACTION PLAN (Library and Learning Technology)

(1) Develop student learning outcomes and assessment tools that measure students' ability to access a variety of learning resources to identify, locate, and evaluate information.

(2) Develop a plan to collect data and apply the results.

(3) Increase communication from students about the LAC through the use of input surveys and/or through an ASCC representative on the Basic Skills Committee and increase communication to students through all instructors and classes.

(4) Note and reassess the effectiveness of the test proctoring area.

(5) Explore innovative methods to meet student tutoring needs such as: Placing course syllabi online for ease of access.

(6) Task the Basic Skills Committee or other group to construct purpose, function and role statements for the LAC to ensure input from all campus entities, to address student learning outcomes and to relate to the College's mission statement.

(1) Develop student learning outcomes and assessment tools that measure students' ability to access a variety of learning resources to identify, locate, and evaluate information.

Response: The Learning Resource Center assessment plan is on the campus SLO Moodle. Initial data was collected in Spring 2009. In addition to the assessment of student learning outcomes for Information Competency (IC) C075, the library has begun to develop learning outcomes for reference and other information seeking interactions and develop criteria for assessment of those outcomes. As with other outcomes, work will take place during fall of 2009 on these initial assessments.

Evidence
LRC Assessment plan

(2) Develop a plan to collect data and apply the results.

Response: In Fall 2008 Basic Skills faculty collected data on tutoring sessions which showed students needed to improve skills on time management and reading textbooks. In response the college offered additional tutor training on time management and reading texts in Spring 2009. Handouts were made available to tutors who could not attend. The Spring 2009 tutoring data showed a decrease in these specific needs but the data has not been fully analyzed. Another finding from this assessment was that students who signed up after the 60% date (in the term) for their initial tutoring session, were often unsuccessful in achieving a C or better in their classes. Based on these findings, a letter to faculty promoted the idea of encouraging students to sign up early for tutoring.

Basic Skills faculty plan to do additional studies, including a review of Smart Grades assessments done by counseling. Basic Skills faculty developed items to be integrated into developmental courses based on Smart Grades data and several course outlines contain these outcomes in the course outline. SLOs were identified for the following Basic Skills courses in Spring 09: ACDV C040, ACDV C042, and ACDV C004. SLOs will be added to the remaining Basic Skills courses in Fall 2009.

Evidence

Basic Skills Student Learning Outcomes and Assessment Plan

(3) Increase communication from students about the Learning Assistance Center (LAC) through the use of input surveys and/or through an Associated Students of Cerro Coso (ASCC) representative on the Basic Skills Committee and increase communication to students through all instructors and classes.

Response: The Basic Skills faculty will collect student surveys in Fall 2009 regarding awareness of services, hours of operation, and satisfaction. When classes begin in Fall 2009, faculty will seek a student representative for the Basic Skills Committee.

Evidence

Basic Skills Committee minutes

(4) Note and reassess the effectiveness of the test proctoring area.

Response: Basic Skills faculty will collect data during the fall of 2009 regarding the use and effectiveness of the test proctoring area. Student Learning Outcomes for this area were written in spring of 2009 for assessment in the fall.

Over the summer, proctoring was offered through the LAC using a faculty proctor three times a week for four hours each time. The four hour blocks were scheduled on Tuesday and Thursday evenings from 5:30 to 6:30 pm and on Friday mornings from 8:00 am to 12:00 noon. LAC staff track student participation (number of students served, number of proctored exams) in Excel documents. In addition, staff record student use of the open computer lab in the absence of the open lab class that captured attendance hours for FTES.

Participation data show increases in student use of both the test proctoring area and open lab. The college plans to continue collecting participation data and may implement a student satisfaction survey to further inform staff on the overall effectiveness of LAC services.

Evidence

Proctored exam schedule/participation Summer 2009
LRC Computer Lab participation Summer 2009

(5) Explore innovative methods to meet student tutoring needs such as: Placing course syllabi online for ease of access.

Response: All online courses have the course syllabus clearly posted to the course site. This is available to the students on the course site at any time. Some hybrid and on-ground courses have a site available to their students to access information anytime during the course. Also some instructors have a link in the campus online directory to give students access to course syllabi. Course syllabi can now be placed on My BANWEB for ease of emailing to students with “cerrocoso” emails.

Evidence

Sample link <http://home.cerrocoso.edu/mauldin/ASL%20C101.htm>

(6) Task the Basic Skills Committee or other group to construct purpose, function and role statements for the LAC to ensure input from all campus entities, to address student learning outcomes and to relate to the College’s mission statement.

Response: The Basic Skills faculty consulted widely across the campus and made presentations to Department Chair meetings, the Academic Senate, and College Council regarding the purpose, function and role of the Learning Assistance Center. Committee members also conducted regular meetings with the Academic Vice President. As a result, in 2008-2009 the Basic Skills Committee crafted a mission statement, vision, and goals for the LAC.

Evidence

Mission, Vision, Goals of the LAC

II.C.1.c – ACTION PLAN (Library and Learning Support Services)

Address the need for additional professional library staff to meet the research and reference need of students at all campuses and online.

Address issues of support staff all campuses.

Cerro Coso Community College’s action plan references the need for institutional research for determining long term plans and student learning outcomes.

Response: The need for an additional librarian, specifically a distance education librarian is addressed in the Library Annual Unit Plan. The process for requesting additional support staff is through the Staffing Priority Plan. Expanding our electronic reserves and resources for online students is also a part of the College Information Technology Strategic Plan.

The college did a search for an institutional research analyst during the 2008-2009 year. The search failed. The college will partner with other KCCD researchers to assist until another search is completed. The district Director of Institutional Research is assisting with data needed to develop and assess student learning outcomes.

Evidence

Library Administrative Annual Unit Plan
Information Technology Strategic Plan
Staffing Priority Plan

II.C.1.d – ACTION PLAN

Address the need for adequate and stable funding to maintain online resource subscriptions and to provide appropriate and up-to-date materials collections at all campuses.

Develop a budget and replacement schedule for computers and audio-visual equipment.

Response: The need for up-to-date materials and subscriptions and for electronic equipment is addressed in both the Cerro Coso Information Technology (CCIT) Unit Plan and the College Information Technology Strategic Plan. There is agreement among faculty chairs that a minimum of \$15,000 per year from the educational material budget will be allocated for the purchase of library books. While concern over the long-term availability of state funding to support online subscriptions is addressed in the Library Annual Unit Plan, no discussion of general fund support of this need has begun.

The replacement of computers and other technology equipment is addressed in the Information Technology Strategic Plan and has been included in the budget.

Evidence

CCIT Annual Unit Plan
College Information Technology Strategic Plan
Library Annual Unit Plan

II.C.1.e – ACTION PLAN

The College will finalize a formal agreement with MCSOS to provide library services to Eastern Sierra College Center, Mammoth Campus students.

Response: Cerro Coso provides library and learning assistance services through the College Room at the Mammoth Lakes Library. Students have access to all online databases subscribed to by Cerro Coso through the Library. Students also have access to all library services provided by the Library Authority in Mammoth Lakes.

Evidence

MCSOS Memorandum of Understanding

II.C.2 – ACTION PLAN

Publish an annual report providing evidence of the evaluation of library services, their

contribution to the achievement of student learning outcomes, and recommendations for improvements.

Response: The college librarian, the faculty and staff who provide our Learning Support Services have done yeoman's work under tight budget constraints. With a small budget, the library is endeavoring to maintain the quality of its campus and online collections.

In addition to the assessment of student learning outcomes for the course IC C075, the library is defining learning outcomes for reference and information seeking interactions and developing assessment criteria for outcomes. Results of the data analysis will be used to refine face-to-face reference transactions as well as to refine student learning outcomes for IC C075 to ensure an increased level of student success. Library Administrative Unit Outcomes have been identified and have been added to the college Assessment MOODLE.

The librarian is creating an assessment tool designed to assess reference and other library transactions for the purposes of assessing the quality of such transactions and demonstrating the degree to which information competency outcomes have been achieved. The assessment tool will be in the form of a student survey addressing three primary information competency outcomes: 1) ability to locate information appropriate to a given assignment or research project; 2) ability to evaluate information using standard evaluation criteria; 3) ability to cite information sources using a standard documentation style (e.g., APA, MLA). The assessment will be administered both in written form and online. Assessment data will be collected, analyzed, and reported in fall of 2009.

The librarian is spending one day per week at the Kern River Valley campus to assist students in mastering information access skills. Beginning Fall 2009, the college library will offer a course combining college survival skills, computer literacy, and information competency for KRV students.

Evidence

Library Administrative Unit Plan
Library and IC C075 assessment data

Standard III. Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A Human Resources

The Human Resources operation district-wide has been reorganized which has provided the college with a full time District Human Resources Manager on our IWV campus. This individual reports to the Vice Chancellor of Human Resources at the District Office and works closely with the administration at our college as a member of the President's Cabinet. This change has provided stronger leadership and direction in the implementation of hiring and evaluation practices.

Summary of Progress on Standard III.A

The Human Resources operation district-wide has been reorganized which has provided the

college with a full time District Human Resources Manager on our IWV campus. This individual reports to the Vice Chancellor of Human Resources at the District Office and works closely with the administration at our college as a member of the President's Cabinet. This change has provided stronger leadership and direction in the implementation of hiring and evaluation practices.

There has been an effort to implement the Human Resources Module in the Banner MIS System to ensure the District's official record is current and accurate. Through this Information System all evaluations are tracked and to date all evaluations are current.

The college has developed and implemented a staffing plan since the last visit. This plan has been developed through the analysis of annual Unit Plans and Program Reviews of each department. The needs of the centers are also considered to provide services to students in each of the college's communities and online. Need are prioritized for management and staff positions. While the needs are recognized and hiring is planned, budget reductions may prevent full and timely implementation of the Cerro Coso Staffing Plan. The hiring process has been modified and refined over the past three years to ensure that institutional needs are satisfied and to provide the most qualified and diverse pool of applicants.

Evidence

College Staffing Plan

Standard III.B Physical Resources

Since the 2006 visit the college has changed partnerships and is currently working with AP Architectural Firm to revise the Facilities Master Plan. The plan is reviewed on a semi-annual basis and supports the various construction projects that are scheduled on all campuses.

Summary of Progress on Standard III.B

Since the 2006 visit, the college has changed architect partnerships and is currently working with AP Architectural Firm to revise the Cerro Coso Facilities Master Plan. The plan is reviewed on a semi-annual basis and supports construction projects scheduled on all campuses. Current projects include the modernization of Science classrooms which began in the summer of 2008. The next modernization project is the Art Department, now scheduled to begin in the late spring of 2010. The modernization of the Student Center is going through its finishing touches to be sent to the state Chancellor's Office and is scheduled to begin June of 2010. The main building modernization, which includes the creation of a Student One Stop Center, has been placed on hold until the state is able to pass and fund State Capital Outlay Bonds to provide leverage with our local Measure G bond money. Most of these projects are being funded through some combination of the general obligation bond (Measure G) and State Capital Outlay funds.

The college has increased and updated its transportation fleet over the past three years, partially through the Kern Air Quality Management Transportation grants. The emphasis of these grants is to decrease emissions. To date we have secured financial assistance for one Toyota Camry through this process to replace one very old Taurus. With the use of local funds, we have purchased two other new Camry sedans and replaced the other old Taurus sedan.

The college is examining California City as a possible site for relocating the South Kern Center, currently located on Edwards Air Force Base, since security regulations make access to the base difficult for many civilian students. This new campus will host magnet programs in renewable energy, public safety and emergency medical technology. Other courses will include core general education courses, computer courses, film production, and student support services.

Evidence

Facilities Master Plan

Standard III.C Technology Resources

Cerro Coso has made a significant advance in leadership with the hiring of the new college Director of Information Technology, Distance Education, and Learning Support Services. This position has enabled the college to effectively manage the college's extensive IT resources and begin appropriate strategic planning. The new Director is playing a major role in driving District IT policy as well as representing Cerro Coso's broader IT interests.

Summary of Progress on Standard III.C

Cerro Coso has made a significant advance in leadership with the hiring of the new Director of Information Technology, Distance Education, and Learning Support Services. The Director effectively manages our extensive Information Technology (IT) resources and participates in strategic planning. The new Director is playing a major role in driving District IT policy as well as representing Cerro Coso's broader IT interests. Cerro Coso IT is taking a lead role in the district on technology standardization and is seen as early-adopters and policy makers in this process. Under the guidance of the Director, Cerro Coso Information Technology (CCIT) participates in relevant district-wide committees such as disaster recovery, security, construction design and hardware/software policies. He also works with the KCCD District Office Information Technology (DOIT) to develop general policies. He is centrally involved in the district's decision-making processes through the KCCD Technology Leadership Council (TLC).

Utilizing the Technology Resource Team (TRT) on campus, along with the IT Managers committee district-wide, the Director coordinates project planning to ensure minimal negative impact on instruction. By providing faculty, staff, and students with the technology tools to get their work done, IT is lessening both administrative tasks and technical workloads. The use of SharePoint (campus-wide) and Groove (workgroup-wide) for sharing and posting committee materials will be replaced in late 2009 with the Luminous Portal System which will provide a single clearinghouse for all committee postings. This is a district-wide process and CC has been a participant in the planning.

CCIT makes regular contact with faculty, staff and students regarding the technology infrastructure at Cerro Coso via one on one training, group sessions, email alerts, and announcements. Ongoing surveys and requests for training of faculty and staff were the impetus for the newly inaugurated In-House-Training-Center (IHTC). College-wide surveys of training needs and desires will be continually utilized to provide efficient and effective training through IHTC. This Center publicizes its offerings with regular flyers, emails, and announcements. Participation in the Center programs has been growing steadily and demonstrates college-wide enthusiasm for the concept of the IHTC.

The CCIT budget has sufficient funds to add to the impressive library of books, CD's and software titles for faculty and staff. Effective resource allocation is part of the mission of CCIT, and we are exploring new technologies to meet these goals as funding becomes available. The Information Technology Strategic Plan is completed in draft form. It is the most ambitious and comprehensive such plan in college history.

Evidence

In-House Training Center surveys, training schedule, and participation rosters
Information Technology Strategic Plan (Apr 2009)

Standard III.D Financial Resources

The Kern Community College District adopted a new formula reflecting the statewide SB 361 model. This formula now allocates a base funding per college and center plus the funding generated from FTES. FTES funding is allocated based on the prior year actual reported FTES and growth funding is allocated the year in which the FTES are generated. All funds are allocated to the three colleges within the District and the colleges are charged back for costs of the district operations.

Summary of Progress on Standard III.D

The Kern Community College District adopted a new allocation model reflecting the statewide SB 361 model. This formula now allocates a base funding per college and center plus the funding generated from FTES. Base funding is allocated on the prior year actual reported FTES and growth funding is allocated in the year which the additional FTES are generated. All funds are allocated to the three colleges within the District and the colleges are charged back for costs of district operations.

Cerro Coso has developed external sources of funding through grants, contracts, donations and endowments. The Vice President of Academic Affairs and the CTE Dean met with Congressional Committees, Federal and State agencies and Federal and State elected officeholders to pursue grants, particularly for alternative energy, engineering, and mathematics. The College has a tentative commitment of \$1.1 million from the National Science Foundation in 2010-2011 to support alternative energy programs. The Vice President of Academic Affairs and the CTE Dean also are responsible for a Congressional earmark in the 2009-2010 budget for \$510,000 to support alternative energy programs. The college has also received equipment donations from the renewable energy industry for instructional purposes.

The Cerro Coso College Foundation initiated three new signature events that will continue to raise funds for student scholarships, book vouchers, and to provide ongoing maintenance for the college observatory. The signature events are the Annual Star Party and BBQ, the Annual Denim and Diamonds Gala, and the Annual Golf Tournament. Each of these events is sponsored through the Cerro Coso Community College Foundation and supports specific student needs including book scholarships, the observatory, and general scholarships.

The Budget Development Committee has modified the budget preparation process. The committee reviews the Budget Request Form to see if modifications are needed before the forms are sent out to the various area budget managers and faculty chairs. The form for the 2009-2010 budget cycle has been modified to include prior year actual expenses as well as current year budget and year-to-date expenses. The form also includes full FOAPAL

(accounting string) information to assist in the process of creating the worksheets used to upload the tentative budget into Banner. The 2009/10 cycle also emphasized the need to have all budget requests fully supported in area Unit Plans.

With the severe budget crisis in 2009, enrollment management will focus on prudent reduction of FTES and strategic design of course offerings to focus on our core mission. Marketing expenses, such as schedule printing and promotional mailings, are being kept to a minimum.

Evidence

KCCD Budget Allocation Model
Cerro Coso Budget
Cerro Coso Foundation Budget
Budget Development Committee minutes

Standard IV. A Decision Making Roles and Processes.

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A.3 – ACTION PLAN

The college president and the College Council will develop more consistent lines of communication during the summer period.

Response: Since Summer 2006, College Council has identified dates through the months of June, July, and August for meetings to be held as needed.

Council meetings are an arena where candid and informative discussions take place. The Academic Senate President and the college president jointly chair the College Council. The two presidents meet regularly prior to the council meetings to discuss the agenda and other issues of mutual interest. The College Council has revised and adopted a new Participatory Governance Model that lays out the process for consultation and participatory decision-making for the college. This document is relied on annually to ensure that all college constituents have a voice on the direction of the institution.

Evidence

College Council Minutes
Participatory Governance Model

Standard IV.B. Board and Administrative Organization

IV.B.1.g – ACTION PLAN

The Board of Trustees should implement an evaluation process that goes beyond self-evaluation and seeks the input of its constituents – faculty, staff and community.

Response: The Board of Trustees developed and implemented a new evaluation instrument for its annual self-evaluation which met the accrediting team recommendation.

Evidence

KCCD Board of Trustees Minutes

IV.B.2.b – ACTION PLAN

The President has restated her commitment to participatory governance and will explore ways to improve communication, particularly in times of rapid change. The College council will meet during the summer months to facilitate communication.

Response: The President has instituted an internal newsletter known as the Monday Memo. It is sent weekly during the academic year and bi-weekly during academic breaks, via email, to all Cerro Coso employees at all locations and reviews actions, events, and news that the president knows about and shares with the college constituency. The Coyote Howler is a monthly newsletter that is given to the Board of Trustees at their monthly meeting and distributed widely via email to members of the communities served by the College.

The President's Cabinet meets weekly to review issues and events on all campuses. All management employees are members of this group. The Directors of the Eastern Sierra College Center and the South Kern/Kern River Valley Center usually attend via video conference. This weekly meeting assures that all leadership is knowledgeable about what each other's area is doing or planning and can offer assistance or advice as needed.

Evidence

Monday Memo emails
Coyote Howler
President's Cabinet minutes

IV.B.3.c – ACTION PLAN

The College must develop external sources of funding through grants, contracts, donations, and endowments.

The district will implement a new funding allocation model that considers conditions of individual colleges.

Cerro Coso will participate in developing the new allocation model.

Cerro Coso will implement the Enrollment and Marketing Plan.

Response: In 2008-09 the Dean of Career Technical Education and the Vice President of Academic Affairs met with Congressional Committees, Federal and state agencies, and Federal and state elected officeholders to pursue grants, particularly for alternative energy, engineering, and mathematics. The college has a tentative commitment of \$1.1 million

from the National Science Foundation (NSF) in 2010-11 to support alternative energy programs, contingent upon funding of the grant in partnership with College of the Canyons. The college has been invited to partner in another National Science Foundation grant with Texas State Technical College to establish regional centers of excellence for training in wind energy technology. These two administrators are also primarily responsible for a Congressional earmark in the 2009-10 proposed Federal budget for \$510,000 to support alternative energy programs.

The Cerro Coso College Foundation has initiated three new signature events that will continue to raise funds for student scholarships and other Foundation priorities. All three events are very popular within the community and appeal to different audiences. These include the following:

- Astronomical Barbecue and Star Party, held in October to benefit the Alex Shlanta Observatory;
- Cerro Coso Annual Golf Tournament, held in the spring to raise money for book scholarships; and
- Denim and Diamonds Gala, a dinner and auction held in the spring to benefit the Foundation scholarship fund.

Local engineering corporations have supported the new engineering classes by paying for the instructors for two semesters, thus assuring that the classes will run even with low enrollment. The college Foundation is pursuing a continuation of this effort.

The District implemented a new budget allocation model that considers conditions of individual colleges. Cerro Coso participated in developing the new allocation model with increased funding for the college based upon funding for operation of centers and new growth FTES. The result is an increase in reserves and the ability to cover all college costs.

Cerro Coso implemented the Enrollment and Marketing Plan that included more direct mail prior to the start of a term. The result has been a significant increase in FTES and community awareness of the college and its programs. Class size minimums are being enforced to improve productivity.

Evidence

Communications regarding NSF grant opportunities
Cerro Coso Foundation minutes
KCCCD Budget Allocation Model
Enrollment and Marketing Plan

Mid Term Report Conclusions

Cerro Coso Community College is better organized and stronger than it was three years ago.

- Budgets are under control with a local fund balance to help alleviate the distress of state allocation reductions.
- Student learning outcomes are in place and assessment has begun.
- Data is now available and is being used in more decisions.
- Staffing turnover is minimal and usually only by retirement.
- Technology has been upgraded and plans for further modernization are in place.
- Center enrollment and the number of graduates from the centers have increased.
- Community awareness and support has increased.

These indicators attest to the condition of the college and to the fact that it will continue on the pathway for a solid future.