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# Eastern Sierra College Center

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Business Plan

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2010-2015

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## 1. Eastern Sierra College Center Service Area Overview

### ESCC Bishop - Inyo County

Inyo County is located on the Eastern side of California in the Southern half of the state. It is the 2<sup>nd</sup> largest county in California and 10<sup>th</sup> largest in the US. ESCC Bishop's service area is considered frontier with Inyo county population density of less than 2 persons per square mile. As of the 2000 census, Inyo County had a population of 17,945 and a total land area of 10,227 square miles. Population growth is expected to be minimal since only 1.7% of total land area is privately owned. In fact, the population is estimated to have declined 3.6% from 2000 to 2009. The population is concentrated in one key center, Bishop, California and surrounding areas. Other population areas are along Highway 395, but are spread along 15- to 25-mile intervals. Bishop and Lone Pine are 63 miles apart.

- ⇒ One of the greatest challenges for ESCC is being able to develop needed comprehensive and diverse programs supported by only a small, widely-dispersed and disparate population. ESCC employs numerous strategies including scheduling, distance education delivery modes, stacking classes, out-of-area recruiting, concurrent enrollment and industry partnerships to meet these challenges.

There is limited public transportation in Inyo County within and connecting the main population centers. The public bus service is operated by Eastern Sierra Transit Authority which operates dial-a-ride, town-to-town, local area fixed route and inter-regional services. Fixed route services are available in Bishop, but not to the Bishop campus. Dial-a-ride services, which are door-to-door in Bishop, are available Mondays through Thursdays from 7AM to 6PM and do service the campus. However, priority is given to elderly and disabled riders. Weekday town-to-town service is available from Lone Pine (stopping in Independence, Aberdeen, Big Pine and Bishop) three times per day beginning at 6:15AM and returning at 6:30PM.

- ⇒ While there are existing transportation services, many of our students need to take evening courses and without safe, reliable transportation, do not have access to our Bishop campus. ESCC continues to work with the local transportation authority aiming to increase Monday through Thursday evening service to the ESCC Bishop campus.

Inyo County is 83% white, with a significant minority of Native American, 12%. 18% of the population is Hispanic, which is up 5 percentage points from 2000. The Hispanic population in Inyo County is expected to continue to increase.

- ⇒ English language learners are significantly underserved by ESCC. While ESL classes have been offered every semester, and enrollment has gradually increased, current enrollment does not reflect the area demographics and need for ESL courses. ESCC's focus will be on greater outreach and access in order to better serve this population. Additionally, ESCC will focus on transitioning these students into college preparatory and basic skills classes, and then into career pathways or transfer programs.

- ⇒ ESCC has been developing more programs with the Owens Valley Career Development Center (OVCDC), which serves the Native American population, including Business Office Technologies, Child Development, Computer Science, Certified Nursing Assistant, and Contract Education Programs. ESCC will continue to build programs with OVCDC, and will also focus on enhancing student services to this population.

### Inyo County Demographics

	Inyo County	Bishop	Bishop Area*	Big Pine	Independence	Lone Pine
<b>Distance from ESCC Bishop</b>	N/A	5 miles	5-15 miles	20 miles	47 miles	63 miles
<b>Population</b>	17,293	3,575	8,712	1,350	574	1,655
<b>Est. Pop. Growth 2000-2009</b>	-3.6%	N/A	N/A	N/A	N/A	N/A
<b>% White</b>	83	84	N/A	86	89	83
<b>% Hispanic</b>	18	17	N/A	8	7	27
<b>- Change from 2000</b>	+5%	N/A	N/A	N/A	N/A	N/A
<b>% Native American</b>	12	2	N/A	4	3	3
<b>2000 Median Household Income</b>	\$47,197	\$27,338	N/A	\$37,115	\$37,500	\$29,079
<b>% Under 18, 2000</b>	25	24	N/A	20	22	25
<b>% 18-24, 2000</b>	23	26	N/A	4	5	7
<b>% 25-44, 2000</b>	27	23	N/A	23	21	23
<b>% Workforce w/Bachelors Degree &amp; Higher</b>	17	N/A	N/A	N/A	N/A	N/A
<b>% Workforce, HS Degree &amp; Higher</b>	82	N/A	N/A	N/A	N/A	N/A

NOTE: 2000 Census data. Inyo County data 2008/9 estimates.

\* Includes: West Bishop (2,908), Dixon Lane/Meadow Creek (2,561), Bishop Paiute Tribe (1,408), Wilkerson (614), Round Valley (269), Aspendell (240), Rovana (220), Alta Vista/Mustang Mesa (200), Starlite (156), Keoughs Hot Springs (30), Sierra Sky/Rudolph Ranch (25), Habbegger (21), Sunland (20), Rocking K (10), Arcularius Ranch (10), Chipmunk Canyon (10), Fish Slough (10). Data estimates and from various years.

The school districts in ESCC Bishop's service area include: Big Pine Unified School District, Bishop Unified School District, Lone Pine Unified School District, Owens Valley Unified School District and Round Valley School District. Bishop Unified School District is the largest school district in the ESCC-Bishop service area. As of 2008-09, Bishop Joint Union High School (BJUHS) served approximately 700 students in grades 9-12 at Bishop Union High School and Palisade Glacier High School. In 2008-09, BJUHS students were 58.4% white, 20.7% Hispanic, 11.6% Native American and 5% other. Over the last three years, BJUHS student population was scoring in line with California's overall student population in English, Science and History on the California Standards Tests, but significantly below state student population percentages in Mathematics. Nevertheless, BJUHS has strong graduation rates and dropout rates similar to statewide dropout rates.

- ⇒ ESCC has been developing stronger outreach programs and implementing career pathway programs (K-16 Bridge, Virtual High School, Health Science Academy, Career Day, etc.), to increase the percentage of local high school graduates enrolling at Cerro Coso. Based on recent high school achievement test results, greater emphasis will be placed on basic skills mathematics and English courses. Currently ESCC offers basic skills courses, but analysis of placement exam scores and development of stronger student support programs will be critical to meeting the needs of these potential students.

## California Standards Test Results – Bishop Joint Union High School

*% of Students Scoring at Proficient & Advanced Levels*

	Bishop Union High School			BJUHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English	41	48	47	40	46	45	43	46	50
Math	19	16	16	18	15	16	40	43	46
Science	37	40	41	35	37	41	38	46	50
History	42	39	39	39	36	38	33	36	41
Dropout, %	1.0	2.6	3.5	2.6	4.7	4.2	3.5	4.4	3.9
Graduation, %	96.4	94.3	91.2	88.7	87.3	87.6	83.4	80.6	80.2

NOTE: Bishop Union High School 2008-09 School Accountability Report Card

Inyo County employment is concentrated in Government with Local Government jobs comprising 25% of total employment in the county. Accommodation and Food Services make up 16% of total employment and Retail, 15%. All other sectors account for less than 10% of county employment.

- ⇒ ESCC will need to work with local industry partners to develop pathways in the key industries: government, accommodation and food services, and retail to better meet the educational and training needs of the community.

**INYO COUNTY EMPLOYEES BY INDUSTRY, 2005**

Government Total	<b>3170</b>	<b>34.58%</b>
<i>Gov't Local</i>	2351	25.65%
<i>Gov't Federal, civilian</i>	427	4.66%
<i>Gov't State</i>	362	3.95%
<i>Gov't Military</i>	30	0.33%
Accommodation and Food Services	1450	15.82%
Retail	1360	14.84%
Other Services, except Public Admin	721	7.87%
Construction	541	5.90%
Real Estate	414	4.52%
Administrative and Waste Services	399	4.35%
Manufacturing	259	2.83%
Information	256	2.79%
Arts, Entertainment & Recreation	234	2.55%
Finance & Insurance	186	2.03%
Wholesale	151	1.65%
Mining	25	0.27%
<b>SUM</b>	<b>9166</b>	<b>100.00%</b>

NOTE: [www.zoomprospector.com/CommunityDetail.aspx?id=399](http://www.zoomprospector.com/CommunityDetail.aspx?id=399); 2005 Data

### **ESCC Mammoth - Mono County**

Mono County is located on the Eastern side of California in the central portion the state. ESCC Mammoth's service area is considered frontier with Mono county population density of less than 4 persons per square mile. As of 2009 population in Mono County was estimated to be 12,927. The county has total land area of 3,044 square miles. Population growth is expected to be minimal since only 6% of total land area is privately owned. In fact, the population is estimated to have grown only 0.6% from 2000 – 2009. Population is concentrated in one key center, Mammoth Lakes, California and surrounding areas. Other population areas are along Highway 395 and Highway 6, but are spread along 15- to 30-mile intervals. Mammoth Lakes and Coleville are 90 miles apart.

- ⇒ One of the greatest challenges for ESCC is being able to develop needed comprehensive and diverse programs supported by only a small, widely-dispersed and disparate population. ESCC employs numerous strategies including scheduling, distance education delivery modes, stacking classes, out-of-area recruiting, concurrent enrollment and industry partnerships to meet these challenges.

There is limited public transportation in Mono County within and connecting the main population centers. The public bus service is operated by Eastern Sierra Transit Authority which operates dial-a-ride, town-to-town, local area fixed route and inter-regional services. Fixed route services are available in Mammoth Lakes and are extensive and free. Dial-a-ride services, which are door-to-door in Mammoth Lakes, are available Mondays through Sundays from 8AM to 1AM for Americans with Disabilities Act eligible riders. Weekday town-to-town service is available from Bishop (stopping in Round Valley, Tom's Place, Crowley and Mammoth) three times per day beginning at 7AM and returning at 5:15PM.

- ⇒ While there are existing transportation services within and from communities south of Mammoth Lakes, daily service from communities north of Mammoth Lakes does not exist. ESCC will continue to work with the local transportation authority aiming to increase service to the ESCC Mammoth campus from communities north of Mammoth Lakes Mondays through Thursdays.

Mono County is 93% white, with a small minority of Native Americans. The Hispanic population accounts for 24% of the total population and is expected to continue to increase. In 2000, the Hispanic population accounted for 18% of the total population.

- ⇒ English language learners are significantly underserved by ESCC. While ESL classes have been offered every semester, and enrollment has gradually increased, enrollment does not reflect the area demographics and need for ESL courses. ESCC's focus will be on greater outreach and access in order to better serve this population. Additionally, ESCC will focus on transitioning these students into college preparatory and basic skills classes, and then into career pathways or transfer programs.

## Mono County Demographics

	Mono County	Mammoth Lakes	Mammoth Area*	June Lake	Lee Vining	Mono City	Bridgeport	Walker/Coleville
Distance from ESCC Mammoth	N/A	0-5 miles	5-50 miles	21 miles	29 miles	37 miles	54 miles	85-90 miles
Population	12,927	7,093	2,260	613	250	177	817	635
Est. Pop. growth 2000-09	0.6%							
% White	93	82	N/A	N/A	N/A	N/A	N/A	N/A
% Hispanic	24	22	N/A	N/A	N/A	N/A	N/A	N/A
- Change from 2000	+6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Native American	3	0	N/A	N/A	N/A	N/A	N/A	N/A
2000 Median Household Income	\$44,992	\$44,570	N/A	N/A	N/A	N/A	N/A	N/A
% Under 18, 2000	23	22	N/A	21	N/A	N/A	N/A	N/A
% 18-24, 2000	10	13	N/A	N/A	N/A	N/A	N/A	N/A
% 25-44, 2000	33	38	N/A	N/A	N/A	N/A	N/A	N/A
% Workforce w/Bachelors Degree or Higher, 2000	29	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Workforce w/HS Degree or Higher, 2000	89	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: 2000 Census data. Mono County data 2008/9 estimates, unless otherwise noted.

\* Includes: Long Valley (1,108), Chalfant Valley (530), Wheeler Crest/Paradise (324), Benton (196), Hammil Valley (102).

ESCC Mammoth's service area includes Mammoth Unified School District. As of 2008-09, Mammoth High School (MHS) served approximately 350 students in grades 9-12. In 2008-09, MUSD students were 45.2% white, 49.8% Hispanic, 0.8% Native American and 4.2% other. In the last year, the Hispanic population in the school district was approximately 55% and is expected to remain at that level. Over the last three years, MHS student population was scoring in line with California's overall student population in all subjects on the California Standards Tests.

- ⇒ ESCC has been developing stronger outreach programs and implementing career pathway programs (K-16 Bridge, Virtual High School, Health Science Academy, Career Day, etc.), to increase the percentage of local high school graduates enrolling at Cerro Coso. Based on high school demographics, emphasis will be placed on greater outreach and access in order to better serve the Hispanic population. Additionally, ESCC will focus on transitioning these students into career pathways or transfer programs.

## California Standards Test Results – Mammoth Unified School District

*% of Students Scoring at Proficient & Advanced Levels*

	Mammoth Unified School District			California		
	06-07	07-08	08-09	06-07	07-08	08-09
English	41	46	51	43	46	50
Math	35	41	45	40	43	46
Science	47	48	57	38	46	50
History	37	41	42	33	36	41

NOTE: Mammoth Unified School District 2008-09 School Accountability Report Card

Mono County employment is concentrated in Accommodation and Food Services, which comprises 49% of total employment in the county. In fact, one single employer, Mammoth Mountain Ski Area, employs approximately 15% of all employees in Inyo and Mono counties. Government provides 26% of total jobs, with Local Government accounting for 18%. Real Estate makes up 17%, Construction 16% and

Retail 15% of all jobs. All other sectors account for less than 10% of county employment. No other employer in the region employs more than 3% of employees in Inyo and Mono counties.

- ⇒ ESCC will need to work with local industry partners to develop pathways in the key industries: accommodation and food services, and government; to better meet the educational and training needs of the community.

#### **MONO COUNTY EMPLOYEES BY INDUSTRY, 2005**

Accommodation and Food Services	3,160	49.15%
Government Total	1,642	25.54%
<i>Gov't Local</i>	1,221	18.99%
<i>Gov't Military</i>	223	3.47%
<i>Gov't Federal, Civilian</i>	178	2.77%
<i>Gov't State</i>	20	0.31%
Real Estate	1,121	17.44%
Construction	1,003	15.60%
Retail	959	14.92%
Professional and Technical Services	567	8.82%
Other Services, except Public Admin	495	7.70%
Arts, Entertainment & Recreation	257	4.00%
Manufacturing	116	1.80%
Finance & Insurance	102	1.59%
Information	74	1.15%
Wholesale	61	0.95%
Forestry, Fishing, Related Activities	32	0.50%
<b>SUM</b>	<b>6,429</b>	<b>100.00%</b>

NOTE: [www.zoomprospector.com/CommunityDetail.aspx?id=399](http://www.zoomprospector.com/CommunityDetail.aspx?id=399); 2005 Data

#### **Summary ESCC Service Area Unique Characteristics: Opportunities & Challenges**

The ESCC service area is very unique and has a number of natural, geographic and industry features that creates a myriad of challenges, but also tremendous opportunities.

***Natural features attract students, talent and provide setting for unique programs.*** The Bishop and Mammoth Lakes communities and surrounding areas possess extraordinary natural features which make the area a prime location for those interested in outdoor sports, visual and performing arts, physical science, biology, astronomy, physiology, and meteorology. As a result, the area has attracted a highly qualified population of potential faculty, but also the potential to attract students in these fields locally and from out of the area. There also exists an opportunity to develop specialized programs in partnership with local agencies, industry and organizations.

***Isolation limits enrollment.*** Due to isolation caused by geographic features as well as land ownership restrictions, the full-time population remains small and thus there is a limit to the number of potential

local students. Developing new programs will require a base level of enrollment. Base enrollment levels will need to be established by attracting as many local students as possible, but also creating new programs that will attract students from out of the area. These new programs will need to be in specialized subjects unique to the ESCC service area.

***Tourist and outdoor industry requires specialized training.*** In Inyo County, 30% of jobs are in hospitality, retail and food services and 35% are in government (especially education and resource management). In Mono County, 50% of jobs are in hospitality and food services and 25% in government. As a result, culinary, hospitality, resort management, ski industry operations and natural resource management are several career and technical education programs that would serve the communities' training needs and attract out-of-area students for specialized training and work opportunities.

***Resort location and tourist destination provides seasonal and weekend populations.*** Each weekend and during holiday periods, the population can expand more than four-fold due to visitors and tourists. Additionally, there is a significant second homeowner population, especially in Mammoth. ESCC has a tremendous opportunity to capture enrollment from these populations through short-term and intensive specialized programs. Additionally, ESCC has an opportunity to create short-term community education programs that are attractive to these populations. Community education programs serving visitors and second homeowners create tremendous goodwill and positive public relations visibility for the college. Ultimately, a strong and diverse community education program will significantly enhance community support for the college.

***Remoteness requires critical programs.*** The remoteness of the service area drives a need for training in critical areas such as nursing, child care, public safety, health and human services, search and rescue, fire science, renewable energy, industrial arts and digital media arts. Basic skills, ESL and GED programs are also very important to serve segments of the population that face limited opportunities. Additionally, developing more AA / AS degree programs will be critical to the success of the Center by encouraging a higher proportion of local students to remain in the area.

## **2. ESCC Program & Resource Overview**

### **ESCC MISSION: EDUCATE, INNOVATE, INSPIRE & SERVE**

*The mission of the Eastern Sierra College Center of Cerro Coso Community College is to meet the educational needs of our communities (**EDUCATE**) via innovative and diverse course and program offerings (**INNOVATE**) and to empower our students and community to develop and succeed (**INSPIRE**) by providing exceptional instructional and support services in a supportive environment (**SERVE**).*

### **ESCC Overview**

As a center of Cerro Coso Community College, the Eastern Sierra College Center in Bishop and Mammoth (ESCC) strives to offer basic skills programs, general education degree and transfer programs,



career and technical education certificates and degrees, and community education programs to meet the needs of our diverse population. ESCC also seeks to continuously create and develop necessary students support services to enhance enrollment, retention and success of our students.

ESCC functions as a satellite campus of the main Cerro Coso campus, Indian Wells Valley (IWV) in Ridgecrest, from two locations, Bishop and Mammoth Lakes. ESCC was built to provide access to students living in the Bishop and Mammoth areas as well as to students in Inyo and Mono counties. The Bishop campus is approximately 160 miles north of the IWV campus and the Mammoth campus is 45 miles north of the Bishop campus.

### **ESCC Staffing**

Administrative leadership is the responsibility of a full-time Site Director, who reports directly to the Vice President of Academic Affairs. In addition to the Site Director, who oversees all academic, student services, staffing, budget, facilities, public relations, admissions & records, and maintenance & operations functions, ESCC has the following staff:

- 11-month Department Assistant II (Bishop),
- 12-month Admissions and Records Technician I (Mammoth),
- 11-month 19 hour/week Flexible Limited Benefit Custodian I/Maintenance Worker (Mammoth),
- 12-month Network Administrator (Bishop/Mammoth),
- 12-month Site Operations Coordinator (Bishop/Mammoth),
- 10-month 19 hour/week Flexible Limited Benefit Teaching Assistant to support the remote site iTV environment (Bishop),
- 10-month 19 hour/week Flexible Limited Benefit Teaching Assistant to support the remote site iTV environment (Mammoth),
- 8-month 9 hour/week Flexible Limited Benefit Teaching Assistant to support the remote site iTV environment for the Licensed Vocational Nursing Program (LVN) (Bishop),
- 8-month 9 hour/week Flexible Limited Benefit Teaching Assistant to support the remote site iTV environment for the Licensed Vocational Nursing Program (LVN) (Mammoth),

ESCC needs to maintain consistent and convenient hours of operation and enhance responsiveness to inquiries and requests. Additionally, coordination, operation, upkeep and maintenance of facilities, equipment and supplies needs to meet a minimum standard in order to provide basic services and a positive impression to faculty, students and the public. Minimum staffing levels combined with finely-tuned scheduling is required to achieve this objective.

Each campus has only one full-time employee on site (admissions & records in Mammoth, and department assistant in Bishop). These employees currently work 10 hours per day Monday-Thursday. Currently, ESCC offers all on-campus classes between 7:30AM and 10PM, Monday through Thursday. Some special courses occur on Fridays, Saturdays and Sundays, but they are held off-campus. ESCC offices currently operate Mondays through Thursdays to coincide with the times most students are on campus. In Bishop, office hours are 10AM-2PM & 3PM-9PM and in Mammoth office hours are 8AM-12:30PM & 1:00PM-6PM. The ESCC campuses are closed Friday-Sunday. To provide coverage and secure the facilities in the evening, the part-time custodian in Mammoth and full-time site operations coordinator in Bishop work evenings.

- ⇒ ESCC has a very lean staff and staff scheduling is designed to maximize coverage during periods when most students are on campus. Since classes run from 7:30AM – 10PM Mondays through Thursdays, staff scheduling is designed to ensure at least one staff is on site during those times. Currently, ESCC does not have sufficient staffing to cover vacations and other absences. The site director covers shifts as needed.

ESCC has on average 40 adjunct faculty and six full-time faculty each semester and requires staff to support these faculty. ESCC also relies heavily on interactive television as a delivery method. This delivery method requires substantial IT support, assistance building Moodle sites, as well as, proctoring, facilitation and logistical support at the remote site. ESCC currently has teaching assistant coverage for 36 hours per week of remote site iTV classes (excluding the LVN classes). The Fall 2010 schedule includes 74 hours per week of remote site iTV classes. Thus, there are at least 38 hours per week of remote site iTV class time that is not covered by a teaching assistant. The LVN program has dedicated teaching assistants who cover all remote site iTV class time. During the afternoon and evening hours there are two iTV courses occurring simultaneously. Some of the iTV courses originate from KRV or IWV. For the iTV courses between Bishop and Mammoth only, some courses originate from Bishop, others from Mammoth. Currently ESCC has two FLB 19 hour/week Teaching Assistants, one on each site, and two FLB 9 hour/week Teaching Assistants supporting the LVN program, one on each site. It is expected that as additional iTV courses are added, two additional FLB 19 hour/week Teaching Assistants will be required. Furthermore, ESCC does not have lab aides to assist with set up of materials and classrooms for the science and art classes as do other campuses. Two additional Teaching Assistants would provide support for an expanded science and art program. IT needs are met by one full-time network administrator who splits time between Bishop and Mammoth.

- ⇒ As iTV classes expand, ESCC will require two additional FLB 19 hour/week teaching assistants, one for each campus, to support the faculty and interactive television classes.

ESCC has four full-time instructional faculty assigned: English, Mathematics, Science and Business/Computer Information Systems; and an academic counselor. One additional full-time faculty in Media Arts is based at ESCC for the 2010-11 academic year. The remaining 35-40 faculty members each semester are adjunct faculty.

### ESCC Student Services

Student and instructional support services include counseling, educational advising, assessment, testing, computer lab, learning assistance center, learning resource center, book store, and admissions & records. The newly opened Mammoth Library houses collections from Cerro Coso's library as well as a dedicated Learning Resource Center for ESCC in the College Room. IWV campus staff members provide supportive services, financial aid advisory services, counseling, tutoring, Cal-Works, DSPS, EOPS, student activities and career development services via telephone and occasional visits. These services are provided by full-time faculty counselor who spends Mondays/Wednesdays in Bishop and Tuesdays/Thursdays in Mammoth, adjunct faculty staffing the Learning Resource Center four hours per day, four days per week on each campus, four part-time teaching assistants – two on each campus, the department assistant in Bishop and admissions and records officer in Mammoth.

- ⇒ ESCC has a need for two – one 11-month part-time in Bishop and one 12-month part-time in Mammoth – educational advisors to provide consistent and enhanced support on each campus for student services.
- ⇒ ESCC continues to staff a Learning Resource Center (LRC) 4 hours/day, 4 days/week on both the Bishop and Mammoth campuses with dedicated and highly-qualified adjunct faculty and an adjunct librarian. ESCC plans to further develop and expand the functions and roles of the LRC through training and innovation.

### ESCC Facilities & Usage

The mode of instruction at ESCC includes onsite instruction, hybrid (on-ground courses with an online component) and distance learning via interactive video and audio (iTV). There are two iTV classrooms on each the Bishop and Mammoth campuses. One iTV classroom on each campus seats 32-40 students, the other, 24. Each campus also has a computer classroom that seats 35; a double-classroom, which seats 60; an art room, which seats 24; a science lab, which seats 24; and three standard classrooms which currently seat 24 each, only one of which (on each campus) has full A/V and Internet capabilities. Additionally, a number of courses are, or have been, held off campus at other facilities at no cost to ESCC, unless otherwise noted:

- Bishop Union High School (BUHS): one math class, one ESL class and Virtual High School (VHS) facilitated online classes.
- Owens Valley Career Development Center (OVCDC): a number of facilitated online classes, and several BSOT and CSCI classes are held at Owens Valley Career Center.
- Northern Inyo Hospital (NIH): LVN clinical sessions.
- Mammoth Hospital (MH): LVN clinical sessions.
- Mammoth High School (MHS): Virtual High School (VHS) facilitated online classes and ceramics classes.

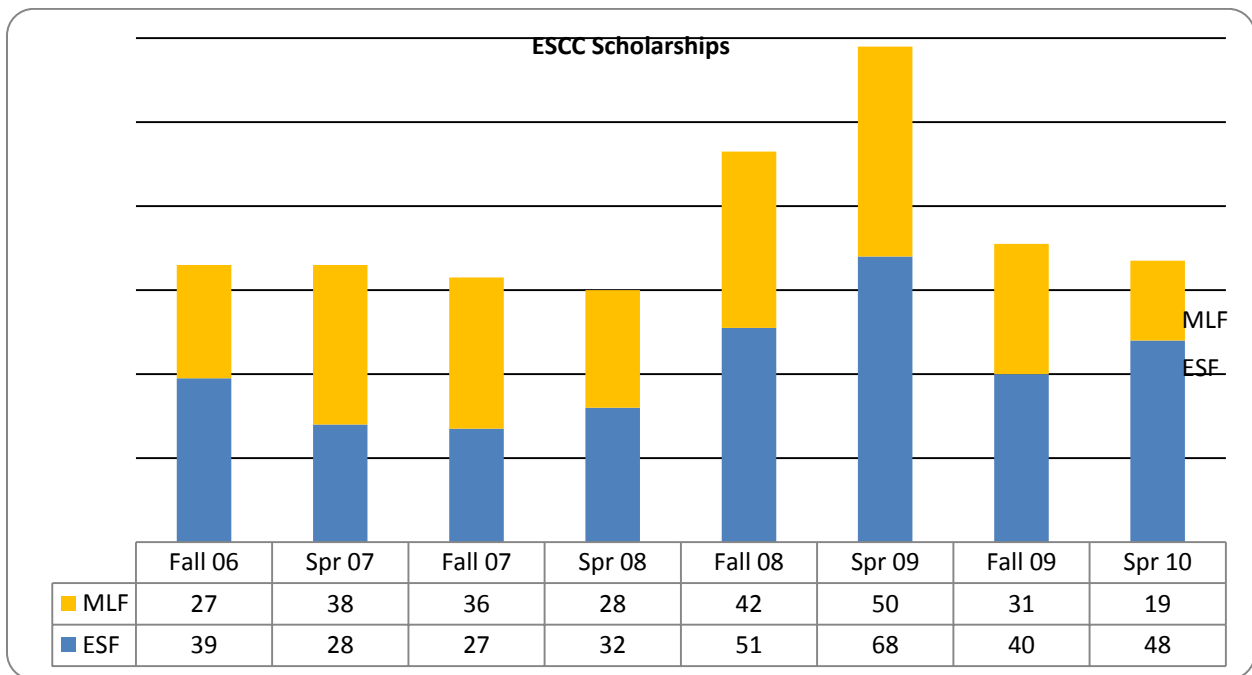
- Mammoth Library: Open Academic Skills Lab (Note: Cerro Coso owns a room (College Room) in the Mammoth Library).
  - Bishop Country Club (BCC): golf classes (Note: students are charged a \$62 facility use fee, which is passed on to BCC).
  - Bishop Senior Center (BSC): general conditioning and weight training classes,
  - Sierra Burger Retreat (SBR): photography workshops.
  - Field Classes: wellness walking, cardiovascular fitness, photography workshops, and science field trip classes.
  - Mammoth Lakes Fire Department (MLFD): fire academy, command control classes.
  - Other Agencies: administration of justice classes.
- ⇒ ESCC has significant space that is available during hours of operation. There are nine classrooms in total plus a conference room, computer lab and lobby space on each campus. From 7:30AM to 2:00PM there are typically only two or three classes scheduled at a time on each campus, leaving six rooms available for use. From 2:00PM to 8:00PM there are typically no more than six classes scheduled at a time on each campus, leaving three rooms available for use. With greater pricing flexibility and enhanced marketing efforts, ESCC could generate additional revenues from increased room rentals. A brochure and information on the web site will be developed to market this resource/service.
- ⇒ ESCC uses other agencies' facilities as needed (for specialized equipment/facility purposes) or when it would better meet needs of students (for location purposes).
- ⇒ ESCC does not require additional facilities at this time. While the Bishop and Mammoth campuses do not meet the needs of specialized programs, such as industrial arts, ESCC will develop partnerships in order to offer these classes, rather than expand or modify the existing facilities.
- ⇒ ESCC is working with the Mammoth Lakes Foundation and community groups to explore the viability of a culinary and fine arts program. Viability of these programs combined with a viable capital, operation and maintenance plan would support the construction of a proposed Cultural Arts Center in Mammoth Lakes.
- ⇒ ESCC is, however, in need of maintenance, repair and grounds work on both campuses, including:
- Overhaul of Water Supply/Well in Bishop
  - Art yard project in Bishop
  - Audit of HVAC Systems in Bishop and Mammoth for better efficiency
  - Open Access Wi-Fi in Bishop and Mammoth

- Cooling System/Window Shading in Mammoth
- Full A/V Set Up in all classrooms in Bishop and Mammoth
- Electrical repair Science Lab Mammoth, including hood fans
- Landscaping in Bishop
- Security System Installation

**ESCC Foundation Support**

Local foundations supporting education - the Mammoth Lakes Foundation (MLF), the Eastern Sierra Foundation (ESF) and the Sunset Foundation (Sunset) - provide support via funding for scholarship programs, book purchase programs, marketing efforts, student housing (Mammoth), equipment funding, special educational institutes and workshops. Over the last four years approximately 600 scholarships were awarded.

⇒ Overall scholarships have stabilized at around 150 per year after a significant upswing in the 2008-09 academic year. Both foundations have evaluated their scholarship programs and are implementing caps and/or more stringent requirements when awarding scholarships. The number of applications continue to exceed scholarships awarded. ESCC anticipates the scholarship programs will become even more selective.



The Donald M. Slager-Sunset Foundation has contributed \$35,000 per cohort of the ESCC LVN program to fund manikins, simulation software, computer equipment and other supplies. The Mammoth Lakes

Foundation South Gateway Student Apartments have been providing housing for 30-40 students per year.

### **Instructional Program Strategy**

**ESCC's program strategy is to provide a wide-range of course offerings and meet critical community workforce development training and educational needs.** In order to achieve this, ESCC must generate sufficient growth in enrollment to support these programs through a consistent and long-term strategy for developing programs and course offerings. The building-block strategy outlined below takes the approach that certain programs (basic skills, general education and transfer programs) are essential to creating a core curriculum for ESCC, though they may be low enrollment (basic skills) or not have the potential for tremendous growth. Other programs (community and contract education) are popular, have room for moderate growth, and are relatively straightforward and quick to develop and implement. These community education programs, while they do not generate FTEs for apportionment, or credit for students, create tremendous goodwill within the community, positive public awareness about the college and build a well-rounded and thriving campus environment. In order for ESCC to realize the growth opportunities that are possible, unique and specialized programs (CTE and niche academic programs) geared towards meeting the needs of local students and employers, but also attracting out-of-area students, must be developed. Development and implementation of these programs will take time and resources, but they have the potential for strong enrollment and will be a critical component for strong growth. It is essential that ESCC begin planning for these unique and specialized programs in the near term. ESCC recognizes that these building-blocks complement each other and need to be implemented together to achieve sustainable enrollment levels and growth.

**ESCC will implement a 'building block' approach to building programs and increasing enrollment.**

***Create strong basic skills programs.*** Many of the students that enter ESCC are not prepared for the level of reading, writing and mathematics that is required for college level classes. Enhancing student preparedness will increase success and the number of courses completed by these students. Additionally, the Spanish-speaking population is significant and growing in the ESCC service area. A strong ESL program will be critical in providing access to these individuals. These courses are gateway courses and must be offered despite low enrollment to provide and maintain consistent access for students. Scheduling these courses on a rotation will help to mitigate low enrollment.

- ⇒ Support critical basic skills courses such as ENSL, ENGL and MATH despite low enrollments to provide access to college level courses;
- ⇒ Identify access barriers (transportation, location, Internet access, language, awareness, financial, etc.) and mitigate or eliminate these barriers;
- ⇒ Provide ongoing student services support;
- ⇒ Partner with agencies (OV CDC, Health & Human Services) to provide another layer of guidance, support and assistance;
- ⇒ Track and evaluate placement test scores to better understand need for classes; and

- ⇒ Work with high schools to early identify at risk students to bring them into the basic skills classes.

Basic Skills Strategy

ESCC’s basic skills program strategy has been to ensure that the needed basic skills ENGL, MATH and ENSL classes are offered on a one-year rotation, via iTV as appropriate, regardless of low enrollment. Enrollment for these courses typically does not reach 20 or more students. However, these courses prepare students to enter college level courses and by cancelling, or not scheduling these courses, we are closing the door on a significant portion of our potential student population. Furthermore, with a regular schedule and a ‘no cancel’ policy, students can plan and depend on these courses being offered on a regular basis, which is likely to also increase enrollment. Offering these courses at least once per year (on a rotation) ensures that students will have regular and frequent access. A two year gap can act as a barrier that may cause students to walk away from educational opportunities, perhaps forever. As much as possible ESCC will assign adjunct faculty to these classes. Breakeven enrollment for adjunct-taught classes is 8 students per class. Low enrollment in these classes is offset by the many ESCC iTV classes which often have 30-40 students enrolled.

BSI Offerings	Fall	Fall	Spring	Spring
Course	Bishop	Mammoth	Bishop	Mammoth
ENSL	20/21/22	20/21/22	20/21/22	20/21/22
ENGL	40	40	30	30
ENGL	101 (iTV)	101 (iTV)	70 (iTV)	70 (iTV)
MATH	40 (iTV)	40 (iTV)	50 (iTV)	50 (iTV)
MATH	55 (iTV)	55 (iTV)	121 (iTV)	121 (iTV)

ESCC will evaluate placement scores, work with basic skills, English and Math departments to determine whether or not READ and lower level MATH and ENGL courses need to be added to this rotation on a once/year or once every other year basis to provide access to underprepared students.

**Build a core student body through a well-thought out general education and transfer program.** This core student body (general education and transfer students) has grown significantly over the last four years as evidenced by the nearly 100% increase in graduating students, but the ESCC service area population has potential to support a much expanded core of students through attracting more high school graduates and transitioning students from the basic skills / ESL / GED programs. Additionally, further fine tuning of the general education program will help to provide access and retain students.

- ⇒ Expand outreach efforts to local area high schools in order to capture a greater percentage of graduating students;
- ⇒ Class scheduling is a critical tool in program development. ESCC has continued to strengthen the core curriculum (IGETC/AA programs) via coordinated scheduling to provide increased access, rotation of courses in each category to provide greater selection, addition of more

elective/specialized courses via iTV from IWV/KRV to fully utilize iTV classrooms and provide more access;

- ESCC has continued to manage and coordinate course scheduling in order to maximize course selection for students, and thus increasing enrollment. By attempting to, where possible, align with block schedules, eliminate one-day-per-week courses, and spread courses throughout the day, ESCC has been able to enhance students' ability to enroll in all needed courses, increase enrollment (FTES), and enhance productivity (FTEF).
- ESCC continues to align courses inline with CCCC block schedule. Last year core classes were adjusted and over the 2008-09 year, electives and other special programs were also, where possible, scheduled in line with the CCCC block schedule. Benefits of block scheduling include: better coordination with iTV schedules from IWV and KRV; and minimizes overlap of courses.
- ESCC still offers a handful of one-day-per-week classes, but these courses are largely the exception (Choir, Orchestra, etc.) Benefits of offering courses two days per week versus one day per week include: allows students to take two or three courses, rather than one during that time block; students pay greater attention in a 1-2 hour session versus a three or four hour session; if a student misses one day (or classes are cancelled due to weather/technical issues/illness), they are not too far behind; more frequent contact with instructor in between lessons; and more flexibility in scheduling.
- ESCC has increased the number of courses offered between 8AM and 4PM. Evenings (4PM until 10PM) continue to be the busiest time on campus with most classrooms fully utilized during that time. For the 2010-11 year, classes are offered continuously from 7:30AM until 4PM Monday through Thursday on both the Bishop and Mammoth campus. The benefits of offering more courses during the daytime are that it facilitates full-time students' schedules and it increases facility occupancy.
- Course offerings at ESCC have been consolidated and put on a rotational offering cycle. Multiple courses that meet the same AA and IGETC requirements have been eliminated in the same semester on the same campus and instead are offered on a two-year rotation to ensure that students have a choice of courses to meet each requirement over a two-year period and that in each semester they have one option to meet each requirement. ESCC has tried to avoid having too many options to meet the same needs so as to maintain strong enrollment. iTV courses are offered where possible to expand options for both campuses, while maintaining strong enrollment.
- Average enrollment per class as of Spring 2010 census date for ESCC (excluding late start classes, iTV classes originating from IWV or KRV, and hybrid classes) was 24 students per class. ESCC offers between 45-55 courses per semester.

**Expand community education programs.** Historically a significant percentage of ESCC students were non-degree seeking students. In the last two years, further limits on repeatability of courses and elimination of special topics classes prevented a significant number of students from enrolling in credit classes for personal interest (art, music, personal development, physical education and Spanish, for



example). The demographics of the ESCC service area indicate that the percentage of retirement age individuals in Bishop is greater than the state average. Mammoth has a significant population of second home owners who spend entire seasons in the area and are not working full time. While these students often only enroll in one or two classes a semester, many have been enrolling every semester for several years and will continue to do so, as long as there are interesting courses to attend. Because these individuals remain in the community for years (many for decades), unlike transfer students, their experience and ties to the college have a significant impact in building strong community relations and support for ESCC. Furthermore, many of these individuals have prominent and influential roles within the community (and other communities) and their opinions about the college are often shaped by a single art or music class, for example. ESCC will need to develop a sustainable and vibrant community education program to meet the needs and interests of this community group.

- ⇒ Expand outreach efforts in the community to draw adult students to specialized programs and higher education; and
- ⇒ Develop community education programs and short term workshops to attract community members with special interests and draw visitors to the area.

### Community Education Strategy

#### *Demand*

The ESCC service area has a strong demand for community education courses in fine and performing arts, music, personal development, physical education, Spanish and other subjects. ESCC historically has served the community education student through a wide range of credit (transfer, degree-applicable, and elective) and non-credit offerings.

#### *Benefits*

- ⇒ *Support Comprehensive Course Offering.* These courses often served to meet the requirements of degree-seeking and transfer students, as well. However, in many cases at least half, if not more of the enrollment was comprised of community education students, i.e. students not necessarily interested in credit or completing a degree. Further, without the community education student enrollments, these courses may not have been offered due to low enrollment. Thus, the community education enrollments enabled ESCC to offer courses required for graduation and/or transfer, such as ART, MUSC, PHED and SPAN, and provide a 'comprehensive course offering' – at least one course in each required category for graduation and transfer. Without a comprehensive course offering, students will opt to attend other colleges where they can complete their requirements for graduation/transfer and ESCC will lose enrollments across all subjects.
- ⇒ *Provide Positive & Wide-Spread Support for ESCC.* The community education student can be one of ESCC's greatest assets. These students live, work and recreate in the community, often have a long history in the community, are well-connected, involved and have leadership roles in the

community, many are members of other communities throughout California (second homeowners), influence decisions of younger degree-seeking students (their children and grandchildren), and vote, pay taxes and donate to non-profit organizations (such as the Mammoth Lakes and Eastern Sierra foundations). Therefore, these students often enroll in only one or two courses a semester, but may have been doing so, and continue to, for years – even decades. Additionally, their positive experiences translate into positive public relations, awareness and support for ESCC. This word-of-mouth ‘advertising’ is an invaluable intangible asset. Conversely, by not meeting their needs (i.e. eliminating and reducing opportunities for these students to participate in art, music, personal development, physical education, Spanish and other courses) this intangible asset can become a very real liability through negative word-of-mouth ‘advertising’.

- ⇒ *Create Diverse & Vibrant Campus Atmosphere / Increase Facility Utilization.* Currently ESCC’s facilities are underutilized. Typically only 2-3 classrooms (out of 9) are used from 7:30AM – 3:00PM, 5-6 classrooms are used from 3:00PM-8:00PM and 2-3 classrooms are used from 8:00PM – 10:00PM Mondays through Thursdays. By offering community education courses during the times the campus is already open, but in classrooms not utilized, more students are on campus, creating a more vibrant campus atmosphere. Currently, no classes are held Fridays – Sundays and the campus could be used for community education courses with utility surcharge incorporated into the pricing.

### *History*

- ⇒ *Repeatability Limits.* A few years ago, changes were made to Ed Code, which increased/modified restrictions on funding for students repeating classes. Districts were encouraged to either put into place safeguards to prevent students from exceeding repeatability limits or exclude from 320 reports enrollment of students who had exceeded repeatability limits. KCCD put into place safeguards to prevent students from exceeding repeatability limits, such as registration restrictions in Banner and eliminating Special Topics classes which, in some cases, enabled students to circumvent Banner repeatability restrictions.
- ⇒ *Scrutiny of Funding for Community Education.* As a result of California State budget shortfalls, increased scrutiny fell upon funding for enrollments of students in courses that were not for development of basic skills (college preparatory), career technical training (CTE), or transfer. These courses were required to be offered as community education, would not receive state funding and instead were to be self-funded.
- ⇒ *Impact on ESCC Credit Programs.* Many of ESCC’s courses are offered for the benefit of degree-seeking and community education students. However, due to limits on repeatability, community education students began to ‘repeat out’ of courses that they wanted to continue to take, often indefinitely (orchestra, choir, etc.) Many of these classes have a finite pool of community education students and as more of them began to ‘repeat out’, there has been

concern that the pool of degree-seeking students would eventually become insufficient to support a stand alone credit course. Furthermore, for orchestra and choir, having a base of ongoing students provides a richer experience for the degree-seeking student. Courses such as orchestra and choir require students at all levels in many positions (similar to a sports team) to succeed. Without community education students, many of these courses cannot be offered successfully for credit.

- ⇒ *Limited Success Converting to Community Education Courses.* ESCC adjunct faculty have attempted to convert these courses into community education courses. However, in many cases, achieving sufficient enrollment relied on combining community education students and degree student. Now with one credit course and a separate community education course, enrollments are split and neither course achieves sufficient enrollment. ESCC has limited flexibility in pricing the courses to meet the needs of the community. In many cases, the instructor has a very strong reputation within the community and has opted to offer the course on their own using public space or donated space rather than offer the course through Cerro Coso and splitting the fees (photography and Spanish are two courses where the instructor is offering private classes outside of the college after trying unsuccessfully to work with the college to offer the course as community education). Students often cannot afford the cost of the community education courses (senior citizens in Bishop taking the conditioning and walking classes) With limited flexibility on cross-subsidizing community education classes (some courses which command higher fee could subsidize needed course that can only command a nominal fee), these courses are unable to run as community education. Finally, lack of marketing, poor visibility on the website and not being listed in the course schedule online have limited awareness of community education courses and impacted enrollment. The Spanish Institute was cancelled due to low enrollment, though there has been significant demand in past years. Many community members commented that they were not aware that it was being offered this year despite a full-page newspaper article.
- ⇒ *Impact on ESCC Reputation.* Another significant impact on ESCC is that the long-time community members are less involved and active within the college. They are disappointed that many long-standing programs are being 'cut' as a result of the above factors. These community members do not see the degree program growing – they see what impacts them specifically: the community education program has been drastically reduced. This translates into the college having less of a presence in their minds and they are thus less motivated to support the college.

### *Strategy*

A strong and vibrant community education program is critical to the success of ESCC. In order to develop this program, concurrent scheduling, flexibility in pricing, stronger marketing, better visibility on the web site, critical mass, partner support and cross-subsidization of community education courses will be key factors.

- ⇒ *Concurrent Scheduling.* ESCC will revisit the ability to offer credit and community education courses taught by the same instructor and held at the same time/place.
- ⇒ *Flexibility in Pricing.* ESCC will explore the ability to modify the current 60%/40% (District/Instructor) fee split for community education. Especially for courses that are held off-campus or during times when the campus is open and space is available, having some flexibility to modify the fee split would enable ESCC to begin to develop a critical mass of community education courses.
- ⇒ *Stronger Marketing.* Better press releases, development of a brochure with all community education courses, a postcard with the web link and other strategies would enhance the awareness and enrollment of courses.
- ⇒ *Better Visibility on Web Site.* With Banner upgrades, community education courses should be included in the online searchable schedule and registration will be available online. This will enhance awareness and enrollment in courses.
- ⇒ *Critical Mass.* Having a critical mass of community education course offerings will create a sense of a *program* rather than just a handful of unrelated courses. This will attract students and potential instructors who will begin to look to ESCC first when exploring community education opportunities.
- ⇒ *Partner Support.* The foundations and other partners may be able to help support some of the costs of these programs such as marketing, instruction, and materials/supplies. These opportunities will be fully explored.
- ⇒ *Cross-Subsidization.* ESCC will explore the possibility of cross-subsidizing community education courses so that overall, all community education courses offered at ESCC over the year will at least break even or create some profit.

#### Career Technical Education Program Development Strategy

ESCC currently has three CTE programs offered entirely on-ground: the licensed vocational nursing program (LVN), the business office technologies (BSOT) program and the emergency medical technician (EMT) program. There are a number of other CTE programs that ESCC offers as a hybrid program (on-ground and online): child development (CHDV), human services (HMSV), entrepreneurial management (Entr Mgmt), Digital Media Arts (DMA) and medical assisting (Med Asst). ESCC employs two approaches to adding additional CTE and developing new CTE programs.

The first approach is to offer additional programs as a hybrid program by offering the core courses on-ground via iTV from IWV and/or KRV. For example, the HMSV program offers four of the core courses (HMSV 101, 102, 103 and 104) from KRV via iTV. Other courses required for the program, which may also meet requirements for transfer or other degree programs (such as PSYC 101) are then offered via iTV between Bishop and Mammoth only. Electives for the program may be offered on a two-year

rotation via iTV from ESCC (PSYC 116, now HMSV 116) or online. This ensures that there will be sufficient enrollment to sustain the program, provides access to the program to ESCC students, and balances multi-site iTV classes with ESCC-only iTV classes, multi-site iTV classes originating from ESCC and online classes.

- ⇒ ESCC plans to explore the addition of several more CTE programs in this manner: Renewable Energy, Health Industry Technology and others.

The second approach is to offer additional and new CTE programs on ground with support from industry partners. For example, the LVN program at ESCC is supported by Northern Inyo Hospital (assisted with the state application process, covers clinical instruction cost, funds supplies and equipment for the nursing lab, and provides a site for clinical instruction), Mammoth Hospital (assisted with the state application process, covers clinical instruction cost, funds supplies and equipment for the nursing lab, and provides a site for clinical instruction), and the Donald M. Slager Sunset Foundation (contributes \$35,000 per cohort for equipment).

- ⇒ ESCC is exploring adding a registered nursing program through the Bakersfield College LVN to RN step up program, a culinary program and a fire academy.

#### Specialized Degree Program Strategy

Due to limited population and enrollment, ESCC's program strategy has been to focus on programs that meet the most students' needs and offering courses that will meet requirements for multiple degrees and certificates. Over the last four years, ESCC has developed a full AA and transfer program on the ground.

ESCC continues to receive requests to offer specialized AA programs in addition to general education, AA and transfer programs. Specifically, there has been strong interest from the US Forest Service, Mammoth Lakes Foundation, Eastern Sierra Foundation, and other groups to develop a Natural Resources degree program. Additionally, Mammoth Mountain Ski Area, Mammoth Lakes Foundation and the Mammoth Lakes Chamber of Commerce have expressed interest in developing a Recreation Management degree program.

#### Challenges

- ⇒ Articulation
- ⇒ Sufficient Enrollment in Specialized Classes
- ⇒ Benefit of AA in these areas

Based on previous examples of starting new degree programs at ESCC, one concern is whether or not enrollment would be sufficient to ensure the program would not be cancelled (or key classes cancelled) mid-way through the program. Once the program is started, it must be completed through at least the first cohort of students. Otherwise, students will be 'left hanging' without a degree. The Recreation and Resort Management program developed and offered at ESCC five years ago was cancelled before the

first class started due to very low enrollment (three students had enrolled in the first class). The program has since been retired and is no longer approved at Cerro Coso. Significant energy and effort is required to develop new degree programs. Additionally, when programs (and classes) are cancelled, it erodes ESCC's reputation and ability to gain future community support and student confidence that they will be able to complete degrees. Therefore whether or not the program will be successful (and how to ensure the program will be successful) should be carefully evaluated before the program is developed.

There are a number of reasons why students are not enrolling in programs that the community believes would be needed, be viable and have high demand. One reason is that the terminal degree is not an AA, but rather a Bachelors or Masters degree. In many cases, an AA degree in the discipline, will not qualify students to work in the field at a higher earning rate than without the degree. If students are required to complete a Bachelors or Masters in order to be employable in the field (or command a higher salary or wage), the student must transfer to a four-year college or university. In most cases, the degree-specific courses completed at the community college level are transferrable as electives and do not count toward the degree. Thus, students must repeat the degree-applicable courses.

ESCC plans to explore the development of both a Natural Resource Management and Recreation Management program. There are several key factors that ESCC believes would make these programs viable.

- ⇒ *Key Employer as Partner.* These programs will be developed in conjunction with one key partner (potential employer), US Forest Service and Mammoth Mountain Ski Area, respectively, as well as a broader advisory group. Having a key partner will help to shape the curriculum to ensure that students will be focusing on the right set of skills.
  - Developing programs with Employer Partners will ensure that the community training and educational needs are being met.
  
- ⇒ *Transfer Program + Articulated Courses.* These programs will be comprised of a general education or transfer curriculum plus a handful of specialized courses that may be offered or articulated with a partner college/university that offers these degree programs. Cerro Coso would not create a new degree program, but rather continue to offer the transfer program for these students, but they would, as a cohort, take a few specialized courses that they would earn credit at another institution. UC Merced, for example has just developed a Natural Resource Management Degree program and has been in conversations with the US Forest Service about developing opportunities for student in the Eastern Sierra to study locally and then transfer to UC Merced.
  - There will not be a special set of classes that may be at risk of cancellation due to low enrollment; the general education and transfer programs will have sufficient enrollment.
  - The specialized programs will be transferrable as degree-applicable courses through articulation agreements or will earn direct credit from a partner university.

- Students will be on a direct track to earn the terminal degree, whether a Bachelors or Masters degree.
- ⇒ *Internship/Work Experience.* These programs will include participation in a paid internship program through the Employer Partner. For example, the US Forest Service or Mammoth Mountain will offer 10 competitive internship positions. Requirements for these positions will be enrollment and completion of transfer program at ESCC, completion of specialized courses and commitment to two years of internship work – part time during the fall and spring semester and full time during the summer.
- Students will gain valuable work experience that will give them an advantage over students entering comparable programs elsewhere. They will have potential job opportunities after completion of a degree with these Employer Partners.
  - The internship component will enhance the value of the program and potentially draw students from out of the area, as well as, local students who might otherwise leave the area to attend a four-year college/university as freshmen.

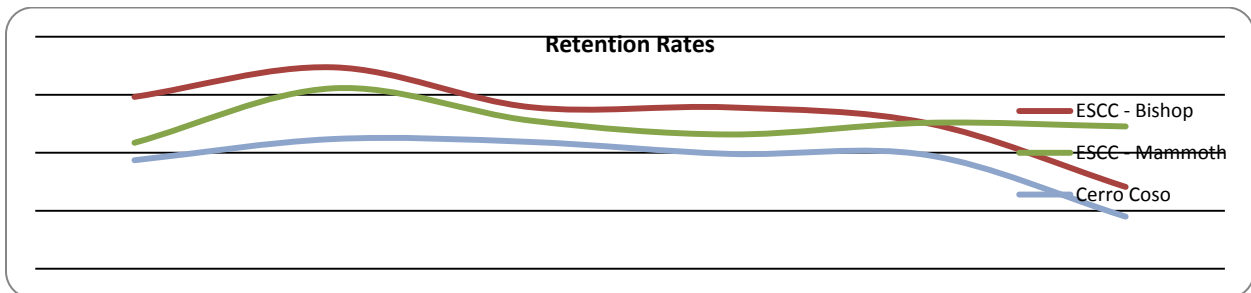
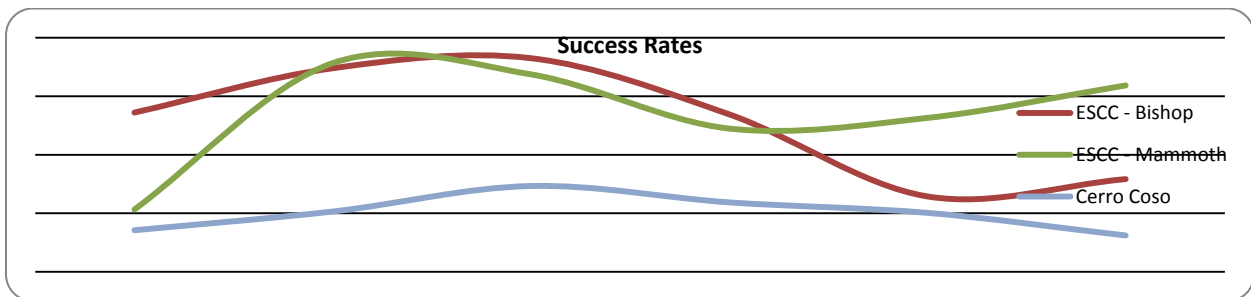
While the ESCC service area (Inyo and Mono counties) are not expecting strong population growth, ESCC expects that with a strategic approach to course offerings, class scheduling, outreach and marketing the Center will be able to capture a greater number of potential students from the following areas: local students will be encouraged to stay in the area, rather than attend programs elsewhere; more continuing education students will be drawn to the Center; visitors to the area will enroll in more courses; and the Center will be able to attract full time students from out of the area.

### **Student Enrollment, Success and Retention**

ESCC has experienced strong growth in FTEs over the past four years (15%). However, FTEs from 2008-09 to 2009-10 dropped over 20% in line with Cerro Coso's overall enrollment management strategy. ESCC has eliminated all special topics courses and sections of non-core classes to contribute to College-wide cost cutting efforts. Approximately 40 sections of courses in ART, MUSC, PDEV, PHED, and SPAN were eliminated last year. ESCC anticipates that enrollments will remain steady for the 2010-11 academic year. ESCC plans to continue to serve the community student via community education courses, but those enrollments will not be captured in FTEs as they have been in the past through special topics courses.

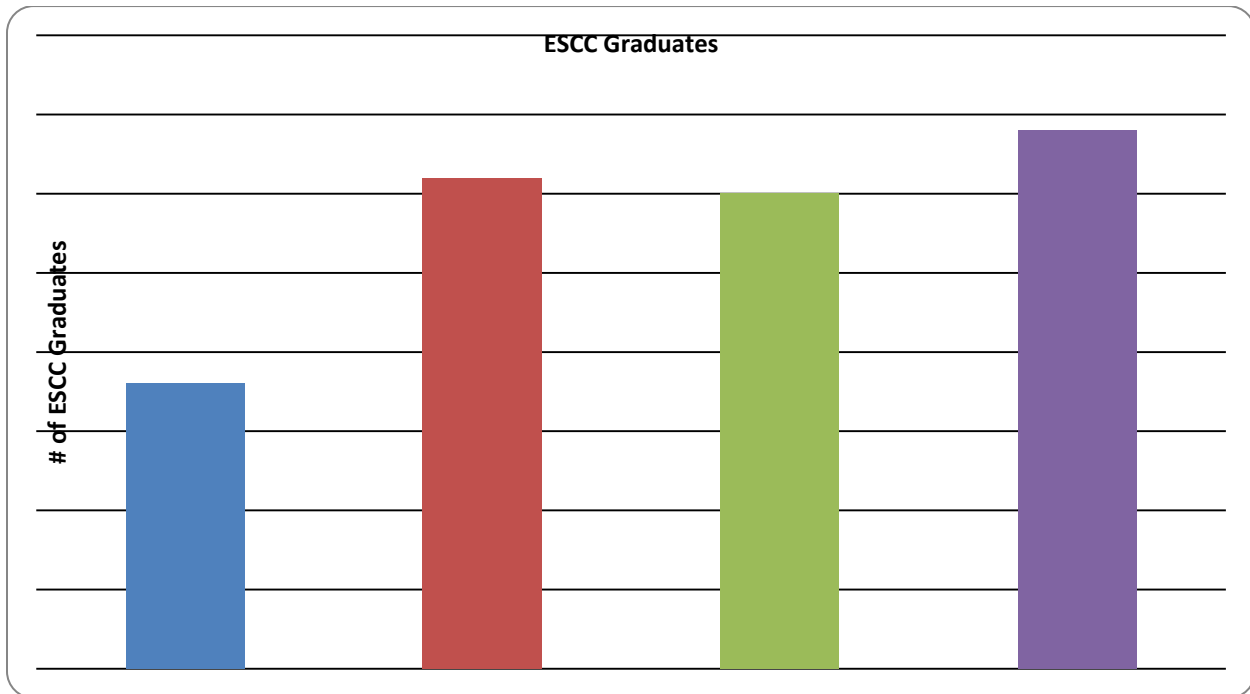


In addition to increasing enrollment, enhancing student access, retention and success is a major emphasis for the Center. ESCC plans to further develop student services in order to support retention and success. The Bishop and Mammoth learning resource center services will be enhanced and hours of operation and staffing will be stabilized. Additionally, ESCC will be evaluating all courses and delivery methods to identify courses with low success and retention and to develop strategies to improve both success and retention.





ESCC's graduates have nearly doubled over the last three years. This reflects the greater emphasis on degree and certificate programs and a larger proportion of degree-seeking or transfer students versus community students. Thus, while FTEs have declined more than 20% in the last year, the proportion of students seeking degrees has increased.



### 3. Public Relations Strategy: Raising Awareness for ESCC

Community awareness of available programs, services and opportunities at ESCC is limited. While ESCC staff, faculty and management have continued to raise awareness for ESCC and increase public relations and marketing efforts, there are still significant and ongoing opportunities to increase awareness. Faculty, in conjunction with teaching assistants, develop press releases, flyers and posters to promote and raise awareness for their classes. ESCC staff, faculty and management have developed strong relationships with local news publications and have been involved in numerous articles regarding campus activities and programs. Management has worked closely with the foundations to develop marketing plans and to execute those plans. ESCC faculty and management attend community meetings regularly and participate in community organizations. Counseling, faculty and management work closely with the K-12 schools to develop and implement outreach and other programs. However, to date, ESCC has not developed a structured and formal public relations strategy.

⇒ ESCC has opportunities to structure a more formal public relations campaign.

**Direct Experience.** One of the most important avenues for public awareness about ESCC is through direct experience with the public and students on the phone, at the window, in the classroom, in the LRC, in counseling, etc.

- ⇒ Front line staff will be trained in customer service and will have regular meetings/updates to ensure they are aware of all programs, services and policies
- ⇒ Faculty will be updated regularly about programs, services and policies
- ⇒ Support staff will be evaluated on public and student contact and will also receive regular updates about programs, services and policies

**E-mail.** ESCC will develop a ListServ of current student, alumni, and interested public to send out periodic newsletters, updates and reminders.

**EdConnect.** ESCC will utilize EdConnect to send out registration reminders each semester.

**Social Networking.** ESCC will evaluate and develop a strategy to use social networking avenues for raising awareness of programs and services. Mammoth Lakes Foundation currently has MySpace and FaceBook sites which provide links to the college.

**Alumni.** ESCC will work with foundations to develop an alumni database to reach out to alumni and encourage them to participate in raising awareness for Cerro Coso.

**News Articles.** ESCC will set up a regular schedule to meet with and develop stories for the Inyo Register, the Mammoth Times and the Sheet. ESCC will also submit articles monthly to the school newspaper, the Coyote Howler. Articles will be linked to the ESCC web page.

**Presentations.** ESCC will develop a regular calendar of presentations and updates to community organizations, including, but not limited to Sunrise and Noon Rotaries in both Bishop and Mammoth Lakes, Bishop Chamber of Commerce, Mammoth Lakes Chamber of Commerce, Inyo County Board of Supervisors, Mono County Board of Supervisors, Bishop City Council, Mammoth Lakes Town Council, Inyo County Superintendent of Schools, Mono County Office of Education, Mammoth Association of Governments and Bishop Economic Council.

**Word of Mouth.** ESCC will work with foundations and high school counselors to spread information and awareness of Cerro Coso to their constituents.

**Website.** ESCC will work with the Digital Media Arts department to revamp the ESCC web pages to provide more information about ESCC. ESCC will update the information monthly, as needed.

**TV/Radio.** ESCC will work with local radio and television stations to develop a schedule of radio and television presentations, programs and interviews with faculty, students and management/staff.

**Events.** ESCC will expand sponsorship of free, community events through in-kind donations of facilities. ESCC will also work more closely with foundations to host fundraising events on campus.

**Mailings.** ESCC will mail post cards twice each semester to remind students that the new schedule is available and registration dates.

**Brochures.** ESCC will update current brochures, upload those brochures to the website and develop brochures for programs that do not currently have brochures. Brochures will be distributed on campus and at the high schools.

**Posters.** ESCC faculty will develop posters for specific classes as necessary. ESCC will develop posters for programs and services. Posters will be distributed throughout the community.

**4. Outreach Strategy: Meeting Community Needs**

ESCC staff, faculty and management continue to focus on outreach efforts in order to assess and better meet community needs. The success of this outreach strategy can be evaluated in part by the number of local students enrolled at Cerro Coso and the percentage of high school class enrolled at Cerro Coso. While the overall number and percentage of high school students enrolled at Cerro Coso has nearly doubled over the last four years, it has not increased steadily and overall high school yield for ESCC remains at only 27%.

⇒ Thus, a more comprehensive and focused strategy to recruit local high school graduates must be developed and implemented.

High School	2005			2006			2007			2008			2009		
	HS Class	# Enrolled @ CCCC	% Enrolled @ CCCC	HS Class	# Enrolled @ CCCC	% Enrolled @ CCCC	HS Class	# Enrolled @ CCCC	% Enrolled @ CCCC	HS Class	# Enrolled @ CCCC	% Enrolled @ CCCC	HS Class	# Enrolled @ CCCC	% Enrolled @ CCCC
BUHS	173	24	13.9%	132	59	44.7%	165	41	24.8%	177	57	32.2%	145	44	30.3%
MHS	62	11	17.7%	65	15	23.1%	50	17	34.0%	61	22	36.1%	67	14	20.9%
Big Pine	13	1	7.7%	8	2	25.0%	13	7	53.8%	13	4	30.8%	10	3	30.0%
Lee Vining	2	2	100.0%	0	0	0.0%	5	0	0.0%	12	0	0.0%	5	0	0.0%
Lone Pine	22	2	9.1%	29	1	3.4%	24	2	8.3%	21	6	28.6%	30	6	20.0%
Owens Valley	8	0	0.0%	6	2	33.3%	6	0	0.0%	3	3	100.0%	4	3	75.0%
TOTAL	280	40	14.3%	240	79	32.9%	263	67	25.5%	287	92	32.1%	261	70	26.8%

Faculty regularly present to community groups such as the arts council, rotary and chambers of commerce to inform the public about their programs. Faculty and management work closely with the high schools and other agencies to develop courses and co-sponsor events to promote educational programs. Greg Kost, counselor, regularly meets with area high school students and plans counseling events for the high school. Staff interact closely with counterparts at other agencies to build relationships, understand needs and develop awareness for ESCC programs. ESCC Director attends regular meetings for various community organizations.

⇒ K-12 Schools: 1) develop a constant and continuous presence at the high schools; 2) develop greater opportunities for concurrent enrollment; 3) develop more articulation agreements; 4)

provide opportunities for high school students to visit ESCC and participate in ESCC events; 5) increase awareness of programs and courses; 6) develop programs and courses that attract more high school graduates; 6) further develop/implement the K-16 Bridge program; 7) further develop/implement the Virtual High School (VHS) program; 8) work with county superintendents to coordinate, collaborate and develop Regional Occupation Programs (ROP); and 9) develop additional 'academy' and pathway partnership programs.

- ⇒ Public and Private Agencies / Organizations and Business/Industry: 1) attend community meetings and develop relationships with agency/industry leaders; 2) identify partner training and educational needs; 3) generate awareness for existing ESCC programs, services and resources; 4) identify resources and opportunities to share resources and develop partnerships; 5) capture opportunities for partners to rent/utilize the campus; 6) develop specialized contract education, credit, work experience and internship programs with partners.

## 5. ESCC Goals

Based upon analysis of the ESCC service area, programs & program strategy, resources, public relations efforts & strategy, and outreach efforts & strategy, ESCC has developed the following goals and targeted activities:

**Improve understanding of (50% increase in organizations with which ESCC has regular communication) and responsiveness to (progress toward development of 10 new programs/projects/courses) Inyo and Mono County service area needs for career training and customized educational training by June 30, 2011. (CCCC Goal Number 1.B, 1.F, 5.A & 5.B)**

*Activities:*

- *ESCC management, faculty and staff ('ESCC Representatives') to actively and regularly participate in community meetings and committees, including but not limited to: Chambers of Commerce, Rotary Clubs, Advisory Groups, Superintendent of Schools, Government Associations, Arts Councils, Foundation, Tribal Organizations, Student Clubs and other appropriate group meetings (ongoing, but at minimum once/semester).*
- *ESCC Representatives to record, report and integrate needs feedback from community groups into ESCC Annual Unit Plan and other departments' Unit Plans (June 2011).*
- *ESCC Representatives to provide regular updates regarding community groups' needs during relevant CCCC department meetings (SSEC, Admin Cabinet, Faculty Chair, CTE, etc.) to ensure needs are incorporated into department planning and program development (ongoing, but at minimum once/semester).*
- *Work with institutional researcher to collect data and develop reports that will provide data and other information for analyzing Inyo and Mono County service area needs (ongoing, but initial set of reports established by June 2011).*
- *Utilize survey methods such as Survey Monkey to assess needs (June 30, 2011).*

- *Complete an annual, comprehensive needs assessment for the Inyo and Mono County service areas in Career & Technical Education and Contract/Community Education by June 30, 2011.*
- *Work with departments to develop and implement new programs, projects, courses in response to Needs Assessment for Inyo & Mono County, including possibly mobile training labs (June 30, 2011).*

**Improve access to all student services for ESCC students through a complete, hybrid Student Services 'One-Stop' Center at Bishop and Mammoth Sites by June 30, 2011. (CCCC Goal Number 1.D, 2.A & 3.D)**

*Activities:*

- *Work with all student services departments to identify services that are not currently provided at ESCC (December 2010). Develop and implement plans to provide services via alternative delivery methods at ESCC, including but not limited to: online; CCC Confer; Adobe Connect; flyers/pamphlets; training of ESCC staff; partnerships with third parties; iTV; videoconferencing; Moodle sites; and on-site workshops (June 2011).*
- *Work with all student services departments to identify services that are provided, but which can be improved (December 2010). Develop and implement plans to improve services via alternative delivery methods at ESCC, including but not limited to: online; CCC Confer; Adobe Connect; flyers/pamphlets; training of ESCC staff; partnerships with third parties; iTV; videoconferencing; Moodle sites; and on-site workshops (June 2011).*
- *Hire two Flexible Limited Benefit Educational Advisors for ESCC (June 2011).*
- *Promote and advertise the One-Stop Center at Bishop and Mammoth via CCCC website, posters, email, flyers and faculty communication with students.*
- *Hold a 'Get Your Business Done' Day each semester to promote the One-Stop Center at each site.*

**Improve access to (reduction in course conflicts), stabilization of (commitment to offering a base level of courses over a four year period), and success/retention in (improvement in success/retention rates) ESCC educational programs by June 30, 2011. (CCCC Goal Number 1.A, 1.B, 1.D, 2.A, 2.B, 4.B, & 4.C)**

*Activities:*

- *Work with departments to develop a long-term schedule for ESCC basic skills, transfer/degree, career and technical education, and community education (June 2011).*
- *Evaluate placement exam score data for ESCC students and use findings to guide basic skills offerings (December 2010).*
- *Evaluate retention and success rates for ESCC basic skills, transfer/degree, career and technical education and community education classes, set goals for each course and develop/implement programs and policies to achieve goals (December 2010).*
- *Evaluate current scheduling and location of ESCC basic skills courses. Use findings to improve scheduling and modify locations for basic skills courses (December 2010).*
- *Develop learning labs at ESCC for basic skills courses (June 2011).*

- *Identify and evaluate new strategies for improving success and retention (December 2010). Develop and implement programs to incorporate the appropriate strategies (June 2011).*
- *Identify basic skills instructors for ESCC and provide opportunities for training (December 2010).*
- *Develop and identify scheduling policies (block scheduling, etc.) to reduce or eliminate course scheduling conflicts for basic skills and transfer/degree courses (December 2010).*
- *Develop and identify best practices for iTV delivery of courses to improve retention and success (December 2010).*
- *Develop and identify best practices for face to face delivery of courses to improve retention and success (December 2010).*
- *Work with Teaching Assistants to develop programs to support improvement in student success and retention (December 2010).*

**Enhance ESCC staff development (50% of ESCC faculty, staff and management will have participated in at least one training session) through opportunities for and participation in training programs by June 30, 2011. (CCCC Goal Number 6.D)**

*Activities:*

- *Identify and schedule iSTREAMS training sessions that address key issues for ESCC and publicize and encourage all ESCC Representatives to attend.*
- *Identify scheduled IHTC training sessions that address key issues for ESCC and publicize and encourage all ESCC Representatives to attend.*
- *Develop ESCC training sessions through the LRC presented by ESCC Representatives.*
- *Identify professional development needs for all ESCC Representatives and develop a short and long term professional development plan. Implement professional development plan (ongoing).*