
CERRO COSO
COMMUNITY COLLEGE
EDUCATIONAL MASTER PLAN
2007-2012



TABLE OF CONTENTS

CHAPTER I - INTRODUCTION AND OVERVIEW

INTRODUCTION AND OVERVIEW	3
PURPOSE OF THE EDUCATIONAL MASTER PLAN	3
OBJECTIVES OF THE MASTER PLAN	3
KERN COMMUNITY COLLEGE DISTRICT	4
CERRO COSO COMMUNITY COLLEGE BACKGROUND AND HISTORY	6
COLLEGE ORGANIZATION	7
ORGANIZATIONAL CHARTS	7
CERRO COSO COMMUNITY COLLEGE STRATEGIC PLAN	13
CERRO COSO GOALS	16

CHAPTER II - ENVIRONMENTAL SCAN

ENVIRONMENTAL SCAN	25
OVERVIEW	25
THE COLLEGE IN RELATION TO ITS EXTERNAL ENVIRONMENT	25
KEY CITIES THAT SUPPORT THE COLLEGE	25
KEY LOCAL ENVIRONMENTAL CONDITIONS/ELEMENTS	30
OCCUPATIONAL GROWTH	31
THE COLLEGE IN RELATION TO ITS INTERNAL ENVIRONMENT	40
THE EXTERNAL ENVIRONMENT	52
THE INTERNAL ENVIRONMENT	54

CHAPTER III - VISION AND PROJECTIONS FOR THE FUTURE

VISION AND PROJECTIONS FOR THE FUTURE	61
STUDENT SERVICES AND STUDENT LIFE	61
VISION	62

CHAPTER IV - ANNUAL UNIT PLANS

ADMISSIONS AND RECORDS	71
ATHLETIC DEPARTMENT	73
BASIC SKILLS PROGRAM	78
BOOKSTORE	83
BUSINESS PROGRAM	85
BUSINESS AND INFORMATION TECHNOLOGY DEPARTMENT	90
BUSINESS SERVICES	97
CALWORKS	99
CC ONLINE	102
CHILD DEVELOPMENT DEPARTMENT	107
COMPUTER INFORMATION SYSTEMS PROGRAM	113
COMMUNICATIONS DEPARTMENT	121
COUNSELING DEPARTMENT	127
EASTERN SIERRA COLLEGE CENTER	138
FACILITIES DEVELOPMENT	152
FINANCIAL AID & SCHOLARSHIPS	154
FOOD SERVICES	161
GENERAL SCIENCE DEPARTMENT	163
HEALTH CAREERS AND VOCATIONAL NURSING PROGRAM	174
HUMANITIES DEPARTMENT	179
INDUSTRIAL TECHNOLOGY DEPARTMENT	186
KERN RIVER VALLEY CAMPUS	191
LEARNING RESOURCE CENTER / COLLEGE LIBRARY	194
MAINTENANCE AND OPERATIONS	207
MATHEMATICS DEPARTMENT	210

MEDIA ARTS DEPARTMENT	214
PHYSICAL EDUCATION/HEALTH SCIENCE DEPARTMENT	224
PRINT SHOP / GRAPHICS	232
PUBLIC INFORMATION / FOUNDATION / ALUMNI RELATIONS	233
PUBLIC SAFETY PROGRAMS DEPARTMENT	235
SOCIAL SCIENCE DEPARTMENT	240
SPECIAL SERVICES: EOPS/CARE/DSPS	245
STUDENT ACTIVITIES	252
TRIO	257
VETERANS AFFAIRS	262
VISUAL AND PERFORMING ARTS DEPARTMENT	264

CHAPTER I

INTRODUCTION

AND OVERVIEW

INTRODUCTION AND OVERVIEW

PURPOSE OF THE EDUCATIONAL MASTER PLAN

The 2007 Cerro Coso Community College Educational Master Plan's primary purpose is to provide the necessary data, as well as the philosophical foundation, upon which the instructional, student services, and facility needs of the college can be based over the next five years. The master plan will provide guidelines not only for decision-making, but also for a plan of action. Additionally, it will facilitate the formulation of other critical plans for the college, including those of facilities and capital expenditures, technology, staffing, and budgetary/fiscal matters. It consists of four parts: 1) an overview of the District and College organizational structure and the College's Strategic Plan, 2) an environmental scan of the College's external and internal environments, including opportunities and challenges facing the College, 3) future vision and projections relating to programs, staffing, facilities, and revenue, and 4) the Annual Unit Plans for every college department, program and site which includes productivity analysis.

The Educational Master Plan should be considered a dynamic and flexible document that is consistent with the emerging educational trends and the needs of the students. Inherent in its logic should be the understanding that institutional change takes time and that internal and external factors may affect plans. This plan will be updated on an annual basis as Annual Unit Plans are addressed.

The success of the Educational Master Plan will depend on a college-wide commitment to its implementation. Each site, department, program, and staff member will be required to follow through on recommendations at all levels.

OBJECTIVES OF THE MASTER PLAN

The objectives of the Educational Master Plan are as follows:

- 1) to produce a plan that is flexible enough to accommodate changes in instructional methodology, technology, and delivery systems,
- 2) to encourage the delivery of a college curriculum including transfer education, career and technical programs, and instruction and support for the underprepared student,
- 3) to anticipate the instructional program needs of the community for the next decade,
- 4) to provide a planning document that will serve as a decision-making tool and reference for the future,
- 5) to maximize efficiency and productivity of the instructional programs, and
- 6) to drive the planning of capital expenditure, technology, facilities, staffing, professional development, and budget.

KERN COMMUNITY COLLEGE DISTRICT

MISSION

The mission of the Kern Community College District is to provide outstanding educational programs and services that are responsive to our diverse students and communities. We accomplish this mission by:

- Providing academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.
- Providing work-force skills training through vocational/technical/occupational programs.
- Providing basic skills education and student services programs to help students become successful learners.
- Establishing partnerships with businesses and governmental entities as well as other educational institutions to advance economic development.
- Improving the quality of life of our students and communities through broad-based general education courses.
- Preparing students with the skills to function effectively in the global economy of the 21st century.
- Anticipating and preparing to meet challenges by continually assessing and prioritizing programs, services, and community needs.
- Seeking the resources required to function effectively.

VISION

The Kern Community College District will be recognized as an exemplary educational leader, partnering with our communities to develop potential and create opportunities. Successful students will strengthen their communities and, along with the faculty and staff, become life-long learners.

VALUES

The Board of Trustees, faculty, and staff of the Kern Community College District, in implementing the Mission of the District, subscribe to the following values. The “Student Value” is listed first to emphasize the importance of the District’s responsibilities to students. The other values are listed in alphabetical order

Students. Student learning is our primary mission. When students attain their educational goals, both their communities and society as a whole are the beneficiaries. To accomplish this mission, we must maintain an outstanding learning environment, including such resources as an excellent faculty and staff, student support services, and appropriate instruc-

tional facilities. Further, that environment should encompass a balanced approach to educational programming as well as respect for and support of individual student goals.

Accountability. Accountability is the ongoing process of assessing the effectiveness with which Kern Community College District meets the standards and expectations that have been established by the State and Federal governments, accrediting agencies, and the Board of Trustees. Further, all KCCD employees have a mutual responsibility for the quality and scope of our services as well as for honest stewardship of the resources entrusted to us.

Communication. In order to generate an environment of trust in which individuals can work together successfully, information is to be freely shared throughout the District using multiple communication channels. Effective communication involves stating facts and opinions clearly, listening critically, asking for necessary clarifications, and providing feedback that is respectful of others' opinions and sensibilities. At all levels, we have the responsibility to communicate openly and honestly as receivers and senders of information.

Community. We are best able to provide high quality instruction and support services that promote and enhance life-long learning and human potential by working closely with our communities to establish mutually beneficial relationships with both public and private entities. We do this by assessing and prioritizing community needs and by addressing those needs through joint efforts. Thus, our colleges and the communities in which they exist are shaped by their reciprocal relationships.

Diversity. We recognize and celebrate the similarities and differences in our students, staff, communities, services, programs, and ideas. We value diversity because it promotes learning, enriches our relationships, and enhances our ability to solve problems and make decisions.

Efficient and Effective Systems. The Kern Community College District faculty and staff will strive to provide effective and responsible stewardship and management of its responsibilities and of KCCD resources by maintaining an open decision-making environment, participating in collaborative action, developing mutual respect among employees, making decisions in a timely manner, and achieving student goals.

Equitable Resources. Allocation The Kern Community College District is committed to providing equal access to relevant learning opportunities across its service area. It is important that the resources necessary for student, system, and institutional success be distributed in a manner that supports this commitment.

Faculty and Staff. We are committed, at all levels, to recruitment, retention, and promotion of the highest quality personnel; to employee satisfaction as indicated on periodic surveys; to professional growth and learning opportunities for all employees; and to a positive work environment. Excellence is realized through the energy and talents of our faculty and staff; therefore, appreciation is expressed for their contributions, mutual trust and respect are fostered, and an environment exists which is enriched by a diversity of people and ideas.

Participatory Governance. All District employees are encouraged to accept their personal

and professional obligation to participate in this process through active involvement in governance activities. Such collaboration promotes creative problem solving, greater acceptance of decisions made, and a more trusting work environment as we honor differences as common ground is built.

STRATEGIC INITIATIVES

Six strategic initiatives will constitute the major issues to be addressed by the strategic planning process over the next few years. These are.

- Greater responsiveness to community needs in terms of programs offered, the promotion of college areas of particular strength, and area workforce development
- Respond more effectively to the needs of under prepared students
- Increased funding for KCCCD functions
- Creation and maintenance of trust between employee groups, the colleges, and the District Office
- Establish adequate and effective communication throughout the KCCCD
- Recruit and retain an effective workforce and promote high morale

These initiatives will be realized through the implementation of strategies which have been developed for each of them. Possible implementation work plan goals have been defined for most strategies, and success will be measured against expected outcomes which have been identified for each strategy.

IMPLEMENTATION AND EVALUATION

The implementation process, which is to begin in the 2006/07 academic year, includes the development of action plans, including objectives, timelines, criteria employed to evaluate progress, assignments of responsibility, and budget plans. This process will have the purpose of not only realizing the Strategic Initiatives but also of institutionalizing one of the fundamental objectives of strategic planning: strategic thinking and acting. Monitoring and evaluation, whose goals are to gauge progress and to determine if changes in the strategic plan or any of its components are needed, will necessarily be a part of that implementation effort.

CERRO COSO COMMUNITY COLLEGE BACKGROUND AND HISTORY

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

and services to an approximate FTES of 3,270 students at six campuses, one of which is online.

The 320 acre Indian Wells Valley Campus (IWV), at Ridgecrest, California is located in the upper Mojave Desert, 160 miles northeast of Los Angeles and 120 east of the District Office in Bakersfield, and serves a population of about 28,000. This campus serves about half of the student population of the College and houses most of the college administration. The Eastern Sierra College Center is north of the IWV campus and serves the communities of Inyo and Mono counties. The center operates two campuses, one in Bishop 120 miles north of Ridgecrest, and another in Mammoth Lakes which is an additional forty miles north. Forty-five miles west of the IWV campus, the Kern River Valley campus serves communities near Lake Isabella. The South Kern campus is seventy miles south of the IWV campus and is housed on Edwards Air Force Base. This center provides educational services to military and civilian personnel on the base and to the residents of nearby communities.

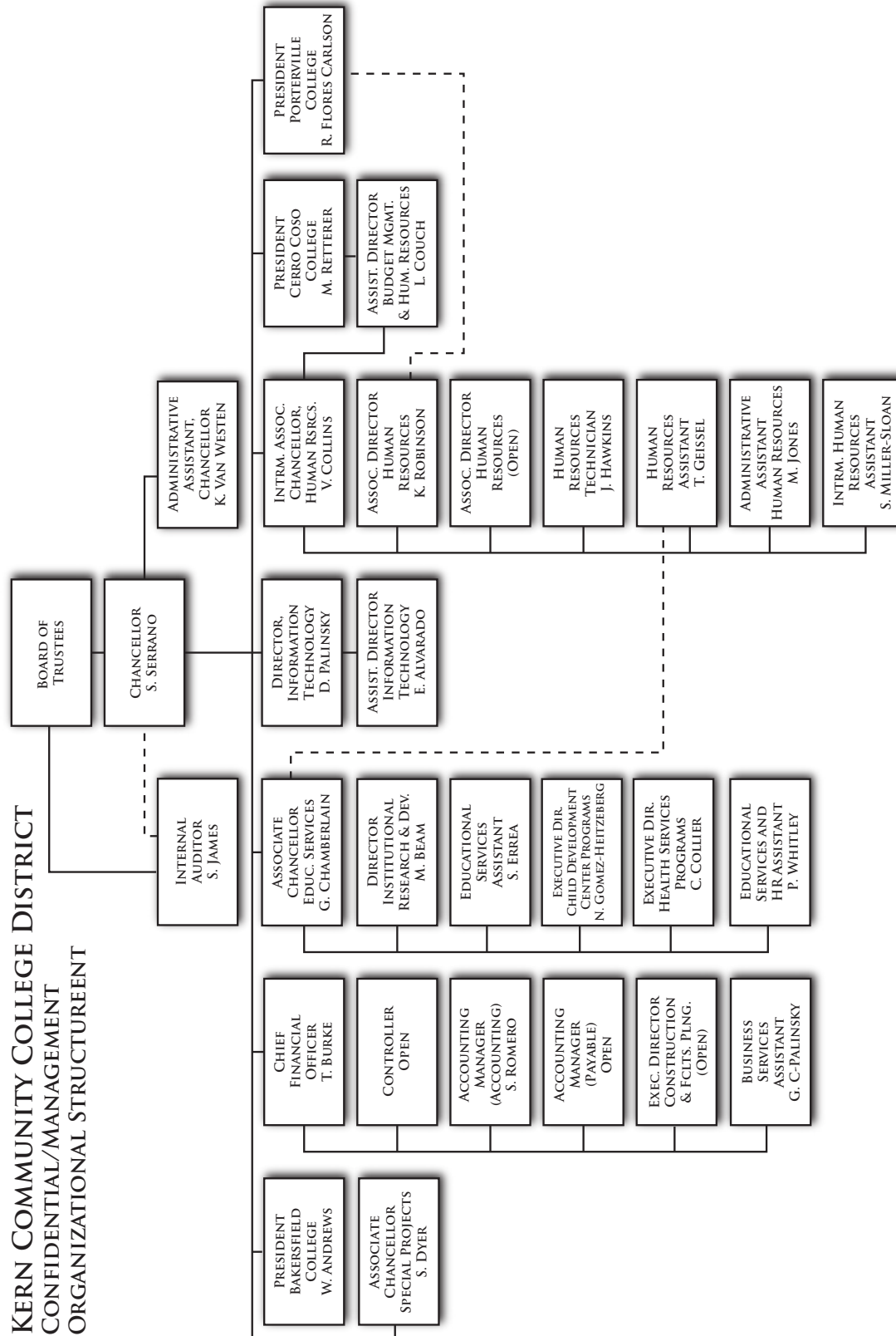
In an effort to respond to the needs of individuals who cannot attend classes at one of the College's five physical locations, the College established CC Online as a virtual campus. This program has been fully reviewed by the regional accrediting agency. It provides nine online degree programs, over 100 courses distributed over eighty sections each semester with complete online support services, including matriculation and textbook purchasing. The program was the first of its kind in California and has been recognized and imitated by many community colleges.

COLLEGE ORGANIZATION

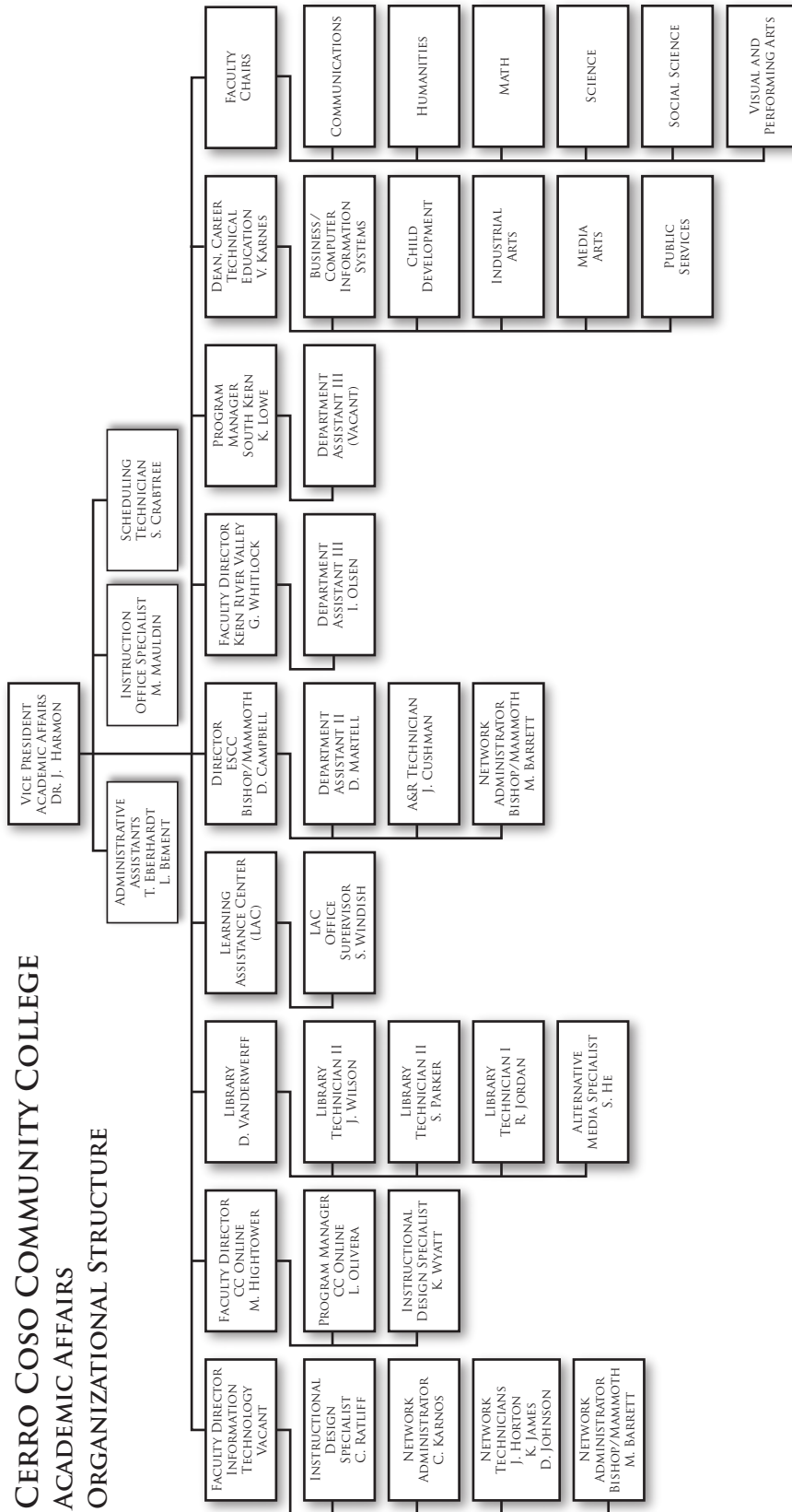
To enhance direct communication with the President, Cerro Coso uses a horizontal rather than hierarchical management structure. The Vice Presidents of Academic Affairs and Student Services, along with the Directors of Business Services, Maintenance and Operations, Budget/Human Resources, and PIO/Facilities/Foundation report directly to the president. The instructional faculty at all sites report to the Vice President of Academic Affairs via faculty directors, faculty chairs, or through the Dean of Career Technical Education. The Dean of Career Technical Education and the Director of Eastern Sierra College Center report directly to the Vice President of Academic Affairs as well. The counseling faculty at all sites report to the Vice President of Student Services via the faculty chair or the Counseling Coordinator, as does the Director of Financial Aid and Scholarships, the Director of Admissions and Records and Veteran's Affairs, and the various faculty Program Directors. Classified staff report to the respective Vice Presidents depending on what departments or programs they serve.

The college has both a Classified and Academic Senate. The college's main governance body is the College Council with representation from all facets of college life.

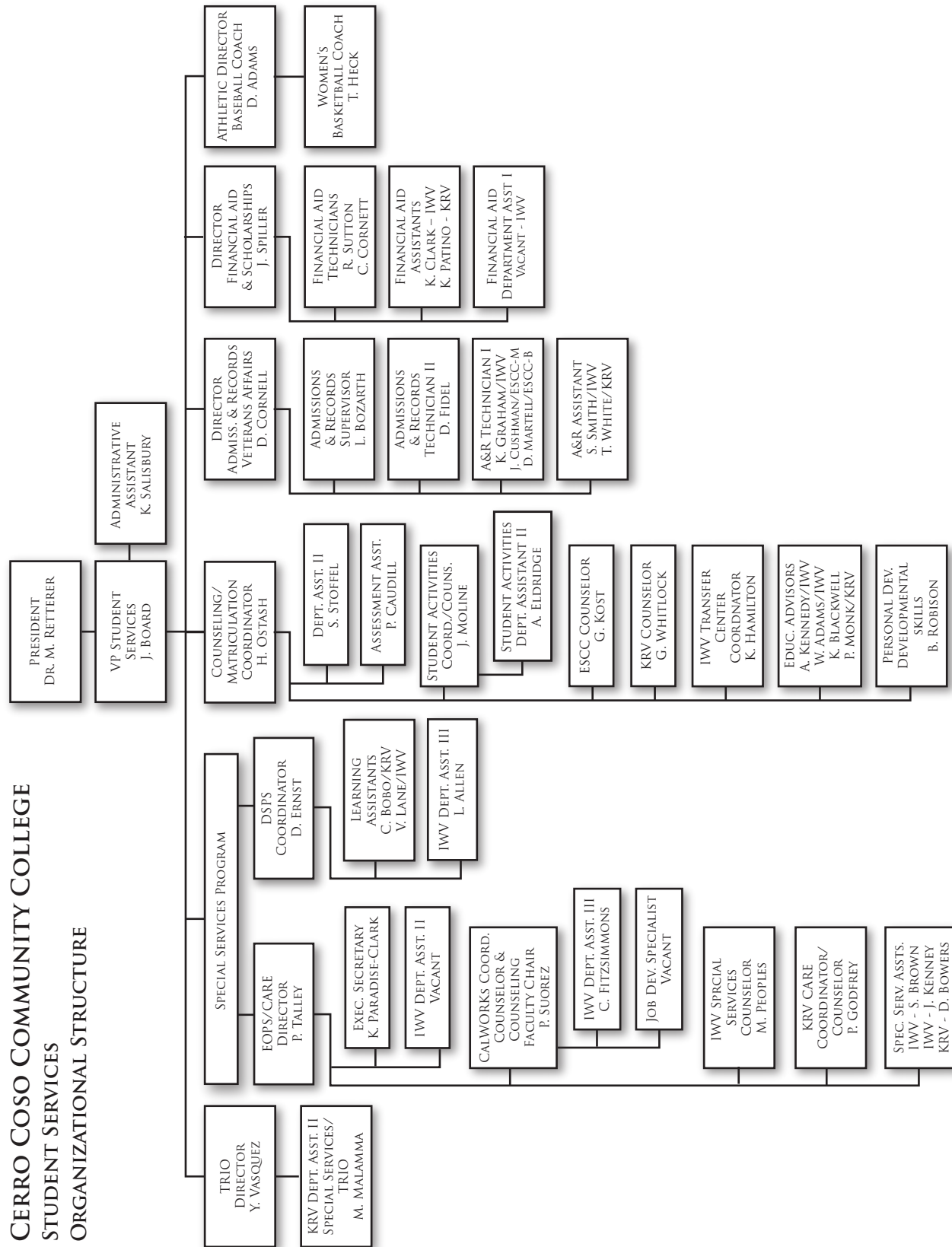
ORGANIZATIONAL CHARTS

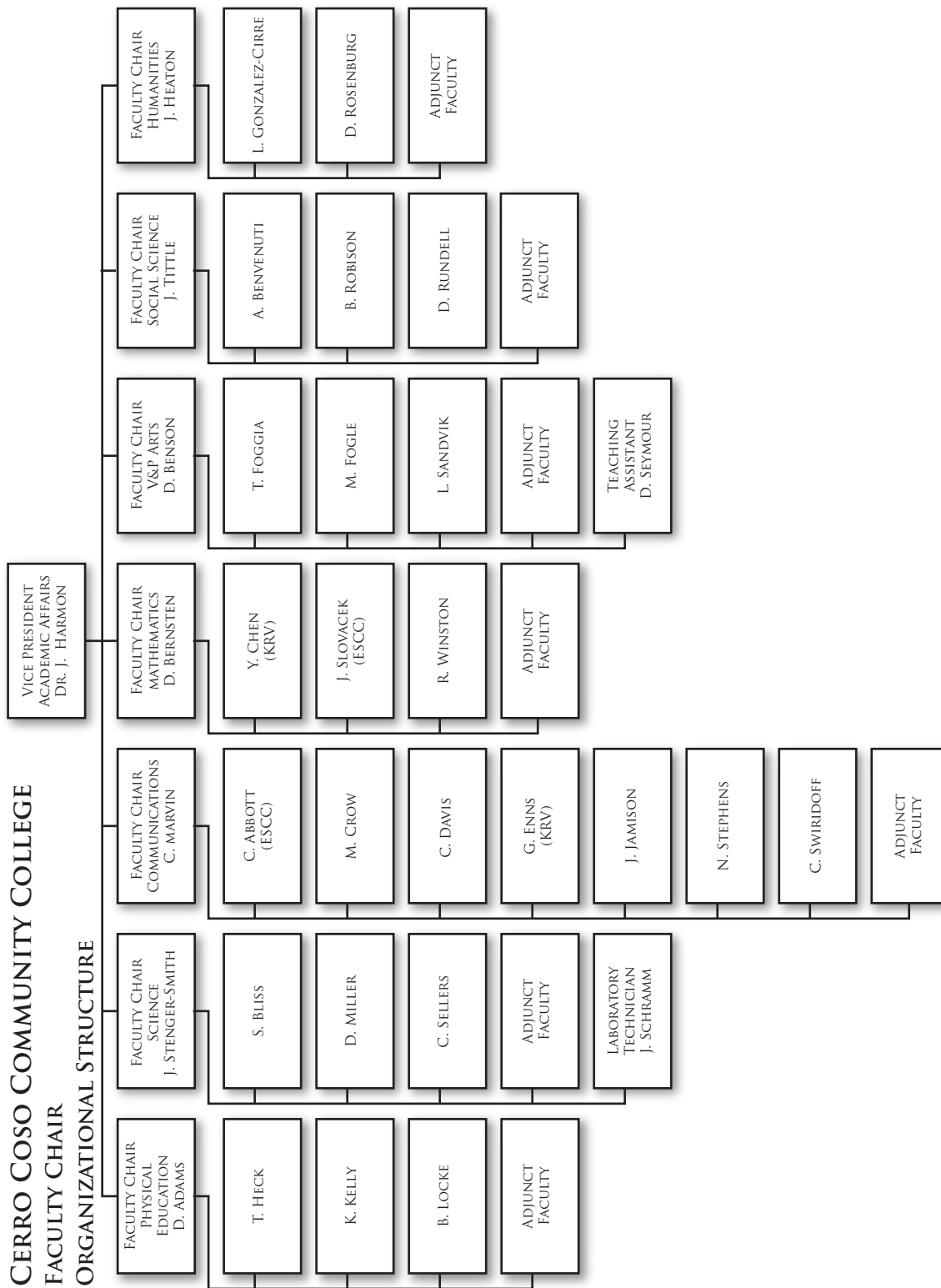


**CERRO COSO COMMUNITY COLLEGE
ACADEMIC AFFAIRS
ORGANIZATIONAL STRUCTURE**

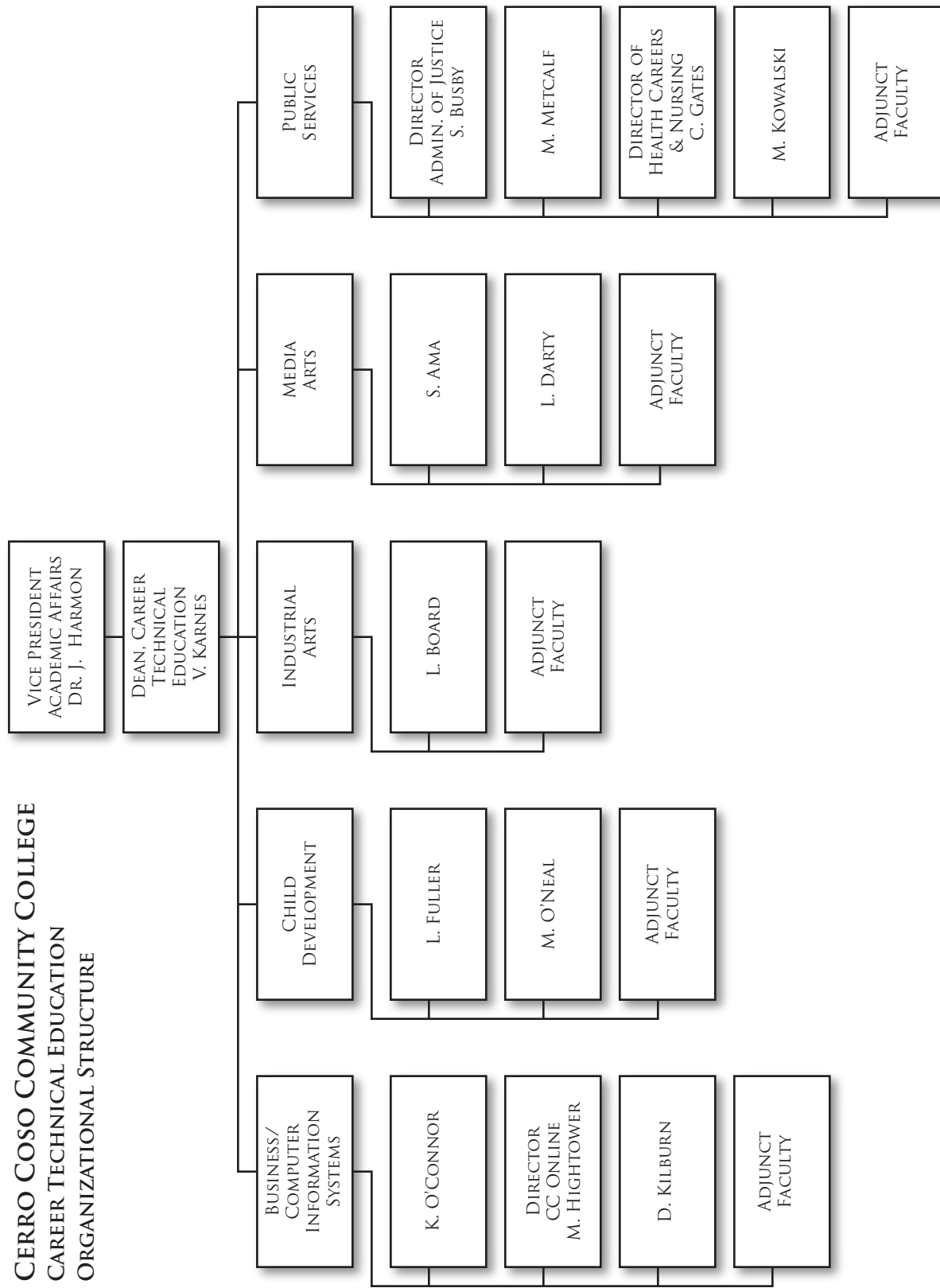


**CERRO COSO COMMUNITY COLLEGE
STUDENT SERVICES
ORGANIZATIONAL STRUCTURE**





**CERRO COSO COMMUNITY COLLEGE
CAREER TECHNICAL EDUCATION
ORGANIZATIONAL STRUCTURE**



CERRO COSO COMMUNITY COLLEGE STRATEGIC PLAN

INTRODUCTION

Cerro Coso Community College is part of the Kern Community College District. Cerro Coso serves more than 5,000 students in its 18,000 square mile service area.

During the 2006-2007 academic year the college undertook a planning process to develop a guide for the next two years. This plan reflects the goals included in the Strategic Plan of the Kern Community College District. The goals, strategies, and action items were developed with a committee that included Faculty Senate, Classified Staff, and management. The plan was reviewed by the Faculty Senate and by the Administrative Cabinet, as well as College Council which includes these groups and student representation.

This plan will serve as a guideline for the next two years. During the 2008-2009 academic year the plan will be evaluated and revised, adding two more years. It is deemed to be a living document, adjustable to changing times and the constant shifts in local political climates, legislative direction, and the general economic changes of the region, the State of California and the nation.

The Cerro Coso Community College Strategic Plan for 2007 – 2009 focuses on six strategic goals. These goals are:

1. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.
2. Improve service to under prepared students and increase their success rates.
3. Seek opportunities to enhance the development and use of resources.
4. Build upon our culture of accountability, responsibility, and civility amongst all stakeholders.
5. Identify and implement principles of effective communication in support of our mission.
6. Recruit, retain and develop employees who uphold the Cerro Coso culture of excellence.

These goals focus heavily on the integration of the planning processes and improvement of the assessment of our results in student learning outcomes and program review. Several of the initiatives and action items will serve to improve the way the college serves its students, its communities, and its employees.

PLANNING PROCESS

The planning process began in September of 2006 and ran through May of 2007. The college elected to focus on goals that reflected the Kern Community College District Strategic Plan, in order to bring Cerro Coso in the same direction.

Regular meetings of the Strategic Planning Committee were held throughout the year. Meetings were held in rooms that could accommodate video conferencing to allow for participation from all sites. Once drafts were developed, they were presented at College Council, a group consisting of faculty, staff, management and students with meetings open to all, for additions and deletions.

One of the focal points in developing the initiatives and strategies was to plan to meet the recommendations of the Accrediting Commission for Community and Junior Colleges, which came as a result of their visit in October of 2006. Each of these recommendations is addressed in the plan.

Members of the Strategic Planning Committee and the College Council who drafted and/or reviewed the plan include the following:

Michael Barrett	President, CSEA
Shannon Bliss	Faculty Member, Science
Jill Board	Vice President of Student Services
Deanna Campbell	Director of the Eastern Sierra College Center
Yihfen Chen	Faculty Member, KRV Campus, Math
David Cornell	Director of Admissions and Records
Lisa Couch	Director of Human Resources
Shelley Crabtree	Classified Staff
John Daly	Director of Maintenance and Operations
Louise Farmer	Assistant to the President
Lisa Fuller	Faculty Senate President
Joann Handeland	Director, Information, Development and Alumni Relations
Jane Harmon	Interim Vice President of Academic Affairs
Ted Higle	President, Associated Students
Valerie Karnes	Dean of Career Technical Education
Debby Kilburn	Faculty Member, Computer Science
Gale Lebsock	Director of Business Services
Jan Moline	Counselor / Student Activities Coordinator
Karen O'Connor	Faculty Member, Business
Mary O'Neal	President, Community College Association
Cori Ratliff	President, Classified Senate

Mary Retterer	Interim President, Cerro Coso College
Kathy Salisbury	Classified Staff
JoAnn Spiller	Director of Financial Aid
Gayle Whitlock	Director of the Kern River Valley Campus

PLANNING ENVIRONMENT

Planning for Cerro Coso Community College was conducted within the environment of the new mission, vision and values statements. They will provide an overarching context from which the strategies and activities will flow.

MISSION

Our mission is to educate, innovate, inspire and serve. We demonstrate our commitment to student learning and accomplish our mission as we

- **Educate** students who seek transfer for baccalaureate degrees, career and technical education, career and workforce training, college preparation, and lifelong learning;
- **Innovate** through our instructional processes, delivery systems, and business operations;
- **Inspire** our students to strive for excellence in achieving their aspirations, our employees to deliver quality instruction and learning support, and our communities by supporting economic development and responding to their needs in a timely and professional manner; and
- **Serve** our clients and our communities with relevance, timeliness and excellence.

VISION

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

VALUES

At Cerro Coso Community College, we value;

- **Student learning** and student success in all areas of endeavor;
- **Creativity** and the implementation of best practices in a rapidly changing world;
- **Accountability** to our students for their learning experience, our communities for good stewardship of public funds, and to each other through the participatory governance process;
- **Diversity** in our students, our communities, our environment and our programs and services;
- Our **Communities** and the partnerships and relationships we build with them; and

-
- Our **Faculty and Staff** who turn the wheels of learning.

CERRO COSO GOALS

1. IMPROVE OUR RESPONSE TO COMMUNITY NEEDS THROUGH CUSTOMIZED EDUCATIONAL OPPORTUNITIES, AREA WORKFORCE DEVELOPMENT, AND QUALITY STUDENT SERVICES.

A. Strengthen instructional programs and services.

- Assess the learning needs of our service area. (Accreditation Requirement #4)
- Enhance student awareness of transfer opportunities .
- Implement assessment of Student Learning Outcomes and response to these assessments. (Accreditation Requirement #3)
- Promote student awareness of the Learning Assistance Center.
- Fully implement the Program Review process and schedule all units. (Accreditation Requirement #2)
- Increase support for distance education.
- Develop a college-wide Technology Plan. (Accreditation Requirement #1d)

B. Improve career and technical education and workforce development in our diverse service area.

- Assess workforce needs throughout our service area.
- Develop a plan to meet these needs and schedule the plan for implementation.
- Develop industry/college/K-12 partnerships.
- Develop a contract education program.
- Expand the newly developed Job Placement Program.

C. Improve collaboration and communication with area K-12 school districts.

- Develop a master schedule of high school visits.
- Develop a schedule of events where K-12 students visit our campus.
- Develop and/or enhance articulation of occupational programs with service area high schools.
- Examine grant opportunities for rural colleges and K-12 collaboration agreements.

D. Expand the scope and quality of Student Services college-wide.

- Standardize the support and services offered at each location.
- Consolidate all counseling and support services at the KRV site by creating a One-Stop area.

-
- Consolidate Student Services for a functional One-Stop Center at the IWV site.
 - Expand student life activities at all sites.
 - Increase services to Spanish-speaking populations, including ESL and Spanish language publications.
 - Promote the Faculty Mentoring Program.
 - Increase the visibility of the College Transfer and Career Center.

KCCCD Goal Number One: Greater response to community needs through programs offered, the establishment of college areas of particular strength, and area workforce development.

2. IMPROVE SERVICE TO UNDER-PREPARED STUDENTS AND INCREASE THEIR SUCCESS RATES.

A. Analyze best practices for serving under-prepared students.

- Review literature found in Basic Skills as a Foundation for Student Success in California.
- Take part in Basic Skills Regional Workshop.

B. Assess current Cerro Coso College practices serving under-prepared students.

- Assess organizational and administrative practices.
- Assess program components.
- Assess staff development.
- Assess instructional practices.

C. Develop college-wide Emerging Scholars Program for under-prepared students.

- Form plan based on best practices and assessment of current practices.
- Include organization, program components, staff development, and instructional practices.
- Make data-driven decisions based on analysis of retention and persistence of under-prepared students moving from pre-college to college level courses.

D. Develop comprehensive non-credit program for under-prepared students that serves needs of community.

- Do needs analysis of all communities served by Cerro Coso College.
 - Based on community needs, create plan which includes enhanced funding for ESL and basic skills.
 - Develop non-credit matriculation services.
 - Develop a bridge program for transitioning students from non-credit to credit programs.
-

KCCCD Goal Number Two: Respond more effectively to the needs of under-prepared students.

3. SEEK OPPORTUNITIES TO ENHANCE THE DEVELOPMENT AND USE OF RESOURCES.
 - A. Increase the efficiency and effectiveness of instructional programs.
 - Develop and implement an Enrollment Management Plan.
 - Develop and implement a systematic marketing plan across our service area.
 - Utilize data on class size and efficiency to make decisions regarding offering of sections and recommendations for the hiring of full time faculty.
 - B. Develop external funding sources.
 - Engage the foundations that support the campuses in a campaign to fund endowments for student excellence.
 - Increase efforts to solicit grants from state, federal, foundation, and corporate sources.
 - Develop partnerships with K-12, other state agencies and industry to offer new career technical programs supporting local economies.
 - C. Maximize existing resources through the budget development process.
 - Develop a budget allocation process that funds both programs and activities.
 - Develop a staffing plan for all locations.
 - Use Program Review and Unit Plans to guide staffing and capital expenditure decisions.
 - Develop a method for funding new or emerging programs and program review requests.

KCCCD Goal Number Three: Increased funding for KCCCD functions.

4. BUILD UPON OUR CULTURE OF ACCOUNTABILITY, RESPONSIBILITY, AND CIVILITY AMONGST ALL STAKEHOLDERS.
 - A. Clarify the structure and methodology of the College Council and the decision-making process.
 - Finalize the Participatory Governance Handbook.
 - Establish and implement a written policy that maps the decision-making process college-wide and defines the roles and responsibilities of all college constituents. (Accreditation Requirement #6)
 - Develop an integrated flow chart of all aspects of planning, decision making, and staffing and identify the tools to evaluate these processes. (Accreditation Requirement #1c)

-
- Secure administrative leadership at each campus within our service area.
 - Participate in and support community initiatives and activities, including visibility of all staff.
 - Create connections among the communities we serve through available technology.
- B. Develop an information-based decision process with all decisions supported by evidence that is factual, available to all, and consistent. (Accreditation Requirement 1f, 1g)
- Train all administrators and faculty chairs on the use of the Oracle Data Base (ODS) information database and/or other data resources.
 - Whenever possible, provide specific formats for requests that include data on which the request and decision will be based.
 - Improve the wide distribution of information and participation from every site. (Accreditation Requirement #1a, 1e, 1h)
- C. Develop a sense of community within the college.
- Widely distribute the adopted mission, vision, and values throughout the college and explain through meetings and workshops.
 - Recognize excellence as it demonstrates our mission and vision and values.
 - Weave these elements throughout the institution's planning, performance, and accountability. (Accreditation Requirement #1b)

KCCD Goal Number Four: Creation and maintenance of trust between employee groups, the colleges, and the District Office.

5. IDENTIFY AND IMPLEMENT PRINCIPLES OF EFFECTIVE COMMUNICATIONS IN SUPPORT OF OUR MISSION.
- A. Maintain communication that is ongoing, timely, accurate, and appropriate between and among service sites.
- Post meeting minutes on the intranet.
 - Develop a weekly newsletter for email distribution internally.
 - Support the use of iTV and video-conferencing to communicate between sites.
- B. Increase the external public relations for each campus and the College as a whole.
- Develop a public relations plan for timeliness of press releases, content, and process.
 - Distribute a publicity request form for organizers of events and activities to submit.
 - Promote the contributions of the Kern Community College District and Cerro

Coso Community College to the communities we serve.

- Expand the distribution of the Coyote Howler.

KCCD Goal Number Five: Establish adequate and effective communication throughout the KCCD.

6. RECRUIT, RETAIN AND DEVELOP EMPLOYEES WHO UPHOLD THE CERRO COSO CULTURE OF EXCELLENCE.

A. Continue to recruit quality instructors, management, and support staff.

- Investigate and implement methods to streamline the search process while remaining within board policy (such as electronic copies of materials for review).
- Track advertising results to assure we are using the right media and propose changes as needed.

B. Create a Professional Development Plan to include funding sources, priority of activities, cost estimates, and projected outcomes.

- Renew the orientation plan for new staff and faculty.
- Provide necessary training for faculty and staff in technology use, Banner, and other tools that will enhance student learning and employee efficiency.
- Budget a set amount each year for professional development that includes faculty travel, as well as on-campus speakers and other activities that motivate and celebrate growth and excellence.
- Provide orientation and ongoing training for all faculty on Distance Education Technologies.
- Develop and institutionalize adjunct orientation to the College as an institution.

C. Reward outstanding employees in a manner that celebrates excellence and motivates others.

- Develop a celebration that rewards longevity and recognizes the outstanding faculty and staff each year.
- Budget funding to send outstanding faculty and staff honorees to the NISOD conference annually.
- Recognize other indicators of excellence such as publications, honors, recognitions, and other external awards received by employees.

D. Establish a staffing model for all sites and offices based upon the assessment of program objectives, minimum staffing by functional area, and criteria for the establishment of high quality instructional programs leading to identified student outcomes. (Accreditation Requirement #5)

- Determine the services that are essential to meet student learning outcomes at all

-
- locations and online.
- Analyze the staffing required to support students and student learning, by function, at each location and online.
 - Prepare a recommendation and a plan for required base staffing.
- E. Develop an ongoing plan to ensure a safe learning and working environment.
- Upgrade the Emergency Services Manual for the IWV Campus.
 - Develop manuals and plans for each of the other campuses.
 - Schedule on-campus law enforcement training for each campus.
 - Explore partnerships with law enforcement agencies.

KCCCD Goal Number Six: Recruit and retain an effective workforce and promote high morale.

CHAPTER II

ENVIRONMENTAL

SCAN

THE EXTERNAL ENVIRONMENT

ENVIRONMENTAL SCAN

OVERVIEW

The environmental scan examines and analyzes the college in relation to its external and internal environments. This analysis is essential in forecasting enrollment growth at the college, identifying limiting factors to accommodating growth, and helping to develop a plan for meeting this growth in the future.

THE COLLEGE IN RELATION TO ITS EXTERNAL ENVIRONMENT

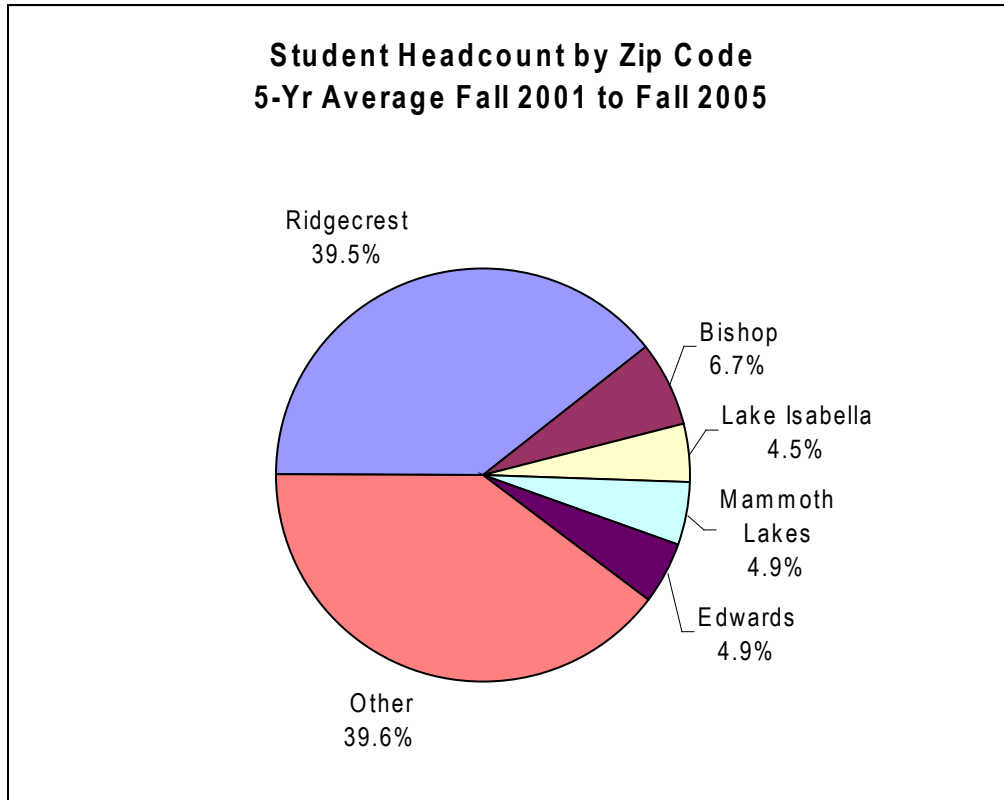
The external scan looks at the college in relation to the local area, the region and the state. Cerro Coso Community College's portion of the enormous Kern Community College District's boundaries includes parts of three counties and is larger than New Hampshire and Vermont combined – a total of 18,500 square miles. With such a vast area to serve, it is not surprising that in addition to the main campus at Indian Wells Valley in Ridgecrest, the College has four educational centers located in Lake Isabella, Edwards Airforce Base, Bishop, and Mammoth Lakes. The college also has one of the most comprehensive online educational programs in the state.

The areas served by the College are so diverse that it is impossible to come up with a single summary description or analysis that is meaningful. Therefore, this external scan seeks to point out some of the important demographic and market data related to the various environments in which the college operates.

KEY CITIES THAT SUPPORT THE COLLEGE

The college derives 60% of its student population from the ZIP code areas of five key cities and towns. The largest source of enrollment is Ridgecrest with an average of 39.5% of students over the last five fall semesters. Nearly the same amount of students (39.6%) comes from ZIP codes outside the primary service area. On average the College enrolls 20% of its students from Bishop 6.7%; Edwards, 4.9%; Mammoth Lakes, 4.9%; and Lake Isabella, 4.5%. Not surprisingly, these five key cities correspond with the locations of the main campus and four educational centers.

CHART 1 PERCENT OF STUDENTS FROM FIVE KEY CITIES



Source: KCCD MIS referential files based on student headcount status and residential zip codes.

Following are key demographics markers for each of the five key cities.

1. CITY OF RIDGECREST – INDIAN WELLS VALLEY

The city of Ridgecrest is located in the southern portion of the Indian Wells Valley in the northeastern corner of Kern County. It is surrounded by four mountain ranges: the Sierra Nevada on the west, the Cosos on the north, the Argus range on the east, and the El Paso Mountains on the south. The city developed during the 1950's and 1960's as a support community to the Naval Air Warfare Center, Weapons Division located nearby at China Lake. The city was incorporated in 1963.

Ridgecrest is two hours from Death Valley National Park, three hours from Los Angeles, and four hours from Las Vegas and San Diego. Located in the Mojave high desert, Ridgecrest boasts 350 days per year of sunshine. Ridgecrest is a small city with a population of nearly 25,000 residents with a median age of 35.5. The median household income of \$44,971 and per capita income of \$21,312 are slightly below the state averages but within a relatively affordable area. The dominant race is Caucasian – comprising more than 80% of the population - followed by Hispanic (12.0%), Asian (3.9%), African American (3.5%), and Native American (1.1%). Ridgecrest has 10.2% of families living below the poverty level and 24.4% of residents age 25 and older have earned a Bachelor's degree or higher. Based on estimates

from the California Department of Finance the 2006 population of Ridgecrest is 26,515 and growing at a modest rate of 1.04% annually. In addition, in the 2005 BRAC recommendation, the Naval Air Warfare Center, Weapons Division (NAWCWD) at China Lake is scheduled to add 154 military jobs and 2315 civilian jobs over the next five years.

TABLE 1 KEY DEMOGRAPHIC MARKERS – RIDGECREST

Area	2000 Census Population	Median Age	Median Household Income	Per Capita Income	Race Ethnicity
Ridgecrest	24,927	35.5	\$44,971	\$21,312	Caucasian 82.0% Hispanic* 12.0% Asian 3.9% African American 3.5% Native American 1.1% Other/Multiracial 9.5%

Source: US Census 2000, Summary File 1 (SF-1) and Summary File 3 (SF-3).

* Persons of Hispanic origin may be of any race

2. EDWARDS AFB – SOUTH KERN

Located 75 miles to the south of Ridgecrest is Edwards Air Force Base. The majority of base residents are enlisted servicemen and women. There is limited family housing on base although many families live off base in nearby North Edwards (or Rosamond). In 2000 the combined population of Edwards and North Edwards was 7,136. Since 2003, the population of the base has dropped because many of the military personnel have now deployed. Instead of taking face to face classes at the site on the base, many of these students are taking advantage of CCOonline during their deployment. In addition, in the 2005 BRAC recommendation, Edwards AFB is scheduled to gain 51 military jobs.

On base the median age is quite young at 23.3 years. The racial makeup of the population is primarily Caucasian (72.7%), followed by Hispanic (11.7%), African American (10.4%), Asian (4.3%), and Native American (0.8%). The median income of \$36,915 is well below the state average. Only 1.0% of families live below the poverty level and 27.9% of residents age 25 and older have at least a Bachelor’s degree. Off base, in North Edwards the demographics are somewhat different. The median age is 40.2 with a median household income of \$40,547. Nearly 14% of families are living below poverty and only 9.0% age 25 and older hold at least a BA. The Edwards workforce boasts a large number of highly trained and technically savvy people.

TABLE 2 KEY DEMOGRAPHIC MARKERS – EDWARDS

Area	2000 Census Population	Median Age	Median Household Income	Per Capita Income	Race Ethnicity
Edwards AFB	5,909	23.3	\$36,915	\$13,190	Caucasian 72.7% Hispanic* 11.7% Asian 4.3% African American 10.4% Native American 0.8% Other/Multiracial 11.6%
North Edwards	1,227	40.2	\$40,547	\$16,103	Caucasian 86.0% Hispanic* 7.4% Asian 2.1% African American 2.0% Native American 2.7% Other/Multiracial 7.3%

Source: US Census 2000, Summary File 1 (SF-1) and Summary File 3 (SF-3).

* Persons of Hispanic origin may be of any race

3. CITY OF BISHOP – EASTERN SIERRA

Bishop, a town of 3,575 people, lies on the eastern side of the Sierra Nevada Mountains in the Owens Valley. Originally inhabited nearly 3,000 years ago by the Paiute Indians, European settlers arrived in the early 1800s to raise cattle to support nearby mining camps. Today the town is primarily a tourist destination for those who enjoy camping, hiking, fishing, biking, and other outdoor activities.

The population of Bishop is growing at 0.19% annually with a population of 3,616 in 2006. Racially, the population is primarily Caucasian (84.6%), followed by Hispanic (17.4%) and Native American (2.0%). The median age of 39.9 is older than the state average. Fourteen percent of families live below poverty level and 12.4% of residents age 25 and older hold at least a Bachelor’s degree. The median income is \$27,338 and the per capita income is \$17,660.

TABLE 3 KEY DEMOGRAPHIC MARKERS – BISHOP

Area	2000 Census Population	Median Age	Median Household Income	Per Capita Income	Race Ethnicity
Bishop	3,575	39.9	\$27,338	\$17,660	Caucasian 84.6% Hispanic* 17.4% Asian 1.3% African American 0.2% Native American 2.0% Other/Multiracial 11.9%

Source: US Census 2000, Summary File 1 (SF-1) and Summary File 3 (SF-3).

* Persons of Hispanic origin may be of any race

4. CITY OF MAMMOTH LAKES – EASTERN SIERRA

At an altitude of 7,800 feet above sea level, Mammoth Lakes is a small city of only 4 square miles that was incorporated in 1984. The economy of Mammoth Lakes is tourism-based, supported by skiing, hiking, fishing, and other outdoor activities that take advantage of the stunning natural surroundings. The year-round population of 7,093 swells to 35,000 residents during the peak winter season. The population of Mammoth Lakes is growing at 1.42% annually, the fastest of the five key cities, and had 7,717 residents in 2006. The city has a median household income of \$44,570 and per capita income of \$24,526. Only 8.7% of families live below the poverty level and 34.0% of residents age 25 and older hold at least a Bachelor’s degree. The population is primarily Caucasian (83.2%), followed by Hispanic (22.2%), and Asian (1.3%).

TABLE 4 KEY DEMOGRAPHIC MARKERS – MAMMOTH LAKES

Area	2000 Census Population	Median Age	Median Household Income	Per Capita Income	Race Ethnicity
Mammoth Lakes	7,093	32.2	\$44,570	\$24,526	Caucasian 83.2% Hispanic* 22.2% Asian 1.3% African American 0.4% Native American 0.5% Other/Multiracial 14.6%

Source: US Census 2000, Summary File 1 (SF-1) and Summary File 3 (SF-3).

* Persons of Hispanic origin may be of any race

5. CITY OF LAKE ISABELLA – KERN RIVER VALLEY

Lake Isabella, or the Isabella Reservoir, was created in 1953 when the Army Corps of Engineers built an earthen dam across the Kern River. The towns of Lake Isabella, Wofford Heights, and Kernville became tourist destinations for outdoor enthusiasts enjoying the lake and surrounding nature. Lake Isabella is a small town of 3,315 people. The median age is 46.0, reflecting a mature population including many retirees. The median household income is a low \$19,813, less than half of the state average. Per capita income is \$11,452 also well below the state average. The population is primarily Caucasian (90.4%) followed by Hispanic (6.8%), and Native American (1.9%). Only 5.7% of residents age 25 and older hold a BA while 18.2% of families live below the poverty level.

TABLE 5 KEY DEMOGRAPHIC MARKERS – LAKE ISABELLA

Area	2000 Census Population	Median Age	Median Household Income	Per Capita Income	Race Ethnicity
Lake Isabella	3,315	46.0	\$19,813	\$11,452	Caucasian 90.4% Hispanic* 6.8% Asian 0.8% African American 0.1% Native American 1.9% Other/Multiracial 6.8%

Source: US Census 2000, Summary File 1 (SF-1) and Summary File 3 (SF-3).

* Persons of Hispanic origin may be of any race

KEY LOCAL ENVIRONMENTAL CONDITIONS/ELEMENTS

The local external assessment focused on the key environmental conditions or elements that could have an impact on the college over the next several years. These are listed below:

1. SEISMIC STABILITY

The college is located within an active seismic area. This will continue to be a factor in the future for the College, especially at Mammoth Lakes. New construction, reconstruction, and infrastructure will need to be planned accordingly.

2. PROSPECTS FOR GROWTH WITHIN THE LOCAL ENVIRONMENT

The prospects for student enrollment growth arising from population growth in the local environment are not strong. Population growth in the five key cities and towns is quite modest. Ridgecrest, by far the largest source of student enrollments, has a population that is growing at 1.04% per year as compared to the state average of 1.5%. With a median age of 35.5 years, even the modest population growth is skewed toward an older age profile. Lake Isabella, with an even older population, is too small for California Dept of Finance estimates. With the military deployment, and BRAC, the future of Edwards Air Force Base is unknown, but at present, the population is declining. The future of NAWCWD China Lake is also faced with military deployment and BRAC; however, according to the BRAC Report of 2005, China Lake should gain approximately 2500 military and civilian positions. The cost of the war in Iraq and political end fighting may decrease the realignment issues; however, NAWCWD China Lake is expected to increase in the next two to five years. This increase in positions should impact the population in Ridgecrest and surrounding areas.

At the two Eastern Sierra Educational Centers the outlook is similar. Bishop's population is in decline for the last three years while projected to grow at a very modest 0.19% per year. The city of Bishop is surrounded by land owned by the Forest Service and Department of Water and Power. There is very little private land available for public sale which limits potential growth for new homes. Local Native American tribes are also major land owners

in the Bishop area.

Mammoth Lakes has the highest rate of growth (1.42% annually), but with a 2006 population base of only 7,717 the growth will be quite small in actual numbers. The Mammoth Lakes Foundation is breaking ground for student housing near the College site that could attract more students to Mammoth Lakes.

All five key cities have population growth rates that are well below the growth rates for Kern County (1.6%), San Bernardino County (2.0%), and the State of California (1.5%). Population growth clearly will not be a source for substantial enrollment going forward.

TABLE 6 POPULATION CHANGES IN 3 KEY CITIES

		2000	2001	2002	2003	2004	2005	2006
Ridgecrest	population	24,927	25,232	25,598	25,858	26,154	26,666	26,515
	annual change		1.22%	1.45%	1.02%	1.14%	1.96%	-0.57%
Bishop	population	3,575	3,609	3,633	3,649	3,644	3,641	3,616
	annual change		0.95%	0.67%	0.44%	-0.14%	-0.08%	-0.69%
Mammoth Lakes	population	7,093	7,286	7,417	7,477	7,444	7,602	7,717
	annual change		2.72%	1.80%	0.81%	-0.44%	2.12%	1.51%

Source: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, 2001-2006, with 2000 Benchmark. Sacramento, California, May 2006.

OCCUPATIONAL GROWTH

REGIONAL LABOR FORCE

The State of California provides labor market and unemployment information for each county. The following table summarizes the total number of employed workers, the unemployment rates, and the size of the total labor force for three counties in our service area compared to the state overall. From these data it is easy to see that our service area compared to statewide averages, has greatly improved unemployment rates and expanded the overall labor force. This means that Inyo and Mono Counties have added 2,300 to 2,500 employed workers each while Kern County has added more than 63,000 over the last seven years.

TABLE 1. COUNTY COMPARISON DATA FOR INYO, KERN AND MONO COUNTIES.

	Number of Employed		Unemployment Rate		Total Labor Force		
	1999	2006	1999	2006	1999	2006	% change
Inyo	6,550	8,830	5.4	4.3	6,930	9,230	33.2%
Kern	248,800	317,700	11.2	7.5	280,000	343,600	22.7%
Mono	5,940	8,490	5.7	4.2	6,300	8,860	40.6%
CA	15,834,900	17,215,600	4.7	4.6	16,617,000	18,040,800	8.6%

Source: Labor Market Information, California Economic Development Division

In the seven year period from 1999-2006, the growth rate of the labor force in Kern, Inyo and Mono counties vastly exceeded the state levels. The Labor Market in the state shows a growth of 8.6 percent as compared to 22.7% in Kern, 33.2% in Inyo and 40.6% in Mono counties. The dramatic increase in the labor force can be attributed to seasonal tourism in both Inyo and Mono.

Kern, Inyo and Mono counties unemployment rates have significantly improved over the past seven years relative to the stable state unemployment rates. Kern County had the most significant change in unemployment rates over the 7-year period starting in 1999 at 11.2% and in 2006 at 7.5%. Even with the major reduction in the unemployment rate, Kern County is still almost double the state rate. Inyo and Mono counties also reflect a reduction in the unemployment rate from 1999 to 2006; however, it is a modest change compared to Kern County.

OCCUPATIONAL PROJECTIONS

Cerro Coso Community College large service area transcends three counties and encompasses five different communities with different occupational needs. While there are occupational projections that transcend the distance served by the college, each county is addressed below with targeted strategies to serve our communities.

KERN COUNTY

Three of the major college sites are within East Kern County (South Kern, Indian Wells Valley and Kern River Valley). According to the Employment Development Department, Kern County's predominant industries are government, agriculture and trade, transportation and utilities. Agriculture remains a vital industry in Kern County; however, in East Kern County government, engineering, engineering technicians, trades technicians, health care and utilities are projected occupations that have been identified.

Table 1 demonstrates that in Kern County the 15 fastest growing programs not offered by the college include 12 health related occupations, one utility occupation (solar technology/technician) and two HVAC occupations. Additionally, engineering has been identified as an occupation growing faster than the regional average.

In East Kern County, there are two major military installations that will require engineers, and trades technicians of various specialties in the next five years. The Naval Air Warfare Center Weapons Division (NAWCWD) located at China Lake (Ridgecrest) is the main employer (5,400+ employees) in the Indian Wells Valley and is 4th in hiring in Kern County. NAWCWD's mission is to provide the Armed Forces with effective and affordable integrated warfare systems and life-cycle support to ensure battle space dominance. During the latest Base Realignment and Closure (BRAC) process NAWCWD was designated as one of only three "Weapons and Armament Centers of Excellence". Two of these centers are located on the east coast with NAWCWD as the only west coast location. In addition to jobs moving to our base due to other base closures there will be a natural migration of engineering and research tasks and responsibilities over the next decade as programs are

TABLE 1. KERN COUNTY OCCUPATIONAL PROJECTIONS 2004-2008

15 Fastest Growing Programs Not Offered

Name	Occupation Growth	Average Earnings
Optometric Technician/Assistant	28.82%	\$ 13
Medical Office Management/Administration	28.82%	\$ 13
Anesthesiologist Assistant	28.82%	\$ 13
Chiropractic Assistant/Technician	28.82%	\$ 13
Ophthalmic Technician/Technologist	28.82%	\$ 13
Orthoptics/Orthoptist	28.82%	\$ 13
Allied Health and Medical Assisting Services, Other	28.26%	\$ 13
Medical/Clinical Assistant	28.26%	\$ 13
Dental Assisting/Assistant	27.64%	\$ 13
Medical Insurance Coding Specialist/Coder	26.57%	\$ 13
Medical Office Assistant/Specialist	24.16%	\$ 13
Home Health Aide/Home Attendant	23.79%	\$ 8
Heating, Air Conditioning and Refrigeration Technology/Technician (ACH/ACR/ACHR/HRAC/HVAC/AC Technology)	22.90%	\$ 18
Solar Energy Technology/Technician	22.90%	\$ 18
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR)	22.90%	\$ 18

Programs Serving Occupations Growing Faster than Regional Average

Name	Occupation Growth	Average Earnings
Crop Production	19.76%	\$ 9
Agricultural and Food Products Processing	14.24%	\$ 14
Mechanical Engineering	13.49%	\$ 38
Education, General	13.26%	\$ 24
Community College Education	13.13%	\$ 39

Source: (College Optimizer), Center for Business Excellence
(Region 9: Inland Empire & Desert Region)

consolidated at this Center of Excellence. NAWCWD employs an extensive technical and support staff that includes professionals as well as entry-level and journeyman positions. Engineers, physicists, chemists, computer scientists, mathematicians, along with others are hired to support applied and operations research, design and systems engineering, software design, systems integration, energetic materials, and other electronic warfare tasks. At this time approximately 300 people leave employment each year for other employment or retirement. Of this attrition, 60% are Engineers. This is expected to accelerate as the work force continues to age and begins to retire at higher rates. In addition to the positions generated by BRAC, the base anticipates hiring at least 120 college graduates per year plus journeyman and other skilled technical positions (i.e. welders, machinists, electricians, electronic technicians) (NAWCWD Public Affairs Office). In addition, Edwards Air Force Base and

the Mojave Spaceport are expected to expand their engineering and manufacturing positions over the next 5-10 years.

In response to the data provided in environmental scans from the Center of Excellence, Employment Development Department and the Department of Labor, evidence points to the need of the restoration of several occupational programs that have been dormant or underfunded in the past several years. Engineering Technology, Engineering Drafting and Manufacturing and Industrial Technology (Machine Tool and Welding) courses and programs will be updated and offered in collaboration with Sierra Sands Unified School District in the Fall 2007 term. In addition, advisory committees will be formed to provide guidance and input on required skills and competencies for employment. In the past year, Cerro Coso Community College has actively been seeking partnerships with the K12 system, employers and industry within the East Kern County. Cerro Coso Community College has also joined the California Spaceport Authority Curriculum Committee on the Workforce Innovation Regional Economic Development (WIRED) Initiative and will begin work in May 2007 to develop skill sets required for the workforce of the 21st century.

In addition to the restoration of existing programs, Cerro Coso Community College is in the early stages of development of a Renewable Energy Technician certificate and/or degree career tracks. Cerro Coso Community College is uniquely located for the emerging renewable energy industry and maintains a 6 acre solar park at the IWV site. Both Mojave and Boron's expanding wind and solar energy technologies are in a growth mode. In addition to Wind and Solar technologies, the Kern River Valley hydro power, Ridgecrest's geothermal plant and solar fields and the Mammoth Lakes geothermal energy effort, Cerro Coso Community College is gearing up to meet the community and our student population needs. The initial program will initially train solar and wind technicians and expand to other forms of renewable energy as partnerships with industry and business are developed. Partnerships to create strong technically prepared students will provide employees for an industry that is expected to grow. Kern County Economic Development Corporation has established a renewable energy cluster group and is tracking trends in order to prepare Kern County for the new occupations that are developing in this area. Cerro Coso Community College's partnership with the Workforce Innovation Regional Economic Development (WIRED) Initiative headed by the California Spaceport Authority is expected to provide additional resources and information as programs are developed. This cutting-edge renewable technology will put not only the college and our students at the beginnings of innovation in this field, but will serve all of California and the nation.

Lastly, there is overwhelming evidence for the need for Health Career programs, and the College is responding by bringing appropriate programs to serve this industry. Expansion of health careers classes online, use of interactive television across the Kern Community College District with sister colleges at Bakersfield and Porterville, and intra-district college collaboration and resource sharing is expected to add to the efficiency levels of these program.

INYO COUNTY

The data for Inyo and Mono Counties was combined by California Employment Development Department. According to the data, Inyo County's predominant industries are Government, Leisure and Hospitality and Construction and employment is expected to grow about 1.5 percent annually between 2002-2012 which equates to approximately 9,000 new jobs and will bring employment to about 67,300 by 2012.

Table 2 demonstrates that in Inyo County the 15 fastest growing programs not offered by the college include graphics, communication, and print media, counseling (vocational, substance abuse, mental health) services. Engineering-related occupations comprise 50% of fastest growing occupations and the college must look to reactivating its career programs in this area. These occupational projections are not surprising as the Eastern Sierra has excited scientists and naturalists, stimulated artists and writers, and attracted those with a passion for the outdoors since the 1920's. A rich human and geological history, the unique intermingling of Great Basin and alpine environments and an environment conducive to creativity, study of the environmental impact of different species, and study of the unique geological landscape provides a beautiful setting for both the arts and sciences.

In response to this data, a review of full-time faculty locations was done and re-assignments to Eastern Sierra College Center (ESCC) on a temporary one year basis were approved to provide for educational outreach and development in this area. A full time Media Arts instructor and Physical Science instructor have been assigned to the Bishop campus in order to build programs and serve the communities' needs both in Bishop and Mammoth Lakes.

In the medical and counseling areas, a Human Services program to serve the needs of the various under or un-served occupations is under development and has been assigned to a full time faculty member. It is anticipated that a state application will be submitted in the Fall 2007 term for a new Human Services Technician program that will serve Inyo County. In addition, the college is in the process of expanding the LVN program to the Bishop campus. These programs will utilize technology to outreach to those in these remote areas. This program is expected to begin admitting students in the Spring 2008 term. Because of the need for Registered Nurses, the College must look to also offering the RN program via interactive television to ESCC.

Additionally, the college has begun to work with the Owens Valley Career Development Center to offer construction classes at their site on an experimental basis. A partnership between the college and the Owens Valley Career Development Center (OVCDC), a cooperative of the three tribes found in the valley, is in the development stages and it is projected that we will begin to offer classes both virtually and on-site sharing resources and instructors. The tribes have voiced great interest in this renewed collaboration between the College and its members.

MONO COUNTY

As noted previously, data for Mono County was combined with Inyo County by the California Employment Development Department. Mono County's predominant industries are

TABLE 2. INYO COUNTY OCCUPATIONAL PROJECTIONS 2004-2008**15 Fastest Growing Programs Not Offered**

Name	Occupation Growth	Average Earnings
Printing Management	60.15%	\$16
Graphic Communications, Other	57.14%	\$15
Apparel and Textile Manufacture	55.59%	\$9
Printing Press Operator	53.55%	\$15
Vocational Rehabilitation Counseling/Counselor	50.39%	\$15
Mass Communication/Media Studies	42.40%	\$25
Agricultural Communication/Journalism	42.35%	\$19
Journalism	40.95%	\$25
Apparel and Textiles, General	39.37%	\$8
Substance Abuse/Addiction Counseling	37.79%	\$19
Industrial Electronics Technology/Technician	37.26%	\$14
Broadcast Journalism	37.21%	\$24
Mental and Social Health Services and Allied Professions, Other	35.93%	\$15
Business/Corporate Communications	35.68%	\$26
Clinical/Medical Social Work	34.27%	\$18

Programs Serving Occupations Growing Faster than Regional Average

Name	Occupation Growth	Average Earnings
Mechanical Engineering	17.57%	\$32
Bilingual and Multilingual Education	14.60%	\$24
Teaching English as a Second or Foreign Language/ESL Language Instructor	14.60%	\$24
Water Resources Engineering	14.06%	\$33
Computer Hardware Engineering	14.02%	\$38
Geotechnical Engineering	13.60%	\$37
Ceramic Sciences and Engineering	13.32%	\$37
Engineering, General	13.06%	\$36
Architectural Engineering	13.06%	\$36
Textile Sciences and Engineering	13.06%	\$36
Surveying Engineering	13.06%	\$36
Community College Education	10.84%	\$35
Agricultural Mechanics and Equipment/Machine Technology	9.82%	\$21
Agricultural Economics	9.39%	\$34

Source: (College Optimizer) Center for Business Excellence (Region 9: Inland Empire & Desert Region)

Government, Leisure and Hospitality and Construction and employment is expected to grow about 1.5 percent annually from 2002-2012. This equates to approximately 9,000 new jobs and will bring employment to about 67,300 by 2012. Construction is expected to be among the fastest growing major industry sector in both Inyo and Mono counties.

Table 3 demonstrates that in Inyo County the 15 fastest growing programs not offered by the college include many trades including Machine Tool/Machinists, Electronics Technician, Automotive Technician, Heavy Equipment Operators and Maintenance Technicians. Alternative Fuels, Renewable Energy Technicians and Engineers are also occupations that have been identified as high growth employment areas.

TABLE 3. MONO COUNTY OCCUPATIONAL PROJECTIONS 2004-2008		
15 Fastest Growing Programs Not Offered		
Name	Occupation Growth	Average Earnings
Machine Tool Technology/Machinist	85.37%	\$ 15
Industrial Electronics Technology/Technician	79.35%	\$ 16
Machine Shop Technology/Assistant	78.80%	\$ 16
Alternative Fuel Vehicle Technology/Technician	44.33%	\$ 23
Automotive Engineering Technology/Technician	44.33%	\$ 23
Vehicle Emissions Inspection and Maintenance Technology/Technician	44.33%	\$ 23
Automobile/Automotive Mechanics Technology/Technician	43.78%	\$ 23
Financial Planning and Services	43.43%	\$ 38
Business and Personal/Financial Services Marketing Operations	39.91%	\$ 41
Investments and Securities	39.91%	\$ 41
Sheet Metal Technology/Sheetworking	39.25%	\$ 17
Heavy Equipment Maintenance Technology/Technician	38.70%	\$ 24
Medium/Heavy Vehicle and Truck Technology/Technician	36.72%	\$ 22
Hair Styling/Stylist and Hair Design	33.77%	\$ 11
Industrial Mechanics and Maintenance Technology	33.77%	\$ 16
Programs Serving Occupations Growing Faster than Regional Average		
Name	Occupation Growth	Average Earnings
Community College Education	18.65%	\$ 41
Agricultural Mechanics and Equipment/Machine Technology	16.83%	\$ 25
Mechanical Engineering	15.74%	\$ 34
Bilingual and Multilingual Education	14.48%	\$ 27
Teaching English as a Second or Foreign Language/ESL Language Instructor	14.48%	\$ 27
Source: (College Optimizer) Center for Business Excellence (Region 9: Inland Empire & Desert Region)		

These projections in employment are attributed to the recreational nature of the Mono County leisure and hospitality industry. The expected growth of the occupational trade, engineering and recreational occupations is consistent with the industry of Mono County. Construction is expected to be among the fastest growing major industry sector in both Inyo and Mono counties.

As a response to these occupational growth areas, the college plans to pursue the redevelopment of the occupational trades in the Indian Wells Valley. Parallel development of the trades in Mono County will be considered once further research and consultation with area em-

ployers is completed. The hiring of an Eastern Sierra College Center Director has provided additional insights to the needs of the two communities including Mammoth Lakes. Outreach and partnership development opportunities will be explored with the high schools and employers to begin offering these programs in the northern part of our service area.

OCCUPATIONAL CONCLUSIONS

While each of the communities the college serves has different occupational needs and service requirements, several cross the boundaries and uniqueness of the communities. These include engineering, trades technicians, renewable energy occupations, health careers and construction. Where possible, the college will use technology to bridge the distance. Partnerships and collaborative efforts between K12 districts, employers, agencies and industries are critical to serving the communities and their needs.

ECONOMIC FORCES UNIQUE TO THE CERRO COSO REGION

Cerro Coso's expansive area serves many industry clusters including military/space, health careers, manufacturing, construction, recreational areas, and emerging technologies. This provides unique challenges for the college to provide comprehensive programs to meet all the vast needs. In serving these needs, the data supports the expansion of dormant programs and development of cutting edge and emerging technologies such as renewable energy.

Some additional challenges that the college must address are outlined below.

BASE REALIGNMENT AND CLOSURE COMMISSION (BRAC)

The national Base Realignment and Closure Commission (BRAC) has recommended transferring many functions to the Naval Air Warfare Center Weapons Division at China Lake. This recommendation initially indicated that employment at the base would provide an additional 2500 jobs in the next five years. The reality of the exact number of jobs that will move or be created at NAWCWD varies as the political climate changes and the financial impacts of the war in the Middle East. The enactment of the BRAC process is still expected to impact the Indian Wells Valley; however, the exact numbers are yet to be determined as employees that are to be transferred from other military installations.

The impact of the incoming transferring employees will increase the needs of training for the base. In anticipation of the new population, the college needs to ensure a close partnership in order to serve these training requirements. In addition to training the incoming and incumbent workforce, there will be an increase the administrative and business support personnel that will be required to serve the new programs, test ranges, and employees.

In addition to the additional administrative and support needs on the base, the BRAC will also impact the Ridgecrest and Inyokern communities as development city infrastructure will need to be developed to support the additional population. The college will need to prepare the workforce for emerging businesses and building requirements.

In summary, the final impact to the Indian Wells Valley and college community are un-

known. Constant communication and collaboration will ensure our readiness to serve this employer.

RETIREMENT OF BABY BOOMER GENERATION

In addition to the uncertainty of additional jobs at China Lake, the impending retirement of baby boomers on the base is estimated to impact qualified trades personnel to serve the needs of the base. A survey to assess the workforce needs will be distributed to the departments at China Lake to estimate the needs of the workforce over the next three to five years. This shortage of qualified trades personnel extends beyond both military bases and the spaceport as it is expected to impact industry throughout the nation.

There is much concern locally over the available of highly qualified welders, machinist and tradesmen available to replace the baby boomer generation. Discontinuation of many of the trades programs in the past decade due reduced funding and emphasis on professional education has further impacted training of highly qualified tradesmen. Fortunately, Sierra Sands Unified School District and Cerro Coso Community College sustained their trades programs and as a result are in a good position to rebuild, modernize and expand the programs. Through a formal and informal partnership the K12, NAWCWD, and the College are working towards building updated programs that will train the workforce for employment.

In addition to the partnerships already in process, buildings of other partnerships with industry throughout the service area are under development. Visits by both administrative and faculty personnel at the college to industries throughout the service area are planned for the summer 2007 and will form the basis for ongoing collaboration.

Several key issues will be on the “front burner” for California community colleges over the next sixteen years. Six of the most significant of these key issues follow:

1. **Preparation of Students to Perform at the College Level.** The task of providing remedial educational programs that prepare students for college-level academics will fall squarely on the shoulders of the state community colleges. Community colleges will be expected to prepare students in English and mathematics, as well as other college-level disciplines. More financial resources will be needed for on-campus student support services, e.g., tutoring, counseling, and prescriptive education.

In addition to the underprepared high school graduates, the “tweeners” identified as those 18 to 24 who did not complete high school and are currently unemployed will be coming to the community college. This group will need basic skills in order to complete high school prior to entering trades or the workforce.

2. **Greater Ethnic Diversity.** A more ethnically diverse student body will populate the state community college system in both the near and distant future. At the current growth rates, demographers project that by the year 2050, Hispanics, Asians, and all other ethnic minorities will comprise 80% of the state’s population. Community colleges can expect to see increasing numbers of ethnic minorities entering the classroom.

-
3. **Technology.** Technology will drive post-secondary education in the future. Electronic commerce, distance education, and campus portal services will become standard on the campuses of California's community colleges. While this trend opens many new possibilities, it also creates a dilemma. Administrators and faculty will be hard pressed to compete economically for talented personnel in this field; equally, they will find it difficult to keep current with the rapid evolution of hardware, software, and standardization. Use of technology will command a great deal of attention. Technology will need to be goal driven and specific to the needs of each institution.
 4. **The Funding of Education.** Caught between the financing demands of the K-12 public school systems and the state's post-secondary four-year state colleges and universities, community colleges will be in competition for state education dollars. Given the state's ongoing budget woes, cutbacks can be expected in funding for four-year colleges and universities. The result is likely to be increased enrollments at the more affordable community colleges. Community colleges will have to develop non-traditional funding strategies to augment the financial support they receive from the state. The identification of "external funding sources" will need to become a high priority. Many community colleges will find it necessary, particularly when it comes to new facilities and/or renovation projects, to bring their case directly to the districts they serve.
 5. **Training of the State's Workforce.** Developing a "trained workforce" will be the state's greatest challenge over the next 20 years. The availability of trained and skilled labor has been identified by California industries as being the biggest deterrent to growth and expansion in the future. Industries, particularly those in the advanced technology sector, will grow where there is a skilled and trained workforce.

The vast majority of today's unemployed, in both the urban and rural areas served by community colleges, lack sufficient skills to secure employment in the job market. This is also true, as well, for most of the students who are coming out of the K-12 public school systems to enter the workforce. Community colleges will be given the first opportunity to fill the current gap that exists between the needs of business and industry and the skill level of the workforce.

6. **The Need for Post Secondary Education That Is Affordable and Accessible.** Occupational surveys conducted by the Employment Development Department and by California industries confirm that mid-size and small companies are creating the bulk of new jobs in the state. The vast majority of these new jobs will require some measure of formal training and education beyond high school. Thus, the high demand for post-secondary education will continue. At the same time, it will need to be affordable and in close proximity to the home and workplace.

THE COLLEGE IN RELATION TO ITS INTERNAL ENVIRONMENT

An Internal Assessment of the college (including the primary campus at Indian Wells Valley

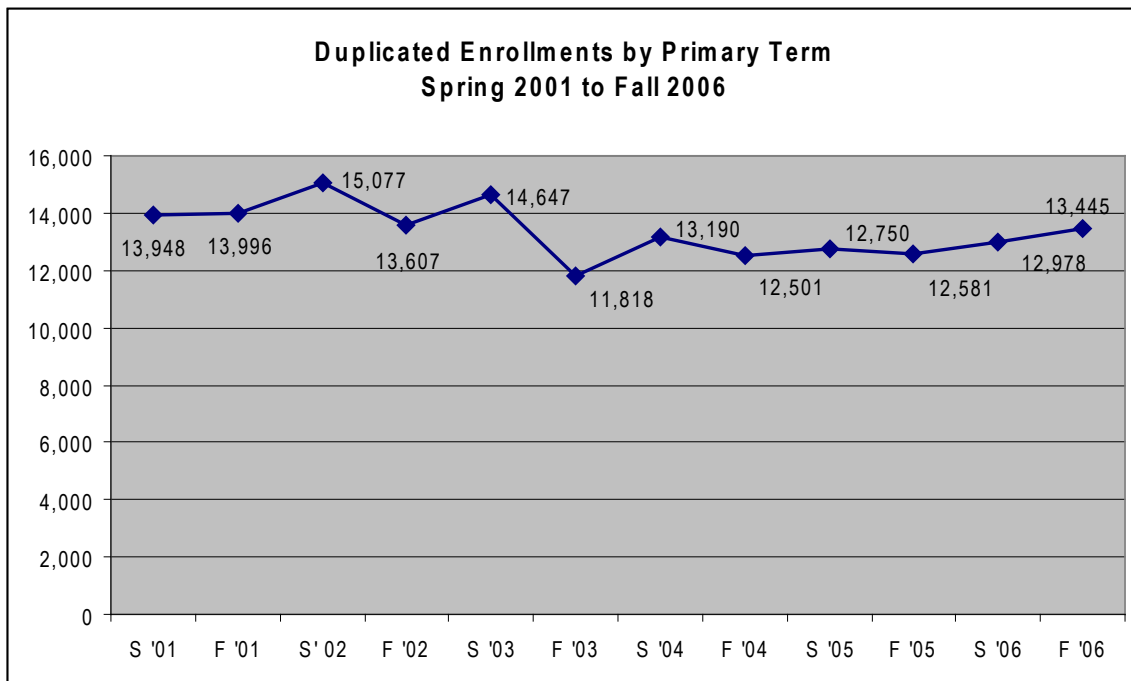
and the four satellite centers) was conducted as a means to identify key elements or factors that currently exist and to determine which, if any, of those elements or factors will have an impact on the college in the future. Both quantitative and qualitative perspectives are provided as part of this process.

The quantitative overview is a “by the numbers” perspective. Its purpose is to identify trends of the college, both positive and negative, that are both characteristic of and important to the planning process. Analysis presented for the quantitative review is based on data obtained from the Kern Community College District Institutional Research office based on the College’s institutional data (Banner) and state Management Information Systems (MIS) data. Qualitative “overviews” are provided via the accompanying analysis. All of the data that follow in this internal scan include credit and/or noncredit enrollments college-wide, including the main campus and all educational centers.

ENROLLMENT HISTORY

The following chart illustrates the enrollment trends in primary terms at the college over the past five years. Duplicated enrollments count a student for each class enrolled.

CHART 4 ENROLLMENT HISTORY



Source: KCCD institutional data.

OVERVIEW

The unduplicated credit student headcount has exhibited a slow decline over the past five years, fluctuating between a high of 7,021 students (spring 2000) to a low of 4,514 in spring

2006. The average for the last eight academic years is 5,674 credit students.

Historically at Cerro Coso Community College, the curriculum has been overwhelmingly composed of credit course offerings. Over the past five year period, the College has between 11,818 duplicated enrollments in fall 2003 and 15,077 duplicated enrollments in spring 2002. The five-year average is 13,378.

ENROLLMENT ANALYSIS BY ZIP CODE

The following table provides insight as to the ZIP code areas of the five key cities and surrounding areas responsible for student enrollment. The figures are based on unduplicated credit student headcount for each fall term.

TABLE 11 STUDENT HEADCOUNT BY CITY ZIP CODES

City	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%
Ridgecrest	2,186	39.5%	2,244		2,008	39.0%	2,001	39.1%	1,825	40.0%
Edwards	369	6.7%	328	5.8%	248	4.8%	216	4.2%	125	2.7%
Mammoth Lakes	348	6.3%	305	5.4%	237	4.6%	251	4.9%	155	3.4%
Bishop	424	7.7%	384	6.8%	337	6.5%	319	6.2%	274	6.0%
California City	196	3.5%	203	3.6%	142	2.8%	143	2.8%	116	2.5%
Inyokern	131	2.4%	126	2.2%	98	1.9%	106	2.1%	80	1.8%
Rosamond	81	1.5%	101	1.8%	77	1.5%	91	1.8%	56	1.2%
Trona	33	0.6%	40	0.7%	47	0.9%	66	1.3%	73	1.6%
Bakersfield	71	1.3%	88	1.6%	127	2.5%	144	2.8%	359	7.9%
Lake Isabella	305	5.5%	222	3.9%	236	4.6%	212	4.1%	187	4.1%
Wofford Heights	90	1.6%	59	1.0%	62	1.2%	71	1.4%	64	1.4%
Bodfish	86	1.6%	67	1.2%	83	1.6%	77	1.5%	62	1.4%
Kernville	71	1.3%	59	1.0%	61	1.2%	46	0.9%	50	1.1%
Weldon	59	1.1%	49	0.9%	63	1.2%	50	1.0%	52	1.1%
Other Areas	1,078	19.5%	1,370		1,327	25.8%	1,320	25.8%	1,087	23.8%
Grand Total	5,528	100%	5,645	100%	5,153	100%	5,113	100%	4,565	100%

Source: KCCD MIS referential files based on student headcount status and residential zip codes.

OVERVIEW

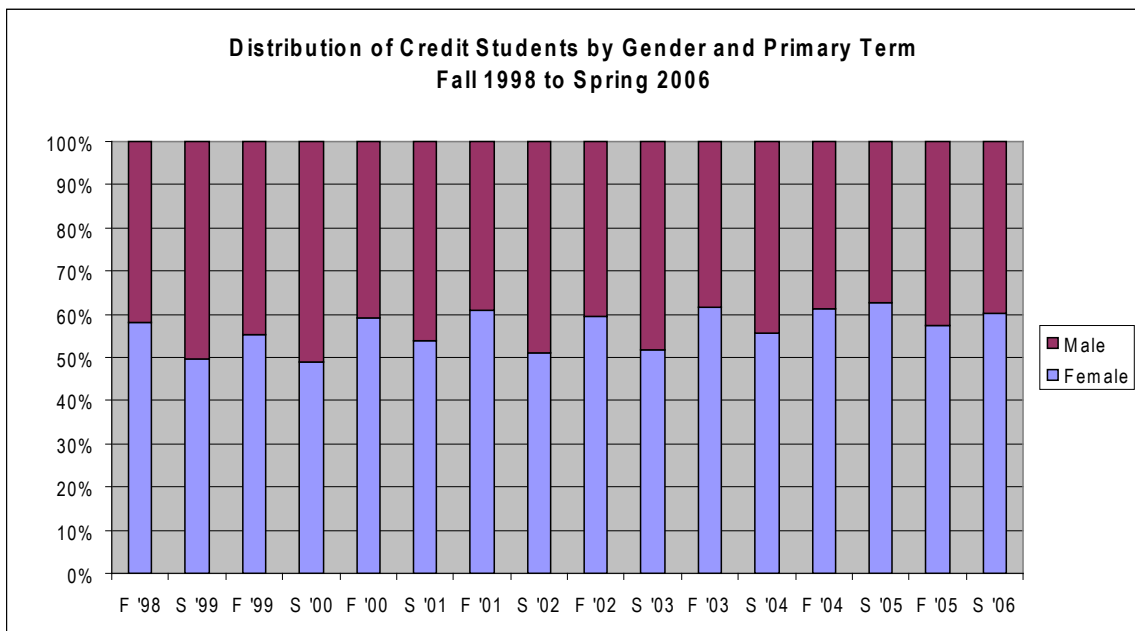
ZIP codes from Ridgecrest have provided the majority of student enrollments over the past five years, averaging 2,053 enrollments per year, or 39.5% of all students. ZIP codes in Bishop and Mammoth Lakes, on the eastern side of the Sierra Nevada Mountains, accounted for an average of 11.6% of students per term. The “Other” category includes many ZIP codes with fewer than 20 enrollments per year. These areas are from inside and outside of the college’s district boundaries. Students enrolled in online courses are included as well, and may comprise a large portion of the “Other” category.

All five key cities experienced enrollment declines over the past five years – in terms of absolute numbers of students, while enrollment from Bakersfield increased dramatically over the same period.

STUDENT CHARACTERISTICS

The following data is presented to give a snapshot of Cerro Coso student characteristics. The data used in most cases is for fall 1998 through spring 2006, first census, unduplicated student headcount unless otherwise noted.

CHART 5 PERCENT OF STUDENTS BY GENDER

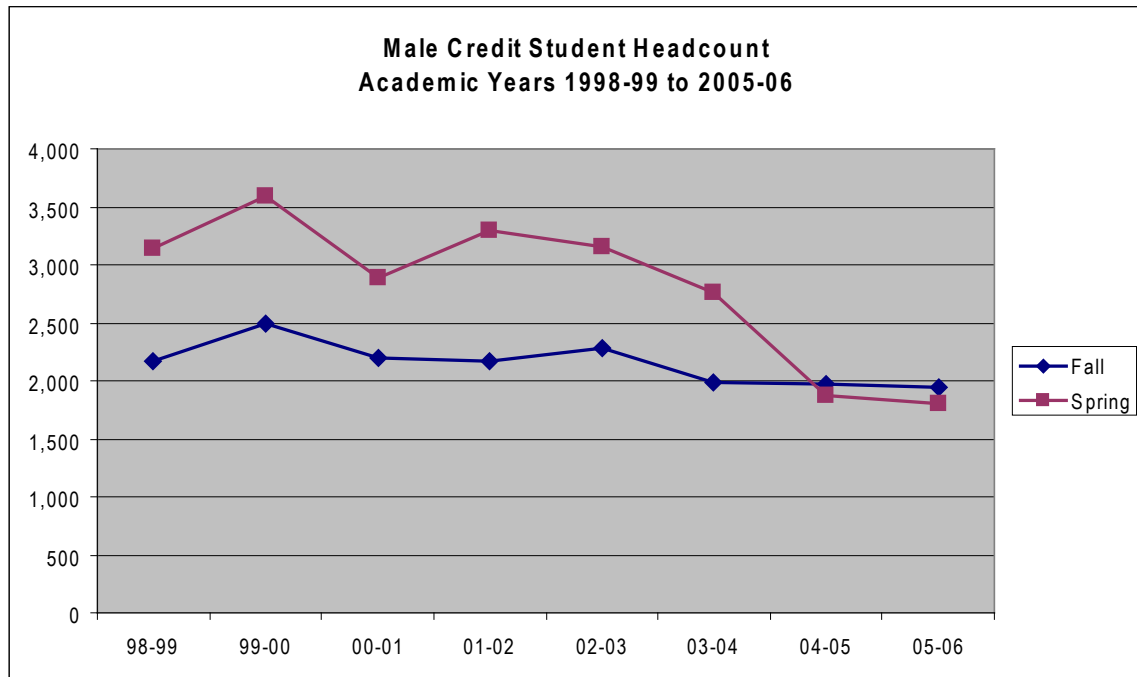


Source: KCCD MIS referential files based on student headcount status.

OVERVIEW:

On average, females have averaged just below 60% of the student body. In the last ten years males outnumbered females only once, in spring 2000 by a margin of 170 students (51.1%). Since then female students comprise the majority of enrollments at the college at a ratio of approximately 3:2. This female dominated gender trend is typical among California Community Colleges and is projected to continue into the future.

CHART 6 NUMBER OF MALE STUDENTS IN FALL AND SPRING SEMESTERS



Source: KCCD MIS referential files based on student headcount status.

OVERVIEW

Looking specifically at male student headcount, we see that spring enrollments have suffered the most from fewer men attending the College. Furthermore, the military deployment in 2003 contributed to the decline in male student enrollment at the College.

TABLE 12 PERCENT OF DAY AND EVENING STUDENTS BY PRIMARY TERM

Credit Students	F '01	S '02	F '02	S '03	F '03	S '04	F '04	S '05	F '05	S '06
Day Student	38.0%	32.4%	47.2%	30.0%	62.4%	56.2%	71.3%	37.1%	40.0%	36.8%
Evening Student	32.4%	24.1%	25.7%	24.9%	24.1%	19.1%	19.7%	23.4%	20.0%	19.6%
Not Applicable	29.6%	43.5%	27.1%	45.1%	13.6%	24.6%	9.1%	39.6%	40.0%	43.6%
Total Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: KCCD MIS referential files based on student headcount status and day/evening class load.

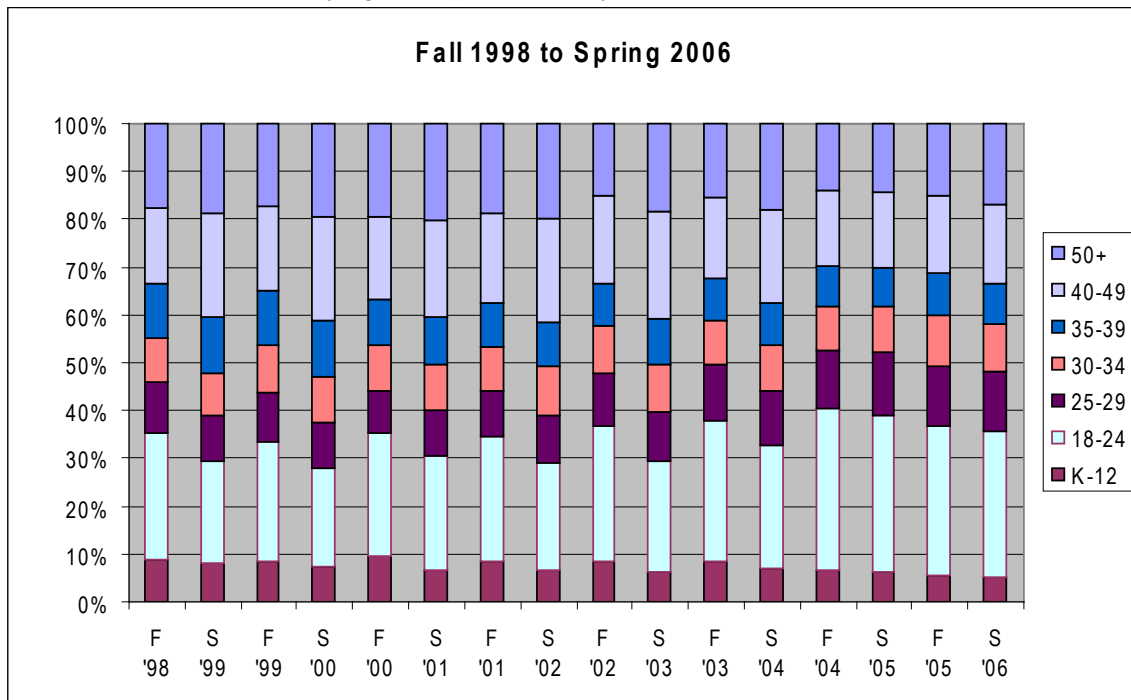
OVERVIEW

The college’s enrollment profile relative to “time of day/night” student preference has been changing over the past five years. Over the last five-year view period on average, roughly 45% of students attend classes during daytime hours, 23.3% attend only in the evening or on weekends, and another 31.6% are not applicable (most likely online students). There has been an increase in the percentage of students attending daytime classes, from 30-32.4%

of students in the springs of 2002 and 2003 to 71.3% in fall 2004. The number of students classified as Not Applicable also increased rapidly during the last three semesters which correlates to the growth in CCOOnline. The College is committed to a careful analysis of enrollment trends and will be hiring a Research Analyst to work with the College and the District Research Office for this purpose.

Over the past decade, there has been a statewide trend to accommodate the student demand for more non-traditional class times. Students at many community colleges attend classes while holding down a daytime job. This data may indicate that Cerro Coso Community College could increase future enrollments with course offerings at the nontraditional times including evenings and weekends or with increased flexibility for students according to their preference (i.e. “to be arranged” lab hours) and online.

Chart 7 Percent of Students by Age Group and Primary Term



Source: KCCD MIS referential files based on student headcount status and student age at term.

OVERVIEW

The largest age segment attending the college is the 18 to 24 year-olds. The proportion of “traditional aged” students has risen over the past five years, from 22.5% (spring 2002) to 33.5% (fall 2004). The next largest segments are 40 to 49 and the 50 and over age groups. Each group comprises an average of 16-18% of the student body over the last five years, although actual headcount is decreasing.

TABLE 13 NUMBER OF STUDENTS BY AGE GROUP AND PRIMARY TERM

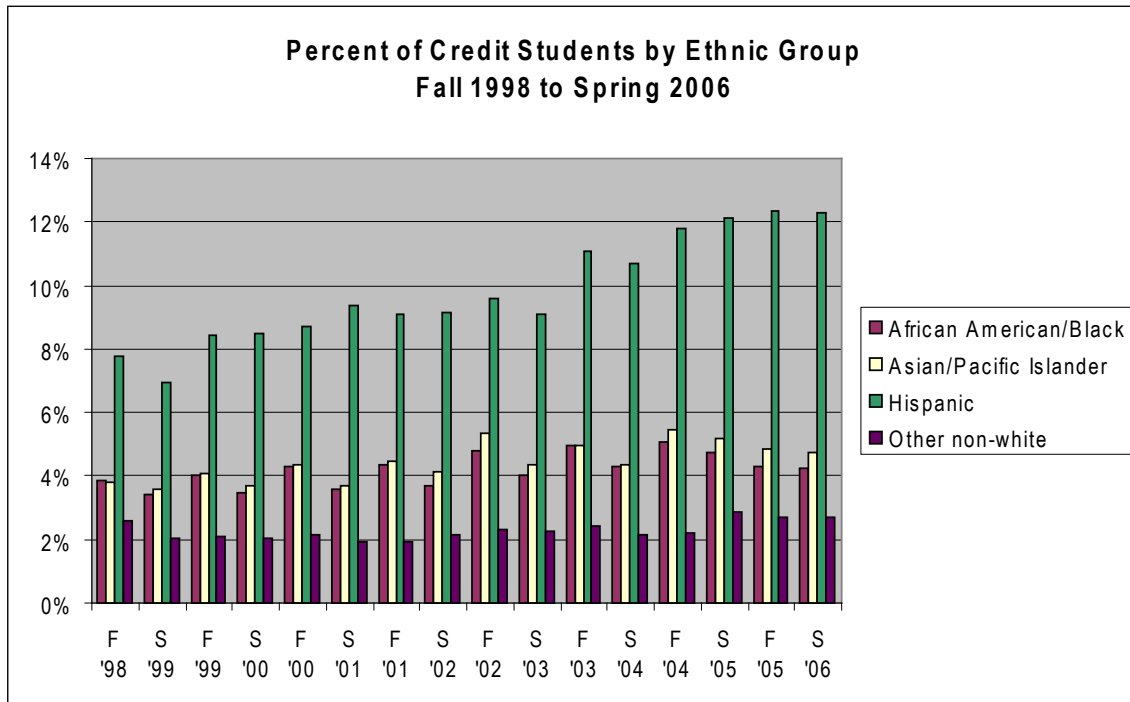
Age Group	F '01	S '02	F '02	S '03	F '03	S '04	F '04	S '05	F '05	S '06
K-12	463	449	467	410	427	430	347	310	259	239
18-24	1,451	1,509	1,600	1,517	1,516	1,600	1,712	1,664	1,420	1,378
25-29	525	654	627	676	614	703	621	663	576	556
30-34	510	694	559	639	464	603	472	472	472	447
35-39	508	608	502	631	454	528	432	421	415	388
40-49	1,030	1,480	1,028	1,455	879	1,210	812	786	738	735
50+	1,028	1,322	853	1,202	795	1,121	717	726	683	771
Unknown	13	21	9	18	4	17	0	0	2	0
Total	5,528	6,737	5,645	6,548	5,153	6,212	5,113	5,042	4,565	4,514

Source: KCCCD MIS referential files based on student headcount status and student age at term.

The decrease in the number of students over 50 years of age is of some concern since this segment of the population, locally and regionally, has grown relative to the total population and will continue to do so at least through 2008. The other age groups remain relatively stable and comprise 10.6% (age 25-29), 9.6% (age 30-34), 9.7% (age 35-39) of the total student body. Students under age 18 (K-12) add another 7.4% of the total.

The increase in the 18 to 24 year-old segment may partly explain the rise in daytime enrollments. These younger students are more likely to be working part-time evening/weekend jobs or attending college full-time.

CHART 8 PERCENT ON NON-MAJORITY STUDENTS BY PRIMARY TERM

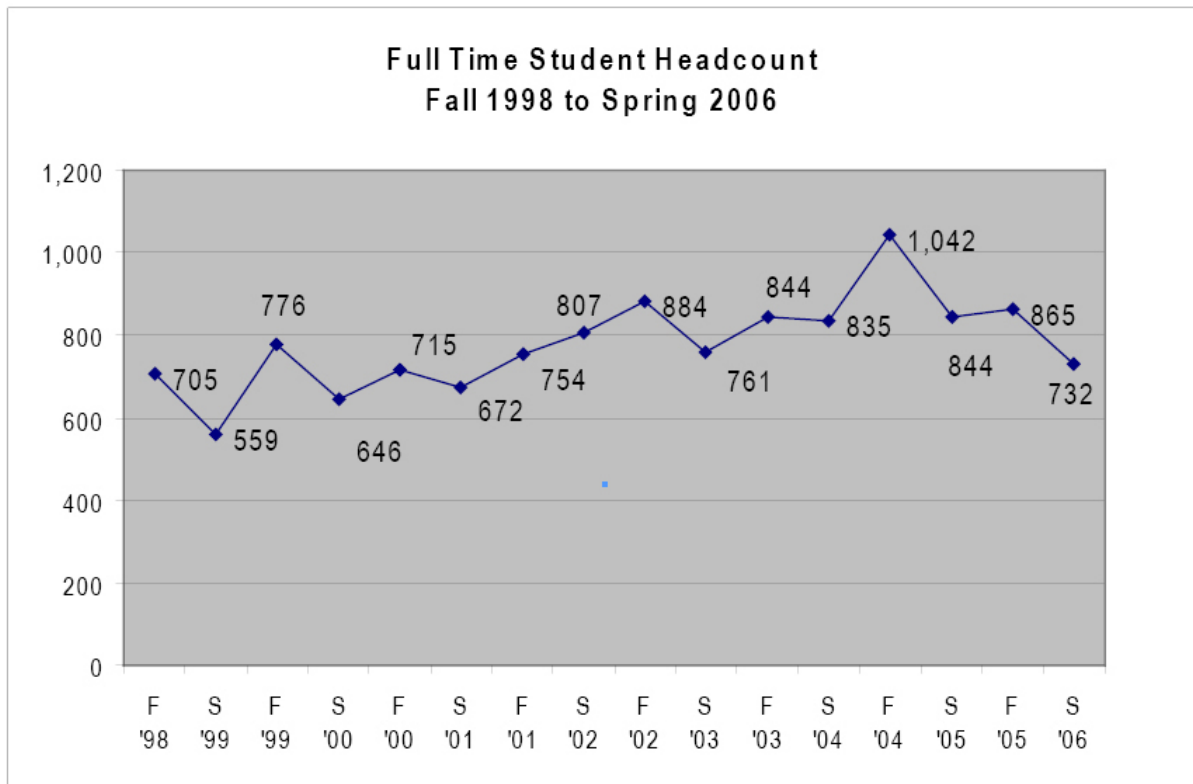


Source: KCCCD MIS referential files based on student headcount status.

OVERVIEW

The college’s demographic data indicates a racial and ethnic makeup of the student population that has changed only slightly over the past five years. The percent of Hispanic students is increasing from 7% in 1999 to 12% in 2006. This mirrors the trend in the state of California, Kern County, and Ridgecrest populations at large. The dominant race is Caucasian, averaging 71.6% of the student population over the last five years. This percentage has fallen slightly from 77.1% in 1998 to 71.5% in spring 2006.

CHART 9 NUMBER OF FULL TIME STUDENTS BY PRIMARY TERM



Source: KCCD MIS referential files based on student headcount status and credits attempted.

OVERVIEW

Fall 2004 was the first time Cerro Coso had over 1,000 (20.4%) full time students. This was also the first fall term with more students than the following spring. Since then the percent of full time students has dropped to less than 16%. The latest five-year average is 15.5% full time students.

Despite increases in the raw number of full time students, part time students (those taking fewer than 12 units per semester) comprise the bulk of students at the college. Part-timers averaged 85% of students over the past five years. This trend has remained fairly steady over the last ten years.

TABLE 14 UNITS ATTEMPTED BY PRIMARY TERM

Unit Load	F '01	S '02	F '02	S '03	F '03	S '04	F '04	S '05	F '05	S '06	5-yr Avg.
0 units	1,102	2,419	892	2,039	658	1,448	442	504	780	860	19.4%
0.5 to 3.0	1,610	1,502	1,610	1,679	1,564	1,802	1,511	1,588	1,178	1,318	28.1%
3.5 to 5.5	685	678	850	734	762	746	758	725	592	493	12.9%
6.0 to 8.5	850	838	828	814	816	837	789	802	654	731	14.6%
9.0 to 11.5	527	493	581	521	509	544	571	579	496	380	9.6%
12.0 +	754	807	884	761	844	835	1,042	844	865	732	15.5%
Total	5,528	6,737	5,645	6,548	5,153	6,212	5,113	5,042	4,565	4,514	100%

Source: KCCD MIS referential files based on student headcount status and credits attempted.

OVERVIEW

For the last five years, the greatest percentage of students attending classes at the College (28.1%) attempt 0.5 to 3.0 credits per semester. This pattern holds true for the last eight years with only one exception, in spring 2002. Students attempting “zero credits” were the next largest segment, averaging 19.4% of all students over the last five years, but with a change in lab accounting, this is no longer a substantial population which will show in future data. Students taking 3.5 - 5.5 units and 6.0 - 8.5 units per semester comprise 11-15% each over the same period. Full time students – those taking 12 units or more per semester vary between 9 to 20% per term.

On average, full time students at Cerro Coso attempt 13.7 units and complete (earn) only 8.9 units per term, while part time students attempt an average of 4.7 units and earn 3.2. Thus the retention of students at Cerro Coso ranges between 60% for full-time to 68% for part-time, an area that clearly needs to be addressed with a comprehensive college preparation and retention effort. Data on the number of underprepared students is not available, but will also be a primary focus of the College as it focuses, along with the District, on better serving this population.

DEGREES AND CERTIFICATES AWARDED

The College primarily awards Associates degrees, both the Associate of Arts (AA) and Associates of Science (AS). There are also a number of certificates awarded each year in a variety of vocational and academic programs.

TABLE 15 NUMBER OF AWARDS GRANTED BY TYPE AND ACADEMIC YEAR

Award Type	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Associate of Arts (A.A.)	157	161	182	174	154	174	148
Associate of Science (A.S.)	28	43	51	57	67	67	56
Certificate w/ 60 or more units	15	9	1	4	2	23	0
Certificate with 30 to 60 units	13	2	21	35	24	12	28
Certificate with 18 to 30 units	0	0	0	0	0	0	0
Certificate with 6 to 18 units	0	0	0	0	1	0	0
Total	213	215	255	270	248	276	232

Source: CCCCCO data mart based on KCCD MIS files submitted annually.

Over the last seven years nearly half (49.6%) of all awards granted were the AA degree in Interdisciplinary Studies. Business and Management is the next highest major with 18.0% of the total awards including both AA, AS and certificates. Social Sciences has another 11.2% of total awards, followed by Public & Protective Services (4.3%), Information Technology (4.1%), Family & Consumer Sciences (3.9%), Health (3.6%), Engineering & Industrial Technologies (2.0%), Media & Communications (1.7%), and Fine & Applied Arts (1.5%).

RATE OF STUDENT PARTICIPATION

Student participation rates (SPR) provide insight into the college's ability to attract students from its service area. Using the ZIP code areas for the five key cities, and for the aggregate service area of the college (i.e., the main campus at Indian Wells and the outlying satellite centers), the student participation rate, measured in terms of the number of students from a given geographic area per 1,000 population, has averaged 5.0 for the entire service area over the past eight years. The statewide average for student participation is 37 students per 1,000 population (age 18 to 64); the State Chancellor's goal is 72. The following table shows the SPR data for three separate areas based on ZIP Code Tabulation Areas (ZCTA) that correspond to the five key cities responsible for enrollments at Cerro Coso Community College.

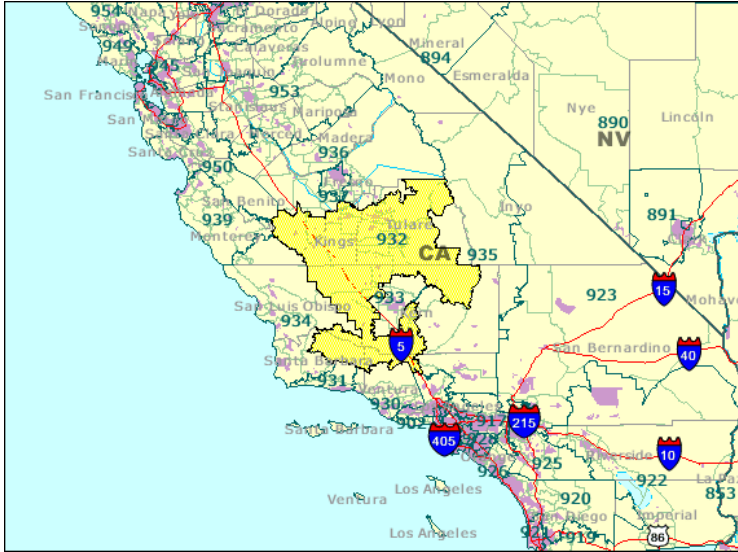
TABLE 16 STUDENT PARTICIPATION RATES BY ZIP CODE AREA

Term	932xx		933xx		935xx	
	Students	SPR 18-64	Students	SPR 18-64	Students	SPR 18-64
F' 98	660	1.7	233	1.0	4,041	16.0
S' 99	730	1.9	330	1.4	4,675	18.5
F' 99	751	2.0	242	1.1	4,179	16.5
Census 2000	Population	383,693	Population	230,059	Population	252,700
S' 00	793	2.1	398	1.7	5,203	20.6
F' 00	658	1.7	126	0.5	4,148	16.4
S' 01	726	1.9	292	1.3	4,645	18.4
F' 01	684	1.8	135	0.6	4,153	16.4
S' 02	778	2.0	382	1.7	4,886	19.3
F' 02	545	1.4	160	0.7	4,188	16.6
S' 03	560	1.5	382	1.7	4,849	19.2
F' 03	610	1.6	212	0.9	3,516	13.9
S' 04	599	1.6	244	1.1	4,306	17.0
F' 04	563	1.5	264	1.1	3,508	13.9
S' 05	555	1.4	237	1.0	3,518	13.9
F' 05	535	1.4	573	2.5	2,959	11.7
S' 06	596	1.6	401	1.7	2,970	11.8

Source: KCCD MIS referential files based on student headcount status and US Census SF-3 data by ZCTA.

The above Student Participation Rates (SPR) are based on unduplicated student enrollments by the first three digits of the student's residential zip code. Population data comes from US Census 2000 SF-3 data for each corresponding 3-digit ZIP Code Tabulation Area

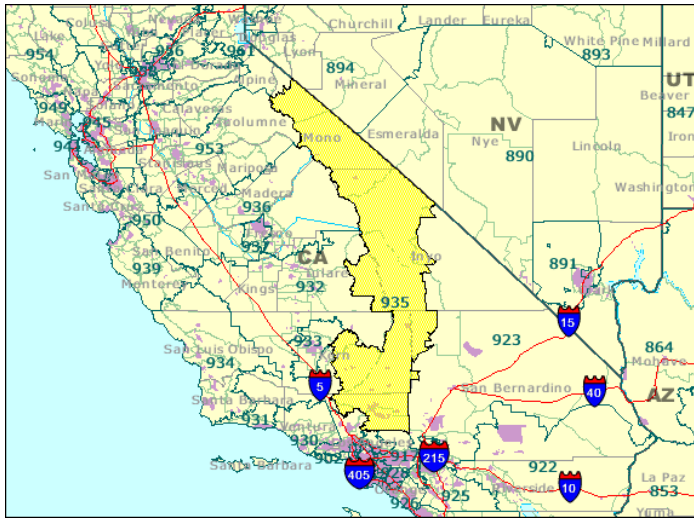
(ZCTA). The SPR is the number of students per 1,000 adults age 18 to 64. Additional data (not shown) provides the SPR based on the number of students per 1,000 adults age 18 and over.



The 932xx ZCTA includes Lake Isabella, Wofford Heights, Bodfish, Weldon, and Kernville. According to US Census the adult population for this area is over 442,000 with 383,693 residents age 18 to 64. The College enrolls an average of 646 students per term from this service area for a SPR between 1.4 and 2.0.



The 933xx ZCTA includes the Bakersfield area. US Census data shows the adult population for this area is just over 266,000 with 230,059 adults aged 18 to 64. The number of students that enroll at the College from Bakersfield has increased dramatically over the last few terms, however the SPR remains low – only 1.1 to 2.5 students per 1,000 adults age 18-64 attend Cerro Coso from this area.



The 935xx ZCTA is the predominant service area for the College. This region includes Ridgecrest, Edwards, Bishop, Mammoth Lakes, California City, Inyokern, Trona, and Rosamond. In 2000, the adult population for the area was over 291,000 with 252,700 adults age 18 to 64. The College enrolls an average of 4,109 students per term from this service area for an average SPR of 16.3 although this has been declining in the last few years.

KEY STUDENT CHARACTERISTICS

The gender profile for students attending Cerro Coso College indicates a pattern similar to that of community colleges throughout the state; that is females are the dominant gender on campus by a 60% to 40% margin.

An encouraging sign for the college is that the prime target student population, 18 to 24 years of age, is the dominant age group at nearly 33% for the past few years. This group has also showed an ascending trend, gaining more than 4.5 percentage points over the past five years. Students age 25 to 29 also show an increase of over 3% gain over the last five years. The greatest decline relative to age-group segmentation has been for students, age 40 and older, and concurrently enrolled (K-12) students under 18 years of age.

The overall race and ethnicity characteristics of the student body mirror the demographic composition of the college's service area. The student body is predominantly White/Caucasian. This group accounts for 75% of students on campus. The Hispanic students represent the next largest race/ethnic segment at 12.3% of the student body.

The college has a very low percentage of students taking full-time course loads (12 credits or more) although this is improving. Over the past five years, this group has averaged 15.5% of the student body. Students taking 9 or more credits per semester account for 23% of all students at Cerro Coso College. Twenty-seven to thirty percent of all credit-enrolled students take a course load that ranges from 0.5 to 3.0 units. A large percentage of the student body, 19.4% on average over the past five years, attempted zero units.

From 1999 to 2006, the total number of degrees and certificates awarded varied only

slightly. In 1999-00 a total of 185 AA/AS degrees were awarded compared with 204 in 2005-06. The average number of Associate degrees conferred over the seven-year period is 217 per year.

THE EXTERNAL ENVIRONMENT CHALLENGES FACING CERRO COSO COMMUNITY COLLEGE

LIMITED GROWTH

While Cerro Coso is located in an area of incredible beauty, it is also filled with rugged terrain that is sparsely populated. The service area covers over 18,000 square miles with approximately four persons per square mile. Cerro Coso has risen to this challenge in the past by employing interactive television and the internet to deliver a wider variety of classes to students at its community campuses. Populations do not show large anticipated growth, although the Base Realignment and Closure (BRAC) process may offer some population increases in Ridgecrest within the next five years.

ACCREDITATION RECOMMENDATIONS

Following its regular six-year accreditation visit in October of 2006, Cerro Coso was placed on warning status and the following six recommendations were made.

1. The College must develop and implement college-wide planning that
 - a. Includes all sites (IB);
 - b. Is driven by the college mission and goals (IA.4);
 - 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;
 - 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;
 - e. Relies on involvement of college employees from different groups and sites;
 - f. Incorporates measurable data outcomes;
 - g. Guides decision-making;
 - h. Is well-documented and widely disseminated;
 - i. Is periodically reviewed to assess the process and progress.
2. The College must 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.

-
3. The College must 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.
 4. The College must 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.
 5. The College must 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.
 6. The College must 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.

The college is already engaged in master planning processes to address these issues and meet the recommendations of the accrediting association.

FTES GROWTH TARGETS

As a matter of district policy each college is given a growth target. The district begins with the State's recommended growth percentage and adds a district expectation to that. Given the limited growth in the Cerro Coso service areas, either target can be a challenge. The College is currently examining its practices in marketing, advertising, printing of schedules, internet-based promotions, and other methods of contacting the new generation of students who are seeking higher education. Cerro Coso currently has the highest penetration rate for its service area of the three Kern Community College District Colleges. With little population growth projected, we will need to target new career technical program, continue to expand CCOOnline, work to increase student preparation and retention, and carefully work to meet the needs of the working adult through accelerated, flexible schedules to increase our enrollment numbers.

UNCERTAINTIES OF MILITARY DECISIONS

Cerro Coso has two major military bases in its service area (Naval Air Warfare Station at China Lake and Edwards Air Force Base at Rosamond). At Edwards Air Force Base we have lost a majority of our enrollment due to military deployment in both Desert Storm and the current Iraq War. On the other hand, the BRAC has offered hope of growth at China Lake

as new jobs in engineering and research are transferred to that operation. Either way, the college must be prepared react to military decisions and serve the military personnel and civilian staff and families. Although China Lake seems secure from a practical point of view, with its land mass larger than the State of Rhode Island, unpopulated Air Space, etc, that point of view could be altered in future BRAC deliberations. More and more military personnel, especially those at Edwards AFB, are selecting internet-based classes delivered through CC Online. The College sees this as an opportunity to better serve this population through online and accelerated face-to-face course offerings. Increased services to both bases in the form of contract training will also strengthen the College/base relationship.

COMMUNITY EXPECTATIONS

All of our four major towns desire a full-service college in their community. All four communities have active educational foundations that see themselves as partners with Cerro Coso for the betterment of their communities. We have some communities that know what they want and expect Cerro Coso to deliver these educational needs. Most of the foundations are willing to support scholarships and some support other creative activities to meet local needs. The College is facing changing community demands and will be reviewing its direction to better meet needs of its service area. For example, increases in both offerings and support for interactive television are expected to significantly impact enrollments in the Eastern Sierra market.

THE INTERNAL ENVIRONMENT CHALLENGES FACING CERRO COSO COMMUNITY COLLEGE

CENTERS AND THEIR ENROLLMENT ISSUES

Kern River Valley Site at Lake Isabella is growing. If the growth can be sustained, it will be self funding within 5 years. This site is serving a large share of students who qualify the college for categorical funds to assist with learning support for special populations. Its greatest challenge is its space which does not allow for any open lab/tutoring space and has very limited flexibility for use.

The Eastern Sierra College Center (Bishop and Mammoth) has fallen short of their FTES projection in the past but appears to be rejuvenating since the hiring of a full time director in November of 2006. The centers are very overbuilt with operational costs far greater than the income, and the College is increasing useage of the buildings to offset costs.

The South Kern Center at Edwards Air Force Base has declined in on-site enrollment, while increasing in online enrollment from these zip codes. The college budget is bearing only the cost of one full-time classified staff and the location has become a service center for Edwards Air Force Base. The site space and utilities are provided by the military educational office. Other options for off-base locations are currently being explored.

FACULTY ASSIGNED TO SPECIFIC SITES

The use of fulltime faculty was suggested by a previous accreditation team. Based on that recommendation, the college has dedicated new fulltime hires for some centers. The intent was to have a core full-time faculty at each site consisting of a math instructor, English instructor and a counselor/instructor. The thinking was that with this core a basic transfer curriculum could be offered with some local adjunct faculty. The reality of the situation is that we now have full-time faculty members that were hired for sites and not student demand to create a full work load for them. One of the most important tasks facing Cerro Coso is to increase the efficiency of full-time faculty at the centers by increasing their class size, yet still serve diverse needs in transfer disciplines. These faculty also need development and support in methods of instruction in regards to teaching the underprepared student, a growing population of the College sites.

MANAGERIAL PERSONNEL

Due to the cyclic nature of state funding, over the years the management team has been reduced from a high of 11 to a low of 4. The team is being rebuilt. The Eastern Sierra College Center now has a full-time director and a full-time position for the Kern River Valley site is recommended for the 2007-2008 year. The South Kern site on Edwards Air Force Base has a staff program manager serving the students, and this will probably not change until an off-base location is found. The primary college management team is at the IWV campus and serves all locations. One of the greatest management needs is in the area of information technology and distance learning which are both being currently led by 40% full-time faculty released to provide this critical leadership.

AGING CENTRAL CAMPUS AT INDIAN WELLS VALLEY:

The main building is almost forty years old. It has been modified to meet the education needs using in-house ingenuity and labor. However, all the original 40-year-old systems are still in use. Over the next four years the entire building will be remolded and updated. Functions will be shifted to better serve the students' educational needs. The problem will be to meet the FTES target during the years of construction. Plans have been made to use "swing space" on the campus and avoid the expense of renting temporary buildings. The IWV campus currently is well over the state assigned capacity load ratios in classrooms square footage and will be converting some areas to "assembly area" and using it for other needs.

DICHOTOMY BETWEEN ACADEMICS AND CAREER TECHNICAL EDUCATION:

Although Cerro Coso embraces Career and Technical Education as part of its mission, there has been a disconnect between thought and reality. While our transfer rate is only 22%, the College's primary function appears to be transfer. A majority of the new positions recommended to the president by the Academic Senate are in academic areas. Technical programs will be increasing to meet the increasing needs of the new "aerospace corridor" that runs from Antelope Valley to Ridgecrest. Our certificate programs are being updated.

Our occupational facilities are also in need of renewal, which may be done in partnership with local school districts. A new Career and Technical Dean is in place and is integrating Career and Technical Programs into the fabric of the college.

OPPORTUNITIES FOR CERRO COSO COMMUNITY COLLEGE

The declining enrollment at South Kern Center (Edwards Air Force Base) has provided an opportunity for the College to explore non-military sites in the adjoining area. The College is researching instructional locations in California City and Mojave to provide space for new Career Technical programs, especially those that can partner with the K-12 districts.

The College's limited resources have also brought about continuing innovation using educational technology. The CCOOnline Program continues to improve and expand. The Interactive Television system that used to link only the two Eastern Sierra sites has now expanded to IWV and Kern River. The Nursing Program has shifted to a district wide, ITV-based scheduling. The nursing offerings for Cerro Coso are being increased without added cost to the college by delivering the LVN program at Eastern Sierra via interactive television links and using local clinical sites.

With the growth of renewable energy industries in the service area, an opportunity to grow technical programs is a natural. Cerro Coso has a large Photovoltaic field, Tehachapi has wind farms, and China Lake basin has geothermal fields. In terms of location for some new Career Technical programs, Mojave and California City seem a strong possibility. Mojave High School may be experiencing a drop in enrollment within the next two years. It has been mentioned that space could be available for the college within Mojave High School. The school was built with good occupational classrooms and labs. It would seem a natural location to offer technical classes to meet the industrial needs of the companies moving into the Mojave Air and Spaceport. In addition, a brand new high school in California city opens in fall of 2007 with only ninth grade students. The college has been offered shared use of technical labs there during the growth period and in the evenings.

With the reconfiguration of the South Kern Center, eventually at possibly three locations (Edwards AFB, California City, and Mojave) the college could revisit its mission for the sites. With the advent of on line and ITV offerings, is the original "transfer" site model still valid? Would it be practical to equip one site as the college's "technical" center, such as Mojave or IWV? Could Mammoth become the site whose hallmark is hospitality training or summer institutes for continuing education? With limited resources can we continue to assume that each site needs to duplicate the space, equipment, and personnel of the central IWV campus?

Within our fiduciary limits, we need to continue to meet the needs of our constituents. Through open and ongoing communications, community involvement, and creative programming we will get the Cerro Coso message out.

By partnering with the local high school district, a proposed new Early College High School could be located on the Cerro Coso IWV campus. In return, the college could use the oc-

cupational labs in the new facility to replace our 40 year old facilities. By sharing the occupational labs, the old college lab space could be repurposed into new teaching areas. The high school would have a state of the art learning labs while the college could have updated mechanical labs for certification, fully articulated with the high schools. In both areas it would truly enhance a seamless curriculum.

CHAPTER III
VISION AND
PROJECTIONS
FOR THE FUTURE

VISION AND PROJECTIONS FOR THE FUTURE

STUDENT SERVICES AND STUDENT LIFE

SUPPORT SERVICES

Currently comprehensive services are available to students at all campus sites and online, thereby providing multidimensional access to Admissions and Records, assessment, counseling and advisement, Financial Aid, scholarships, Veterans Affairs, and transfer and career counseling. Every attempt is made to provide appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Specialized support services benefit specific populations in need of unique services through our Special Services Program (EOPS/CARE, and DSPS), CalWORKs, and TRiO (Student Support Services) Program. These specialized services are fully implemented, serving students at the Indian Wells Valley (IWV) campus and at the Kern River Valley (KRV) educational center. At the Eastern Sierra College Center (ESCC) and South Kern (SoK) educational center students are provided accommodative services in an as needed basis. The Special Services Program has a five year plan to improve availability of High Tech software at KRV and ESCC, and to improve availability of mobility assistance at KRV. They also plan on evaluating the staffing needs and possibly realign staffing to improve availability of Special Services counseling at all sites.

At the educational centers these services are centrally located in a one stop center fashion. However on the IWV Campus these services are scattered through out the three floors of the main building, and the space could be better configured to better serve the students. Student Services Departments are all committed to work together in developing and implementing a one stop center to serve our students in a more efficient manner. Therefore as part of the modernization of the Main Building, these services will become centrally located into a one stop center on the second floor. This will streamline processes and assist in communicating more effectively with our students and between programs and departments.

While we are positioned to provide our students with comprehensive support services throughout our services area onsite and online, the challenge becomes apparent when the projected growth occurs in both headcount and instructional programs. In order to meet and support the anticipated expansion in the identified instructional programs, the vision for support services is to increase in both personnel and in availability to the public at the various locations which the new programs are offered.

STUDENT LIFE

Cerro Coso Community College's Student Activities Program provides student life to students at the various educational centers as well as oversees the student government and Student Senate participation in the participatory governance of the college. Students can serve as officers on the Associated Students of Cerro Coso (ASCC) Executive Board, join

and/or serve as an officer on a campus club, serve on a regional or state board representing students locally or state wide, serve as a voting senator for a club or academic area, or simply attend the ASCC bi-monthly meetings. The meetings are made available through the use of Interactive Television so that all students at all sites can participate. The Student Activities Program and the ASCC provides an environment and opportunity for students to learn and practice leadership skill, to gain appropriate means of advocacy, and increase their awareness and involvement in the governance of the college and community in which they live.

The program at the IWV campus is housed in a space that was originally designed to act as the ticket booth for the campus lecture center. The Department Assistant III, the ASCC Advisor, the ASCC Executive Board members and the student's ID Card program is all crammed into this office. Due to the lack of space for such an active program, it has been identified to benefit from the Main Building Modernization Project.

Another area that supports student life on the IWV campus is the Athletic Department. Currently Cerro Coso has two athletic programs, Women's Basketball and Men's Baseball. During the last outside compliance visit by the Foothill Athletic Conference Program Compliance Review Committee our Athletic Program was commended for the academic resources available to student athletes, the strong interest in the welfare and academic services of student athletes, the recognition of the importance of a gender equity program and the outstanding and well maintained sports facility. However the overall theme of the team's major recommendations was the College's need to increase the number of sports programs to at least six sports (three women's and three men's). In light of this recommendation and through the analysis of the fiscal data submitted through the Athletic Program Compliance Review and the Unit plan, there are sound reasons to begin planning and implementing the restoration of athletic programs.

The overall goal for both, Student Activities and Athletics, is to increase student life for all students. Research, such as the Atkins Involvement Theory, supports the premise that student life increases the retention and the success of students who engage directly and indirectly in the opportunities provided.

VISION

Based on the environmental scan, both external and internal, and the analysis of space utilization at each college site, Cerro Coso College is projecting the following as its vision for the future decade.

CERRO COSO COLLEGE WILL RESPOND TO THE LEARNING NEEDS OF ITS DIVERSE COMMUNITIES.

ACCESSIBILITY

As mentioned in the environmental scan, Cerro Coso College serves a vast area and five very different population centers. The College will need to continue to support and expand technology in order to serve these needs. The interactive television venue must be carefully evaluated, both from its ongoing technology needs and its support needs. In order to accom-

plish this, the District and the College must come together on a regular basis. This is imperative because this method of instruction is rapidly expanding, especially as the College works to meet the learning needs of ESCC.

CCOnline is also being reviewed, both for its content and its support services. Students who choose to get a degree online must have access to all student support services and library services, and the College is looking carefully at this need. Ongoing faculty training in teaching via interactive television and online is critical and must be available on an ongoing basis.

Cerro Coso College's communities are not growing at a fast pace. However, there are certain populations and workforce needs that are growing. The Hispanic population continues to grow, especially in the ESCC area. Outreach to these populations must be done and Cerro Coso will seek out best practices from its sister college, Porterville College, who has been serving a large Hispanic population for many years.

A continued emphasis will be placed on accommodating older working adults, non-traditional students, and life-long learners. These populations are the ones growing in all of the College's communities. This also will address the room utilization which shows very limited use of the IWV facility on the weekends. ESCC and KRV are also underutilized on weekends and all three sites need to look at availability of support services to these populations as programs expand to weekends.

PARTNERSHIPS WITH OTHER AGENCIES

The data shows that the program growth for Cerro Coso College IWV, KRV, and ESCC sites is in Career and Technical Education. Partnering with other organizations to build these programs will be imperative in order to help defray the cost of equipment, space, and staffing for these programs. The College is already in discussion with area high schools regarding sharing space and equipment for an expanded Machine Tool program with a local high school. Mammoth and Bishop health facilities have already indicated an interest in assisting with high costs of the LVN program to be expanded to ESCC in spring 2008. The District is providing leadership in health careers which should allow the College to maximize its effectiveness and resourcefulness as it meets the critical need in the health care field. The Native American tribal communities of the Eastern Sierra Region, through their cooperative Owens Valley Career Development Center, will be an expanding partner with the College and have voiced an interest in providing support for College programs and services in order to better meet the educational needs of their people. Ongoing discussions with the Multi-Use Committee in Mammoth Lakes have explored opportunities for shared use of new and existing facilities in the ESCC services area. Business and industry partnerships will continue to be built as a way of gaining access to industry-standard equipment and knowledge.

FLEXIBILITY

Cerro Coso College needs to continue to emphasize flexibility in its programs and curriculum. Short-term, high intensity programs are more in demand for training purposes and for the working adult. The College needs to look carefully at the feasibility of a Weekend

College for Working Adults available to all of its communities. Through the use of technology, working adults could receive their Associates degree within a two year period through a careful schedule of interactive television classes and online and hybrid courses. The College should also explore offering this program in collaboration with Bakersfield College and Porterville College.

Additionally, hybrid courses, which incorporate online face-to-face and interactive television components offer flexibility to working adults and will expand access to programs.

CERRO COSO COLLEGE WILL SERVE THE UNDERPREPARED STUDENT AND INCREASE THE SUCCESS RATE OF ALL STUDENTS IN ACHIEVING THEIR GOALS.

UNDERPREPARED STUDENTS

70% of all Cerro Coso students assess into one or more pre-college level courses in reading, writing, and mathematics. The California Community College System, KCCCD Board of Trustees, and Cerro Coso College have all identified this issue as a very important one. The California Community College Basic Skills Initiative will allow the College to begin addressing this issue in a comprehensive manner. The College is forming a 15 member team comprised of administrators, faculty, and staff representing all sites. This team will be given the task of reading the BSI Report's Literature Review of Developmental Education Best Practices and doing an initial assessment of Cerro Coso College's own developmental education program at all sites. The team will take part in the Regional Meeting to be held in September 2007 and from there will do its 2007-08 Developmental Education Action Plan. This plan will allow the College to access the next round of Basic Skills funds to be available in January 2008. This college-wide assessment of how it is serving the underprepared student will be done annually and will depend on the District's Office of Institutional Research and its own Institutional Research Analyst to be hired in fall 2007 to help with this data-driven endeavor.

STUDENT SUCCESS AND RETENTION

Cerro Coso College cannot rely on growing numbers of high school students to increase its FTES because the environmental scan clearly shows that none of the high schools in its area are growing. Instead this increase needs to come from new populations and from increased retention of all students. Currently Cerro Coso loses about 40% of their student population within a year of the student entering the College. The College, with the help of a Research Analyst, needs to look carefully at why these students are not being retained for the semester and are not persisting into subsequent semesters. In the 2006-07 academic year, a college-wide group of faculty, staff and administrators began a new college-wide program, The Community of Emerging Scholars, which is focused on providing systemic change throughout the college to improve student success. Student services and instruction are working together to create a culture of success for all students. All sites are included in this endeavor and ESCC has just begun a tutoring and learning assistance program with assistance from the programs at IWV and KRV. Two faculty co-chairs are leading these efforts.

STUDENT SUPPORT SERVICES

Currently comprehensive services are available to students at all campus sites and online, thereby providing multidimensional access to Admissions and Records, assessment, counseling and advisement, Financial Aid, scholarships, Veterans Affairs, and transfer and career counseling. Every attempt is made to provide appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Specialized support services benefit specific populations in need of unique services through our Special Services Program (EOPS/CARE, and DSPS), CalWORKs, and TRiO (Student Support Services) Program. These specialized services are fully implemented, serving students at the Indian Wells Valley (IWV) campus and at the Kern River Valley (KRV) educational center. At the Eastern Sierra College Center (ESCC) and South Kern (SoK) educational center students are provided accommodative services in an as-needed basis. The Special Services Program has a five year plan to improve availability of High Tech software at KRV and ESCC, and to improve availability of mobility assistance at KRV. They also plan on evaluating the staffing needs and possibly realign staffing to improve availability of Special Services counseling at all sites.

At the educational centers these services are centrally located in a one stop center fashion. However on the IWV Campus these services are scattered throughout the three floors of the main building and the space could be better configured to better serve the students. Student Services Departments are all committed to work together, along with the KCCCD Director of Facilities and the architects, to develop and implement a One Stop Center to serve our students in a more efficient manner. Therefore as part of the modernization of the Main Building, these services will become centrally located into a One Stop Center on the second floor which will be identified as the main entrance to the college. This will streamline processes and assist in communicating more effectively with our students and between programs and departments.

While we are positioned to provide our students with comprehensive support services throughout our services area onsite and online, the challenge becomes apparent when the projected growth occurs in both headcount and instructional programs. In order to meet and support the anticipated expansion in the identified instructional programs, the vision for Student Support Services is to increase in both personnel and availability to the public at the various locations where the new programs are offered.

STUDENT LIFE

Cerro Coso Community College's Student Activities Program provides student life to students at the various educational centers as well as oversees the student government and Student Senate participation in the participatory governance of the college. Students can serve as officers on the Associated Students of Cerro Coso (ASCC) Executive Board, join and/or serve as an officer on a campus club, serve on a regional or state board representing students locally or state wide, serve as a voting senator for a club or academic area, or simply attend the ASCC bi-monthly meetings. The meetings are made available through the use of

Interactive Television so that all students at all sites can participate. The Student Activities Program and the ASCC provides an environment and opportunity for students to learn and practice leadership skill, to gain appropriate means of advocacy, and increase their awareness and involvement in the governance of the college and community in which they live.

The program at the IWV campus is housed in a space that was originally designed to act as the ticket booth for the campus lecture center. The Department Assistant III, the ASCC Advisor, the ASCC Executive Board members and the student's ID Card program is all crammed into this office. Due to the lack of space for such an active program, it has been identified to benefit from the Main Building Modernization Project.

Another area that supports student life on the IWV campus is the Athletic Department. Currently Cerro Coso has two athletic programs, Women's Basketball and Men's Baseball. During the last outside compliance visit by the Foothill Athletic Conference Program Compliance Review Committee our Athletic Program was commended for the academic resources available to student athletes, the strong interest in the welfare and academic services of student athletes, the recognition of the importance of a gender equity program and the outstanding and well maintained sports facility. However the overall theme of the team's major recommendations was the College's need to increase the number of sports programs to at least six sports (three women's and three men's). In light of this recommendation and through the analysis of the fiscal data submitted through the Athletic Program Compliance Review and the Unit Plan, there are sound reasons to begin planning and implementing the restoration of athletic programs.

The overall goal for both Student Activities and Athletics is to increase student life for all students. Research, as is found in Astin's Student Involvement Theory, supports the premise that student life increases the retention and the success of students who engage directly and indirectly in the opportunities provided.

CERRO COSO COLLEGE WILL ENHANCE THE DEVELOPMENT AND USE OF ITS RESOURCES.

RESOURCES ALLOCATION

The new budget allocation model will provide additional resources for Cerro Coso to maintain a reasonable level of service in order to provide the educational opportunities for their respective communities. ESCC, in particular, suffers from a staff that is so bare bones that it does not have someone to lock up the doors after the last class in the evening. The center needs additional maintenance and support staff to ensure that the facilities and services can be maintained as programs are built and learning opportunities expanded at ESCC.

PROFESSIONAL DEVELOPMENT

In addition to the professional development funds allocated from the District, the College has allocated additional funds to support all-college professional development. A Professional Development Committee, a subcommittee of College Council, looks at all-college professional development applications, and recommends their funding to the President. These funds are to support initiatives that further the College's Strategic Goals and that

are available to all Cerro Coso employees.

TECHNOLOGY

Technology staffing is also critical for Cerro Coso College. Because of its extensive use of online and interactive television to reach its large geographical area, the College needs to maintain an adequate support staff for maintaining the hardware and technical support for these endeavors. Faculty and staff training in the use of technology should be ongoing in order to maintain the high quality of instruction no matter what the delivery system. The College is currently beginning the hiring process for teaching assistants who will provide assistance at the remote interactive television sites. Currently the College relies on a 40% faculty release time to provide this leadership in both CCOOnline and Information Technology. This is not adequate for a distance education program the size of Cerro Coso's and the College has a full-time Dean of Information Technology and Distance Learning in its 2007-08 Staffing Plan. The College now has a four-year Technology Replacement Plan in place and has a budget for this plan included in the 2007-08 budget proposal.

PARTNERSHIPS

The College will continue to expand partnerships in order to enhance its resources – with the Eastern Sierra tribes, with other service and educational programs, with the various College Foundations, and with business and industry. Grant opportunities will be sought out in partnership with other entities in order to maximize opportunities. The District, Bakersfield College and Porterville College will also be sought out as partners in resource development and enhancement. For example, Cerro Coso College has been approached by Porterville College to partner with them in their next Title V grant, an opportunity not otherwise available to Cerro Coso. This will allow the College to better serve its growing Hispanic student population and to benefit from Porterville College's experience in this arena. The Foundations in Bishop, Mammoth, KRV, and IWV all have a level of interest in partnering with the College to enhance learning opportunities for their respective communities. The College will continue to expand these partnerships as an important method of revenue enhancement and generation.

CERRO COSO COLLEGE WILL INCREASE ITS ACCOUNTABILITY COLLEGE-WIDE THROUGH CAREFUL USE OF A DATA-DRIVEN AND INCLUSIVE DECISION-MAKING PROCESS.

ACADEMIC SCHEDULE

Cerro Coso College is working to become a college that makes careful decisions based on data and that includes all stakeholders in the decision-making process. Faculty chairs, site directors, and program directors have all been asked to look carefully at the data before making decisions. Academic schedules are planned with a careful eye to the various learning needs of its students and an eye also on productivity numbers. All have been asked to look at methods of improving productivity while still providing quality learning opportunities for students. Interactive television provides opportunities for Bishop, Mammoth, and KRV students to get necessary courses without having to drive long distances. Ongoing as-

assessment of student satisfaction with academic schedules and delivery systems will be done in an effort to maintain quality and access to academic programs.

FACILITIES USE

Everyone at Cerro Coso College is becoming well aware of classroom and lab space underutilization at IWV and ESCC thanks to the efforts of the KCCCD Facilities Director. KRV's space also needs to be carefully analyzed in order to determine how effective and efficient they are in its utilization. Again, careful analysis will be used in this process and everyone needs to be included as this information is sought. All stakeholders are involved in the remodel planning of the main building and art facility at IWV and agree that creating multi-use rooms that can serve as short-term classrooms, conference sites, and other uses makes sense and will also help with the inventory issue. As the entire IWV remodel continues, careful analysis of maximum use of space will be considered.

STUDENT SUCCESS

Data shows that 70% of all Cerro Coso College students come underprepared for college-level work. All sites of the College are well represented on the KCCCD Initiative B team assess this issue. Accessing data is a critical part of this effort and the College is committed to hiring an Institutional Research Analyst in 2007 to assist the college in ongoing analysis of what is working to improve student retention and success.

CERRO COSO COLLEGE WILL SUPPORT A CULTURE OF EVALUATION AND FEEDBACK IN ORDER TO CONTINUOUSLY IMPROVE STUDENT LEARNING, PROGRAM EFFECTIVENESS, AND COLLEGE-WIDE EXCELLENCE.

STUDENT LEARNING OUTCOMES

The College is currently in the process of implementing student learning outcomes and assessment in every course, program, and service office throughout its sites. A full-time faculty member has been named the SLO Coordinator and has already begun to attend state-wide meetings regarding this important initiative. The Curriculum and Instruction Committee is requiring all new and revised courses to include SLOs and has will begin requiring assessment of these SLOs to be included beginning Fall 2008.

PROGRAM REVIEW

Program review is on a regular cycle (2 years for every career and technical program, 6 years for every academic program) and programs must include program learning outcomes in their review. The CIC Committee will be receiving the completed Program Reviews and Faculty Chairs and Program Directors will be held accountable to ensure that stated program goals and objectives are addressed. The Annual Unit Plans required by every unit throughout the College will provide an annual analysis of whether goals are being addressed and these will be reviewed by Faculty Chairs, Program Directors, and College Administration on a regular cycle. Productivity numbers will be used to determine staffing and resource allocation at every level.

CHAPTER IV

ANNUAL UNIT PLANS

ADMISSIONS AND RECORDS

ADMISSIONS AND RECORDS

1. MISSION

The mission of Admissions and Records (A&R) is to provide excellent quality service to our customers; students, faculty, staff, and the community. This service is characterized by friendliness, problem solving, accuracy, efficiency, fairness, and effective communication.

2. PROGRAM DESCRIPTION

The services provided by the A&R office are a vital part of enrollment management and recording student learning and progress. Starting with Banner, initiated in the late nineties, the department has increasingly transferred its workload from manual processes to electronic systems such as, Robo Registrar (for outgoing transcripts), and Precision Imaging System (scanning incoming transcripts).

Students are assisted with the admissions, registration, and obtaining student records. Student interaction with the A&R staff contributes to student development by enhancing the practices of communication, reading, problem solving, and computer skills. The Indian Wells Valley (IWV) Campus is the repository of records for Cerro Coso Community College (CCCC).

Processing admission applications/updates and on-campus registration is provided by A&R personnel at each site. As a cost and time-saving measure, all sites encourage students to perform these functions on "My Banweb", whenever possible. IWV has provided a bank of computers, available in the Learning Resource Center, for students to access A&R online services. The ultimate goal is to have a One-Stop Center where students can receive students services, all within a single area.

3. CLOSING-THE-LOOP

The demand for services provided through the Admissions and Records office continues to grow. Automation of processes, more recently through Credentials Inc., has improved responsive services but has not eliminated the need for adequate staffing. Ongoing customer service training and the use of technology systems' training is a high priority for the department.

Goals that have been accomplished include:

- Computer kiosks in the near vicinity of A&R (at all sites) have provided students with easy access to completing applications, updates, and registration on-line.;
- As mentioned above, technology has been implemented to automatically process transcripts;
- There is an ongoing effort to continuously improve communication of important dates

ADMISSIONS AND RECORDS

and information to faculty, staff, and students.

4. FUTURE DEVELOPMENT STRATEGIES

Goals that will be addressed and accomplished in 2007

1. The review, revision, updating, and adding online A&R information and forms, in order to provide uncompromising depth and usefulness for faculty and students.
2. Reinstigate face-to-face training workshops and conduct ongoing meetings for all sites using available conferencing technology.
3. Utilizing the services of the Institutional Researcher, to conduct follow-up student and faculty satisfaction surveys to measure and assess outcomes in customer service areas;
4. Make the graduation evaluation, an electronic process
5. Develop, implement, and assess Student Learning Outcomes for the Admissions and Records Office

5. REQUIRED RESOURCES

The A&R office has experienced an increase in foot traffic due to a change in college practices that now provide for increased customer service. There has been an increase in the demand for the following services:

- Individual assistance to students at the window.
- Assistance in answering questions left on the department phone.
- Processing 3rd Party contracts
- Manual processing of quick admits and registration for short term trainings, e.g., Administration of Justice Sheriff Training and contract education courses.

Projections for increased staffing to handle an increase in student enrollment include:

1. Bishop ESCC – A&R Assistant
2. KRV – increase 19 hour A&R Assistant to full-time
3. IWV – increase 19 hour A&R Assistant to full-time

ATHLETIC DEPARTMENT

ATHLETIC DEPARTMENT

1. MISSION

Cerro Coso Community College Athletic Department's mission is to support our student athletes' goal of receiving an education and graduating from our institution. We encourage our athletes to further their education through pursuing an advanced degree at a university of their choice. Additionally we support the student athlete in participating in their chosen athletic program at Cerro Coso and beyond. As a department we strive to challenge each student athlete's abilities both academic and athletic. We support their goals as an athlete and hope that they are realized through receiving an opportunity to play NCAA/NAIA Collegiate or professional sports. In addition the Athletic Department seeks to enhance the educational objectives of Cerro Coso Community College and compliment and provide services in support of the colleges' Mission Statement

2. PROGRAM DESCRIPTION

Intercollegiate Athletics provides student athletes the opportunity to receive an education and prepares them to transfer and earn an advanced degree. The program provides the student athlete the opportunity to participate in athletic programs while developing leadership skills; a strong work ethic; the ability to work in a team environment; appreciation for cultural diversity and make lifelong friends in an atmosphere of cordiality and purpose. In conjunction with the Physical Education/Health Science Department the Athletic Department offers courses for intercollegiate athletes. The goal of these courses is to strengthen athletes' bodies and minds while continually developing advanced athletic skills, creating an environment that can further enable scholarship opportunities and create an appreciation of sport. In addition, many student-athletes, as a result of this experience, will enter physical education as a career.

3. CLOSING-THE-LOOP

Our women's basketball team finished its second consecutive winning season this year. The program had two athletes named to all conference teams as well as graduating 50% of eligible student athletes. Both continued their education at the university level.

The Baseball program continues to have a high graduation rate. The Program finished the 2005-2006 season with 9 of their 13 second season student athletes graduating and continuing their education, many of them continuing to pursue baseball. In addition baseball had one athlete named all conference and one athlete named to the all Southern California team. The Fire Mountain Foundation honored the baseball program by choosing one of their athletes for The Athlete of the Year.

The Athletic Department also recognizes that our athletes are committed to making a positive presence felt in our community. Many of our athletes are involved in Project Hope,

ATHLETIC DEPARTMENT

an at risk student elementary and junior high youth mentoring program. Each year the athletes participate in Kiwanis *Walk-a-Thon* to benefit local charities as well as the City of Ridgecrest Christmas parade. Many athletes take part in the college's participatory governance processes via the Associated Students.

Student Learning Outcomes

The Athletic Department has developed student learning outcomes for the student-athletes and are planning on assessing these at the end of each academic year through the collection of appropriate student success data. The two student learning outcomes are as follows:

1. The student-athlete will matriculate to a four year level as measured through tracking with academic counselors.
2. The student athlete will act in accordance with the Cerro Coso's Student Conduct Policy both on and off the field.

4. FUTURE DEVELOPMENT STRATEGIES

RESTORATION OF ATHLETICS

During the 2004 Athletic Program Compliance Review conducted by the Foothill Athletic Conference the overall theme of the major recommendations was the need to increase the number of sports programs to at least six, three men's and three women's. This visit came on the heels of canceling all but the two programs currently offered due to budgetary restraints on the general fund.

To prepare for restoration, in 2005-2006 Cerro Coso administered a survey to determine the interests and abilities of its student body in order to maintain compliance with Title IX of the Education Amendment of 1972. The college currently offers two sports, one for men and one for women. The Athletic Department has determined that there is a sufficient interest to justify the addition of teams that were previously eliminated because of budget issues. The Department determined that Women's Softball and Men's Basketball are two sports with the most requests and most feasibility. There is also evidence of community support as members have donated funds for seed money to restore athletic programs at our college.

Through restoring these two athletic programs the Athletic Department will be addressing the need of not only recruiting fulltime students, but also the college's need to increase student life on campus. Research shows that student engagement in student life increases their retention and academic success. Therefore, through increasing our athletic offerings we are providing additional avenues for our student body to either participate or be a spectator of athletic contests.

To assist in securing external funding that will support the Athletic Department and provide an avenue for our student athletes to be welcomed into our community; an Athletic Boosters Foundation needs to be formed and given a charge to assist in providing supplemental funding.

ATHLETIC DEPARTMENT

Lastly, it was recognized by the Foothill Program Compliance Review Team that our coaches have an extreme hardship in recruiting athletes. This is due to the college's location, the lack of ability to take advantage of the legislative allowances due to being part of a District whose FTES is not considered a small college (a.k.a. the Good Neighbor Policy), and the low fees per unit along with a high tuition per unit for Out of State students making it not a sound business decision to participate in other exchange programs (a.k.a. *Western Undergraduate Exchange Opportunity*). It was recommended that this be discussed with the state Commission on Athletics regarding the possibility of recruitment from areas that are in a close location to their college.

5. REQUIRED RESOURCES

The Athletic Department requests an increase in our base budget. This is based upon increased costs passed directly to our programs. Increases in transportation cost, vehicle and fuel, increased Conference membership dues, the lack of an athletic training supply budget and inflated costs of equipment and uniforms has affected our budget greatly. Currently our athletic teams participate in a number of different fund raisers to decrease this disparity.

In the near future, the Athletic Department will request base budgets for restoring the two sports aforementioned. It is our hope that this budget will support the programs adequately so that the student athletes will be provided quality programs.

The Athletic Department has lacked a defined, long term, preventive maintenance program with respect to facilities maintenance and repair. This has resulted in many potentially unsafe situations. We are developing a plan to systematically replace equipment and repair the facilities. Implementation of this plan will require a combined increase in the Athletic, Physical Education/Health Science and Maintenance and Operation Department's base budgets.

EQUIPMENT NEEDS

Equipment in the weight and cardio rooms is 15 years old. We need a systematic plan to replace machines and pieces of equipment. Funds to replace these machines and repair them as needed should be added to our budget allocation. Student needs ADA safety and modernization, being the key elements in the acquisition of the estimated budget increase.

UPDATE OF ATHLETIC TRAINING FACILITY AND EQUIPMENT.

The equipment used for instruction of 5 classes as well as by the Athletic Training Program needs replacing. It does not meet current industry standards and therefore puts our students at a disadvantage. This is a one time request of \$12,000 for update.

Gym bleachers are inoperable on the west side. They have not worked since October of 2006. (Cost TBD by Maintenance and Operations)

Terracing the Baseball seating area is needed to improve facility safety. (Cost TBD by Maintenance and Operations and district Architect)

ATHLETIC DEPARTMENT

All outside facility lighting (track, tennis courts and baseball field) have lights that are burnt out. These need to be replaced in order to improve student visibility during night classes as well as sporting events. Additional lighting in the dirt parking lot is needed to create a safe lighted environment during student arrival and departures during nighttime community activity (cost TBD by Maintenance and Operations)

STAFFING NEEDS

All current sports require Assistant Coaches. These positions are currently funded through stipends and in some cases assignments as Adjunct Faculty. In order to provide adequate recruitment of quality Assistant Coaches there is a need to supplement one of these Assistant Coaching positions through recruiting, at a minimum, a 19 hr week classified position that could be filled through and benefit various Cerro Coso departments.

As sports are restored these positions will also need to be recruited and staffed with Head and Assistant Coaches. Additionally, a full time Department Assistant will be a major need, as might be a full-time Athletic Trainer as per the Foothill Athletic Conference Constitution.

NOTE: Future Development, staffing and resource needs are also major recommendations made by the Foothill Conference Program Review Team during their visit in 2004.

6. TRENDS

ATHLETIC PROGRAM GRADUATION RATE

	2003-2004	2004-2005	2005-2006	2006-2007
Men's Baseball Student Athletes	22	30	30	25
Women's Basketball Student Athletes	10	10	13	12
Total # Student Athletes	32	40	43	37
Total # Second Year Student Athletes	N/A	10	15	13
Total # Student Athlete Graduates	11	8	9	9
% of Graduates from 2nd Season Players	N/A	80%	60%	70%

ATHLETIC DEPARTMENT

ATHLETIC INSTITUTIONAL PROFILE AND COST ANALYSIS

	2005-2006			2006-2007			2007-2008 (Est.)			2008-2009 (Est.)*		
	I/S	O/S	Total	I/S	O/S	Total	I/S	O/S	Total	I/S	O/S	Total
Number of Male Athletes	5	25	30	4	21	25	5	25	30	10	35	45
Number of Female Athletes	6	7	13	2	10	12	5	10	15	10	20	30
Total Number of Athletes	11	32	43	6	31	37	10	35	45	20	55	75
Total # Units based on FT=15 units		480			465			525			825	
Full Time Equivalent Students (FT=15 units)	11			6			10			20		
Out of State Tuition		\$165			\$175			\$190			\$200	
Income per FTE	\$4647.62			\$4878.47			\$4678.70			\$4678.70		
Est. Generated Income	\$51,117	\$79,200	\$130,317	\$29,271	\$81,375	\$110,646	\$46,787	\$99,750	\$146,537	\$93,574	\$165,000	\$258,574

	2005-2006	2006-2007	2007-2008 (Est.)	2008-2009 (Est.)*
Cost of Men's Sports	\$27,673	\$43,149	\$45,410	\$64,305
Cost of Women's Sports	\$15,372	\$22,509	\$24,445	\$48,598
Total Cost	\$43,045	\$65,658	\$69,855	\$112,903
FTE Income	\$51,117	\$29,271	\$46,787	\$93,574
Local Income	\$79,200	\$81,375	\$99,750	\$165,000
Total Cost of Athletic Program	<\$43,045>	<\$65,658>	<\$69,855>	<\$112,903>
College Revenue	\$87,272	\$44,988	\$76,682	\$145,671

Key: I/S = In State
O/S = Out of State

* Adding two new sports

Note: 08-09 Out of State Tuition is a projection

BASIC SKILLS PROGRAM

BASIC SKILLS PROGRAM

1. MISSION

Our vision is to make services and courses accessible to all Cerro Coso students whereby they may become successful based upon their goals and specific skill needs and to, as much as is possible, make the services and courses self-sustaining at all campuses.

The mission for Cerro Coso College Basic Skills Program called “Community of Emerging Scholars” is to assist students who lack specific skills, across the curriculums, to become successful in meeting their goals or in

their coursework by providing:

- Trained peer tutors
- Faculty tutors for drop-in tutoring
- Skill development for attaining a GED
- Study skills development
- Skill development for Non-Native English learners
- Course specific materials for tutors and students such as textbooks, ESL materials, tapes, videos and software
- Non-credit curriculum specific to preparatory student needs
- Courses and services that are flexible and responsive to student needs

2. PROGRAM DESCRIPTION

The Community of Emerging Scholars Program supports student success and retention efforts throughout the college to directly meet the needs of preparatory students, students seeking certificates and vocational degrees and students who lack skills for success in transfer level courses across the curriculums. These efforts are accomplished by providing tutoring, courses, materials for Learning Centers and make up exam and online proctoring.

ACCOMPLISHMENTS FALL 2006- SPRING 2007

Beginning in Fall 2006 semester through Spring 2007, we began a process of rebuilding our basic program to make services available to all campuses including our online students.

TUTORING SERVICES-FALL 2006

- Academic Senate- request for tutors/referral process
- Renaming Basic Skills/Developmental Ed to Community of Emerging Scholars
- Reinstated Tutor Training early in the Semester Fall 2006

BASIC SKILLS PROGRAM

- Redid the Tutor Training Manual-- added list of books and materials
- Added training by departments
- Tutor Training Evaluation
- Faculty Drop-in Tutoring with Posters, Name Tags, signs for identification
- Began and revised PAR Tutor Sheets
- Added Inspiration software
- Placed One-time request for new computer equipment and printer-LAC
- Began working with sites- ITV with ESCC/ visit KRV
- Breeze Live for online real time Tutoring
- Faculty Tutor times posted and sent to counseling office
- Math department added Friday morning tutoring for math students

CONFERENCES

- Presentation to Department Chairs
- BASIC Skills Colloquium--KCCCD-ideas Accutrack/Tutor Certification/ tablet PC's

OTHER

- GED- workshops/letters/ calls/ revised information
- Weekly meeting of staff
- Curriculum change INST 40 to INST 004

TUTORING SERVICES-SPRING 2007-CONTINUE WITH ADDITIONS

- Began Tutor Training via ITV to other campuses- Spring 2007
- Added online request for tutoring—requests funneled to other campuses by IWV staff
- Added Vocational Nursing Training Tapes and software
- Tutor Conference
- Tutoring began at other campuses
- Purchase list
- Began looking at ESL and Study Skill Non-Credit Courses

OTHER

- GED- set days and times for GED/letters/ calls/
- Asked about GED for other campuses-plan for ESCC
- Weekly meetings with staff

BASIC SKILLS PROGRAM

3. STUDENT LEARNING OUTCOMES

Clearly we lack current data on students numbers, needs, and success and retention rates. Once our data collection is complete we will be better able to define and focus upon student learning outcomes. Further—essential to documenting any student leaning outcomes—is good research design and a means for future data collection

- Raise student awareness of and use of services
- Raise student success and/or retention rates in specific courses
- Train tutors to be able to provide additional documented data on students' learning
- Define SLO's for GED based upon assessed need
- Define SLO's for Technology for Tutors and study modules
- Add student learning outcomes to courses developed as a response to the self-study and to any new student assessments such as study skills or computer skills

4. FUTURE DEVELOPMENT ACTION PLAN

- Evaluate and modify current services and courses
- Perform a campus wide self-assessment of Basic Skills
- Use self-assessment for development of
 - Organization plan-address institutional policies and needs-across campuses and curriculums
 - Addition of other service components to address needs
 - Staff Development- planning, implementation, training, time for sharing of ideas, rewards...
 - Relate Instructional Practices to Student Leaning Outcomes- research based, broad-based, responsive, flexible, structure,
- Use institutional researcher for research design for Collection of success and retention data
- Accutrack/Other for basic skills data collection
- Work with other departments on-Study Skills and Computer Skills Assessments
- Curriculum Development- GED, ESL. Study Skills, Tutor Training including technology for tutors and adding INST C004 to the online courses of record
- Document student/faculty requests for services. Actively seek input.
- Tutor Certification- pursue
- Mentoring-pursue student and faculty mentoring

BASIC SKILLS PROGRAM

- Construct Budget- materials, supplies and books
- Continue to re-evaluate Cerro Coso's campuses for necessary changes and self-sufficiency.

TEAM BUILDING

We will continue to request:

- faculty referrals for future tutors,
- referrals for tutoring and
- departmental participation in tutor training,
- faculty drop-in tutoring as a campus-wide emphasis.

We, with faculty across curriculum, will work:

- to meet the needs of their students
- develop crucial assessments such as study and computer skills assessments.

COMMUNITY RELATIONSHIPS

We will work with the community, the counseling department and other agencies and groups to be responsive to their specific needs for basic skills development including services and courses for ENSL learners.

5. REQUIRED RESOURCES

FACILITIES

Our main needs are for development of Learning Centers at our Mammoth and Kern River campuses. A quiet space is needed for tutoring and/or proctoring at all campuses. Providing tutoring and proctoring in the same area is problematic for students that need quiet during testing times.

COURSES

Our main focus will be on development of non-credit courses, courses for ESL students and on further development of Tutor Training. In addition the development of study skills and computer assessments will better facilitate placement of students into the preparatory courses.

STAFFING

Each of our campuses needs to address the long-term need for staffing.

- The IWV campus has struggled since the last round of cutbacks with one full-time office person when previously we had two full time staff members. This will drastically and negatively impact our ability to collect data and document Student Learning

BASIC SKILLS PROGRAM

Outcomes as it currently affects our ability to deliver services and gather data. Reliance upon student workers for collection and analysis such vital information is not acceptable for future plans.

- Other sites need to address the need for staff to coordinate tutoring efforts and provide non-credit courses. Provision of staffing will vary with the campuses ability to generate FTE's and make the position self- sustaining should grant money no longer be available.
- It is strongly suggested that Cerro Coso hire an Institutional Researcher to assist with research design, proper data collection and evaluation of data for Student Learning Outcomes.

MATERIALS AND SUPPLIES

Each campus has submitted requests for materials, supplies, equipment, software and books. That will be attached to this document. Primary funding will be designated for setting up new Learning Centers and upgrading the IWV Center so each Learning Center has similar supplies and equipment.

- It is vital that each center have a means of tabulating and securing equipment.
- Further we believe that is vital for each campus to have a current set of textbooks and a means for purchasing these items needs to be addressed in the ongoing general budget of the college

BOOKSTORE

1. MISSION

The Cerro Coso Community College Bookstore is dedicated to student learning by making available to students in the college service area the books and supplies needed for the successful completion of their courses.

2. ADMINISTRATIVE SERVICE DESCRIPTION

The Bookstore is responsible for providing up-to-date textbooks and related supplies that support the curriculum of all college programs. Working with faculty department chairs, the bookstore staff coordinates the purchase of textbooks that students will use each term at each college site. Bookstore services are available at each of the college's four remote sites in addition to the primary campus. Students may also order via e-mail and telephone. The sales at the South Kern site are limited to the beginning of each term due to staffing limitations.

The Bookstore is expected to cover all operational costs, exclusive of utilities, and operate in a profitable manner consistent with current and ethical business practices. The profits of the Bookstore operations are used to fund student development activities.

3. CLOSING-THE-LOOP

This is the first unit plan for the Cerro Coso Community College Bookstore.

4. FUTURE DEVELOPMENT STRATEGIES

The demand on the Bookstore Manager to keep prices as low and competitive as possible is high. She is faced with the constant struggle to have enough books on the shelves for students, yet not be left with a large inventory needing to be returned. It is quite a balancing act having to deal with five bookstores as well as online students. This is becoming increasingly difficult as more students avail themselves of purchasing from internet suppliers. Other avenues of meeting student needs, such as e-books, are being considered.

5. REQUIRED RESOURCES

The Bookstore recently replaced a 19 hour per week position that has been vacant most of the last two years. This position was invaluable to the smooth operations for the spring 2007 semester bookstore sales. As the college grows, particularly at the extension sites, there may be a need to hire seasonal staff to meet the increased needs at the beginning of each term.

Prior to the beginning of every term, the Bookstore is in need of space to store and sort incoming inventory. As the college moves through the remodeling plans, it is becoming more

BOOKSTORE

and more difficult to find the temporary space needed. A space needs to be dedicated for this function. The Bookstore space is also becoming increasingly inadequate as the volume of e-mail and telephone orders rises. They need a place, with additional telephone and cashiering services, dedicated to the processing of these orders. An expansion to meet these needs was proposed in the fall of 2006 and the funding was not approved. This will be an ongoing request until adequate space is made available.

BUSINESS PROGRAM

BUSINESS PROGRAM

1. MISSION

The mission of the Business Program is to provide business administration transfer preparation for continuation of study in business administration, management, accounting, recreation management, or related degrees. Its mission is also to provide business education and employment retraining to empower students with the skills they need to be successful in the modern business environment.

2. PROGRAM DESCRIPTION

A.A. BUSINESS ADMINISTRATION

The Business Associate of Arts degree (60 units total, 25 units in the major) prepares students for transfer at the junior level to colleges and universities offering Bachelor's degrees in Business.

PROGRAM OUTCOMES:

Upon successful completion of the program, the student will be able to

- A. Demonstrate preparation for upper division coursework in business administration or a related field of study.
- B. Demonstrate a general understanding of the nature of business
- C. Demonstrate through verbal and written performance the ability to apply critical thinking to business, technical, economic, legal and analytical issues
- D. Demonstrate preparation to function effectively in the global economy

STUDENT LEARNING OUTCOMES ASSESSMENT:

Student Learning Outcome	Assessment Plan	BSAD C101	BSAD C102	BSAD C131	CSCI C101	ECON C102	ECON C103	MATH C121
Demonstrate preparation for upper division coursework in business administration or a related field of study.	Assessed by written and oral assignments	I,D,M	I,D,M	I,D,M	I,D,M	I,D,M	I,D,M	I,D,M
Demonstrate a general understanding of the nature of business	Assessed by written and oral assignments	I,D	I,D	I,D		I,D	I,D	
Demonstrate through verbal and written performance the ability to apply critical thinking to business, technical, economic, legal and analytical issues	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	I,D	I,D
Demonstrate preparation to function effectively in the global economy	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	I,D	I,D

BUSINESS PROGRAM

A.S. BUSINESS ADMINISTRATION

The Business Administration Associate of Science degree (60 units total, 28 units in the major) is designed to develop skills for immediate employment in an increasingly challenging business environment. These majors are intended to provide a student with a broad preparation for a career in business.

The Business Administration Certificate (28 units) is available to any student completing the courses required for the major.

PROGRAM OUTCOMES:

Upon successful completion of the program, the student will be able to:

- A. Demonstrate a general understanding of the nature of business
- B. Demonstrate through verbal and written performance the ability to apply critical thinking to business, technological, and analytical issues
- C. Demonstrate the ability to make legal and ethical decisions in a business context
- D. Demonstrate an understanding of the issues involved in operating a business in complex, diverse, and international environments
- E. Demonstrate an understanding of financial management

STUDENT LEARNING OUTCOMES ASSESSMENT:

Student Learning Outcome	Assessment Plan	BSAD C100	BSAD C101	BSAD C110	BSAD C131	BSAD C141	BSAD C151	BSAD C152	BSAD C212	CSCI C101
Demonstrate a general understanding of the nature of business	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
Demonstrate through verbal and written performance the ability to apply critical thinking to business, technological, and analytical issues	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	I,D	I,D	I,D	I,D
Demonstrate the ability to make legal and ethical decisions in a business context	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
Demonstrate an understanding of the issues involved in operating a business in complex, diverse, and international environments	Assessed by written and oral assignments	I,D			I,D	I,D	I,D	I,D	I,D,M	
Demonstrate an understanding of financial management	Assessed by written and oral assignments	I,D	I,D	I,D			I,D			

BUSINESS PROGRAM

A.S. BUSINESS MANAGEMENT

The Business Management Associate of Science Degree (60 units total, 31 units in the major) is designed to provide the graduate with key management skills in a technological business environment as well as providing students with the foundation to transfer to a four-year college.

The Business Management Certificate (31 units) is available to any student completing the courses required for the major.

PROGRAM OUTCOMES:

Upon successful completion of the program, the student will be able to

- A. Demonstrate a general understanding of the nature of business
- B. Demonstrate through verbal and written performance the ability to apply critical thinking to managerial, technological, and analytical issues
- C. Demonstrate the ability to make legal and ethical decisions in a managerial context
- D. Demonstrate an understanding of management, supervision, and leadership in a diverse and complex environment
- E. Demonstrate preparation for upper division coursework in business administration or a related field of study.

STUDENT LEARNING OUTCOMES ASSESSMENT:

Student Learning Outcome	Assessment Plan	BSAD C100	BSAD C101	BSAD C131	BSAD C145	BSAD C151	BSAD C152	CSCI C101
Demonstrate a general understanding of the nature of business	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	I,D	
Demonstrate through verbal and written performance the ability to apply critical thinking to managerial, technological, and analytical issues	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	I,D	I,D
Demonstrate the ability to make legal and ethical decisions in a managerial context	Assessed by written and oral assignments	I,D	I,D	I,D		I,D	I,D	
Demonstrate an understanding of management, supervision, and leadership in a diverse and complex environment	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	I,D	I,D
Demonstrate preparation for upper division coursework in business administration or a related field of study	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	I,D	I,D

A.S. ENTREPRENEURSHIP

The Entrepreneurship Associate of Science Degree (60 units total, 31 units in the major) is

BUSINESS PROGRAM

designed to provide the student with key entrepreneurial skills in a business environment as well as providing students with the foundation to transfer to a four-year college.

The Entrepreneurship Certificate (31 units) is available to any student completing the courses required for the major.

PROGRAM OUTCOMES

Upon successful completion of the program, the student will be able to

- A. Demonstrate a general understanding of the nature of business
- B. Demonstrate through verbal and written performance the ability to apply critical thinking to business, technological, and analytical issues
- C. Demonstrate an ability to think creatively and to solve problems in a small business environment
- D. Demonstrate preparation for upper division coursework in business administration or a related field of study.

STUDENT LEARNING OUTCOMES ASSESSMENT

Student Learning Outcome	Assessment Plan	BSAD C100	BSAD C101	BSAD C131	BSAD C145	BSAD C180	CSCI C101
Demonstrate a general understanding of the nature of business	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	
Demonstrate through verbal and written performance the ability to apply critical thinking to business, technological, and analytical issues	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	I,D
Demonstrate an ability to think creatively and to solve problems in a small business environment	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D,M	I,D
Demonstrate preparation for upper division coursework in business administration or a related field of study.	Assessed by written and oral assignments	I,D	I,D	I,D	I,D	I,D	I,D

3. FUTURE DEVELOPMENT STRATEGIES

Although the Associate of Arts in Business is fairly popular, much can be done to increase the awareness of it specifically in the area of alignment with different programs at likely transfer schools. This should be done with online and face to face programs.

Future development strategies in the certificates and associate of science degrees revolve around working with advisory committees and local communities to guide the creation of new certificates and courses. Short courses that can be created quickly using the Special Topics format will likely be used more often depending on community need.

BUSINESS PROGRAM

Work will be done next year to re-design the degree requirements for the next catalog printing and course outlines of record will be updated.

A new state sponsored program in insurance is being evaluated for possible inclusion as is a new certificate from Microsoft

4. PROGRAM SPECIFIC REQUIRED RESOURCES

EQUIPMENT

Current hardware and software able to train students to be competitive in the workplace and for transfer to other programs is necessary. Classrooms must have computers, speakers, a projector, and the ability to play CDs and DVDs.

SUPPLY

Normal classroom and office supplies are necessary,

STAFF

The Business and Information Technology department has lost 40% of its full time faculty in the past year. The replacement of the full time instructor in the area of business is essential if the program is to remain vital.

5. TRENDS

Business program graduates have consistently made up 10%-22% of Cerro Coso's graduating classes.

INDUSTRY DATA

Term Code	Sections	Census	FTEs	FTEF	Productivity	Acad. Yr	Yrly Prod.
200170	17	391	46.39	4.33	10.71		
200230	14	331	38.09	3.12	12.21	2001-2002	11.34
200270	17	452	51.89	3.60	14.41		
200330	16	418	45.58	3.74	12.19	2002-2003	13.28
200350	5	119	15.12	1.75	8.64		
200370	16	470	53.61	4.42	12.13		
200430	20	513	55.82	4.28	13.04	2003-2004	11.92
200450	5	164	17.42	1.14	15.28		
200470	15	420	48.72	3.45	14.12		
200530	15	388	42.18	3.28	12.86	2004-2005	13.76
200550	5	168	16.60	1.07	15.52		
200570	16	475	47.03	3.51	13.40		
200630	18	488	48.16	3.73	12.91	2005-2006	13.45
	Sum: 176	Sum: 4,797	Sum: 526.62	Sum: 41.42	12.71		

BUSINESS & INFORMATION TECHNOLOGY DEPT.

BUSINESS & INFORMATION TECHNOLOGY

1. MISSION

Our mission is to provide computer information systems and business administration transfer preparation; vocational business and computer technology education; employment retraining and computer literacy skills. We support lifelong learning and participation in a technological world. We respond to the business training and information technology needs of the community and empower students with the skills they need to be successful in the modern business environment

It is the purpose of the Department of Business and Information Technology to provide courses and instruction that will meet the academic, vocational, and general education needs of our students, college, and communities. We provide instruction leading to Associate degrees and certificates in multiple occupational areas including: Business Administration, Business Management, Business Office Technology, Computer Information Systems, Computer Technology, Entrepreneurship, and Paralegal.

What we had for one and five year goals are pasted below. We have met some of these goals and still are working on others. We are adding things we have done or are in the process of doing under the Action: section.

- 1) Complete program reviews for each area and review all curriculum up to date on an ongoing basis to determine what additions and additions need to be made. Action: Additions of courses for this coming year should be identified in this unit plan. All COR not up to date should be refreshed before the end of this Spring Semester or ready for presentation in Fall 07 at the end of summer.
- 2) Work with college administrators at all sites to evaluate course offerings and needs. Action: Summer and Fall 07 schedules have been created in collaboration with IWV, KRV, Mammoth, Bishop. Increases in Business offerings through ITV have taken place and more are planned for Summer and Fall 07. CSCI C101 has now been added on site in KRV and a second Practical Literacy class is being offered in the Fall to allow students a choice between 8:00 am and evening classes.
- 3) Organize and set prerequisites in compliance with state laws and comparable educational institution standards. Action: Programs are now being reviewed. As COR are presented to CIC, Content Review is being updated and created to ensure advisories and prerequisites are identified in direct relation to identified student learning outcomes.
- 4) Emphasize academic rigor, curricular diversity, and innovation in teaching. (Duh – yep) Ok... list your things here. Action: Attending conferences, seminars, workshops, membership in state wide committees (speech recognition)
- 5) Encourage faculty members to pursue research, scholarship, and post-graduate education to maintain relevance and currency in areas of expertise. Action: Matt is working on

BUSINESS & INFORMATION TECHNOLOGY DEPT.

PHD. Karen and Debby attending conferences etc.

6) Seek out opportunities to collaborate with other departments in the development of new programs and curriculum in high demand areas... Action: With Health Careers – Medical Transcription program

7) Within our own department, Paralegal and Office Technology to Legal Secretarial. With Online Teaching Certification and Media Arts.

8) Establish a sequence of course offerings in all programs that include online delivery to enable students to complete their degree requirements in a timely and efficient manner. Action: In the past two years, 3 Keyboarding courses, Business Math, Intro to Accounting, Office Personnel Seminar, and Internet have been added to the online offerings. !2 special topics classes have been added c/w online delivery approval.

9) Strive to create a student-centered environment accessible to individuals of diverse ages, cultures, and socio-economic backgrounds. Action:

10) Develop partnership programs with private and public universities to give our students the recognition and advantage they need in transferability and access to quality university education. Action:

11) Develop community partnerships and internships that enable students to gain valuable work experience and practical application of academic skills in real world settings. Action: Work experience elective brought back into Business Office Technology program. BSOT works with the CC Job Placement Specialist.

12) Enrich students and their communities through civil service, social projects, and community involvement. Action: Participates in Fall fair booth and lego robot demonstrations. Computer S.I.T club works in many ways including re-cycling 95 computers so far...

13) Develop and promote a student/faculty leadership program with specific guidelines incorporating community leadership, stewardship, academic excellence, and honor. Action:

14) Maintain sensitivity and accommodation to contemporary trends in society and challenge students to commit themselves to a lifelong learning process. Action: Ongoing updating of course materials.

15) Stimulate, encourage, and maintain creativity, scholarship, and critical thinking via course development by tailoring to specific academic and community needs. Action: Ongoing use of technology in new ways to promote critical thinking activities. (SAM, Thomson Now, Lego Programming, FileMaker Pro to Access etc.)

16) Establish and implement program area advisory groups to determine the employment and executive requirements for business training, consulting, management skills, business office technology, computer science, and resort management needs within the local communities the department serves. Action: Advisory meetings now every semester for the past three semesters with date set for Fall 07 for the fourth.... Widening of advisory participation... Renewed connections with Navy base training needs.

BUSINESS & INFORMATION TECHNOLOGY DEPT.

17) Create a marketing strategy to publicize the department's programs in a leading role with reference to serving students, faculty, staff, and the local community. Action: New brochure about to be completed. New web marketing strategies now actively unfolding.

2. PROGRAM DESCRIPTIONS

BUSINESS OFFICE TECHNOLOGY

To provide an environment and curriculum designed to equip learners with the skills necessary to compete for employment in an entry-level administrative assistant position while encouraging a desire for life-long learning.

The graduate of this program has reliably demonstrated the ability to:

- Compose messages, memos, letters, and short reports, correctly applying the fundamental principles of spelling, grammar, and punctuation.
- Utilize active listening skills to accurately condense and record verbal information, instructions, and ideas.
- Communicate verbally, using language that is appropriate to the intended audience.
- Select, apply, and adapt computer software tools such as word processing, spreadsheet, data base, accounting, presentation, and desktop publishing, to business related tasks.
- Transfer skills and knowledge of software, technology, and business systems from one situation to another.
- Assess one's own thinking and that of others, recognizing fallacies, biases, misrepresentations, and unfounded conclusions.
- Define and solve problems both independently and in teams, using a variety of creative problem-solving approaches.
- Apply standard records management procedures when establishing and maintaining systems to classify, organize, store, and retrieve hard copy and electronic files.
- Analyze and record a variety of business financial transactions such as petty cash, bank deposits, accounts receivable, and accounts payable.
- Apply computational skills to business-related tasks and assess the logic of the results.
- Manage time effectively by setting goals, organizing, planning, prioritizing, and scheduling activities, routines, and projects.
- Achieve business standards for efficiency and quality of work while projecting a professional image.
- Apply ethical standards with respect to privacy, confidentiality, and personal behavior.
- Locate, select, evaluate, organize, and summarize information, using appropriate resources.

BUSINESS & INFORMATION TECHNOLOGY DEPT.

Business Office Technology Associate of Science Degree (60 Units)

Business Office Technology Certificate (30 units)

Office Assistant Certificate (18 Units)

Office Clerk Award (12 Units)

PARALEGAL STUDIES

Currently being worked on.

3. CLOSING-THE-LOOP

BUSINESS OFFICE TECHNOLOGY

Student learning outcomes are measured using a variety of methods.

Computer skills are sometimes measured through a progression including introduction in a hands-on business related scenario based session, review, case study. This scenario and product based assessment is followed up by a topical training and assessment module to ensure various skills were mastered. (This includes Beginning, Intermediate, and Advanced Word, Excel, Access, plus electives Outlook, PowerPoint, and other applications.)

Other Computer skills are sometimes measured through repetition, timing, and accuracy as in the case of the keyboarding and document production courses. (This includes the three keyboarding classes and elements of Office Personnel Seminar) Beginning computer skills (computer literacy) is measured through hands on practical assignments and testing.

Writing Skills are measured through practice and theory, from various perspectives including understanding of correct English punctuation, grammar, and spelling. A multitude of business documents are created and edited across the curriculum for proofreading, production, form, and appropriateness.

Accounting and Business Math Skills are measured by unit assessments, through handwritten work, computer data entry, and mini practice sets emulating real life business practices to produce payroll and other accounting documents.

PARALEGAL STUDIES

Currently being worked on.

4. FUTURE DEVELOPMENT STRATEGIES

BUSINESS OFFICE TECHNOLOGY

Upgrade training to include Windows VISTA operating System Fall 2008 and MS Office 2007 by Fall 2007. The new operating system will directly impact at least 15 CSCI/BSOT courses, requiring text, syllabi, and possible (COR) course outline of record upgrades. The vista operating system upgrade will indirectly impact all other courses requiring computer

BUSINESS & INFORMATION TECHNOLOGY DEPT.

usage, numbering at least six at this time.

- Add Database Migration Elective (Spring 2007)
- Add Computer Accounting with Quickbooks (Summer 07)
- Add Transcription Technology using .wav pedal (Fall 07 or Spring 08)
- Add Speech Recognition w Vista (Fall 2008)
- Add another level of PowerPoint class.
- Update program info to include the new electives.
- Create a new certificate for Legal Secretary; one that draws on existing Paralegal and Office Technology courses plus one or two new.

Promote spread of program availability through online and ITV channels.

For Proposed Legal Secretarial Certificate: A new certificate option will be created for roll out Fall 08 to allow students to be employable in entry level legal secretarial positions. Many of the requirements for legal secretaries are the same as for BOT, with a few additions. At this time, the proposed certificate will consist of the following courses:

CSCI C070 Computer Literacy	1 Unit
BSAD C145 Business Communication	3 Unit
BSAD C070 Business Mathematics	3 unit
BSOT C133dvanced Keyboarding	1 Unit
BSOT C154 Office Personnel Seminar	3 Unit
CSCI C121 Beginning MS Word	1 Unit
CSCI C123 Beginning MS Excel	1 Unit
CSCI C125 Beginning MS Access	1 Unit
CSCI C151 Intermediate MS Word	1 Unit
CSCI C161 Advanced MS Word	1 Unit
CSCI C135 Beginning Adobe Acrobat	1 Unit
BSAD C131 Business Law	3 Unit
PARA C101 Intro to Paralegal Studies	3 Unit
PARA C150 Intro to Law Office Management	3 Unit
NEW: Legal Terminology	1 Unit
NEW: Legal Transcription w. .wav pedal	1 Unit
Total	28 Unit

BUSINESS & INFORMATION TECHNOLOGY DEPT.

PARALEGAL STUDIES

Update course outlines of record for ALL PARA (14) courses by Spring 2008, based on what we learned from the first two years' offerings (Fall 06 through Spring 08).

Offshoot new Legal Secretary program will both feed the program and take people who decide to back up a bit on their plans.

Create new Legal Transcription course (and share equipment required with upcoming Medical Transcription/BSOT courses.)

PARA teaching team is reviewing possible use of WEST publishing online courses coupled with Course Technology texts to relieve learning curve and time for new adjuncts to develop online courses in this high resource dependent field.

Take Program Outcomes to CIC for review and acceptance.

5. REQUIRED RESOURCES

BUSINESS OFFICE TECHNOLOGY

EQUIPMENT & SOFTWARE

- Computers capable of running MSOffice 2007 and for Fall 2008, Windows Vista. Plus
- CD Burning software such as Nero
- Newest version of Flash (for book on CD's and Course Technology websites)
- Newest version of Java
- Mozilla Firefox
- Internet Explorer
- Web Cam drivers (were those purchased yet?)
- GoogleTalk
- FTP software/test if ftp works through firewall
- .wav pedal devices for transcription
- Keyboarding Pro and Check Pro Software
- SAM skills assessment management

SUPPLIES

Usual, ink, folders, office supplies

STAFF

Adjunct content experts, ITV lab aides...

BUSINESS & INFORMATION TECHNOLOGY DEPT.

PARALEGAL STUDIES

EQUIPMENT

.wav pedal... Also part of Office 2007 upgrade.

SUPPLY

Usual Office and Marketing supplies.

STAFF

Maintain four/five adjuncts – add new as needed.

6. TRENDS

BUSINESS OFFICE TECHNOLOGY

Data is being gathered and evaluated for this program. Trends may include but are not limited to the following:

- Enrollment and productivity demographics (by semester or year)
- Success rate/majors/gender/age/ethnicity/
- Retention/degrees/certificates/FTES

PARALEGAL STUDIES

Trends may include but are not limited to the following: Data still incoming, but indicators are that legal field is growing, therefore both PARALegal and Legal Secretarial fields have growing employment opportunities for new grads.

Enrollment and productivity demographics (by semester or year)

Success rate/majors/gender/age/ethnicity/

Retention/degrees/certificates/FTES

For one... work with High Schools for Career Pathways development and other college programs to ensure preparedness of incoming PARA candidates. Particularly look at preparation in the areas of:

- Business Computer Applications
- School Governance
- English Composition
- Technical Writing
- Business Law
- Political Science

BUSINESS SERVICES

BUSINESS SERVICES**1. MISSION**

The Cerro Coso Community College Business Services Department is dedicated to providing fiscal leadership to facilitate and support effective and efficient delivery of fiscal services to students, faculty and staff.

2. ADMINISTRATIVE SERVICE DESCRIPTION

Business Services is responsible for administrative, business and fiscal operations such as budget development, fiscal planning, budget monitoring and accounting. This office provides the following campus support: ASB and Enterprise accounting, campus accounts receivable, accounts payable, budget development, budget monitoring, purchasing compliance, cashiering, foundation fiscal operations, temporary labor payroll submission, assistance with categorical funds and grant reporting, assistance with grant applications, and training of Banner users.

In collaboration with district Chief Financial Officer, Internal Auditor, and Business Managers from our sister colleges, the Director of Business Services is involved in the development and implementation of fiscal policies and procedures for the Kern Community College District.

3. CLOSING-THE-LOOP

This is the first unit plan for Cerro Coso Community College Business Services.

4. FUTURE DEVELOPMENT STRATEGIES

The Director of Business Services will lead the budget development process as outlined in the college's participatory governance document. The Business Services Department will continue to evaluate services to streamline and automate its processes wherever possible. It will continue to provide training opportunities across the college to enhance staff understanding of budgetary documents and the Finance Module of the Banner system.

5. REQUIRED RESOURCES

The Business Office has been operating with reduced staffing since the departure of the Director of Learning Support Services in June 2003 and the promotion of the Accounting Supervisor to Director of Business Services in September 2004. There was a district wide internal Business Services review conducted in 2004 and an external district wide review in 2006. The results of these reviews reinforced the need for one additional position within Business Services at Cerro Coso Community College. The results of these reviews have yet to be implemented. It is hoped that this situation will be remedied within the beginning months of 2007-2008.

Although the Business Office is crowded, it has not proven to be a problem as yet. There

BUSINESS SERVICES

has been a request placed to have the carpet replaced and walls painted through the scheduled maintenance funding. These items did not make the 06/07 round of budget dollars, but should be considered for 2007-2008.

The computers within Business Services are approximately 5-6 years old. The Director has experienced slowing of her computer. She is a "power user" of Banner and is in need of a computer with greater speed. The other 3 computers will need to be replaced over the next couple years to provide staff with the capacity for efficient performance of their duties as they are regular users of Banner.

CALWORKS

1. MISSION

The mission of the Cerro Coso CalWORKs1 Program is to provide participants with quality educational programs and employment training experiences that lead to economic self-sufficiency.

2. PROGRAM DESCRIPTION

The CalWORKs program provides a broad range of services to eligible students which includes, counseling services specialized to meet CalWORKs student needs, work study opportunities, child care referrals, information related to CalWORKs state compliance regulations, and liaison with the Department of Human Services to help students maintain CalWORKs benefits. Additionally, CalWORKs students are provided with specialized job prep training (developing resumes and interviewing skills), workshops related to CalWORKs issues, and individualized support services and referrals.

CalWORKs program staff must track CalWORKs students' attendance and participation in the campus CalWORKs program, providing yearly reports to the State Chancellor's Office. Currently, CalWORKs services are provided at the IWV and KRV sites.

3. STUDENT LEARNING OUTCOMES

- As a result of working with Cerro Coso CalWORKs staff, students will understand State (Department of Human Services) CalWORKs regulations and compliance requirements, and be able to utilize Cerro Coso CalWORKs program resources to meet DHS requirements.
- As a result of working with Cerro Coso CalWORKs staff and resources, students will be able to develop a short term educational plan that will lead to employment.

4. CLOSING-THE-LOOP

Due to clarification of necessary documentation to determine eligibility, CalWORKs staff has developed procedures to obtain necessary documentation from DHS. Needed documentation is provided either by the student, or more commonly by the DHS CalWORKs workers. Specific consent forms and request for information forms for CalWORKs students have been developed by staff and adopted by DHS.

Starting this coming academic year, 2007-2008, additional data elements on CalWORKs students needs to be collected and entered into the MIS system. The MIS data is reported to the State Chancellor's office and will be used to determine next year's allocation. The CalWORKs staff has attended necessary conferences where the new data elements and overall program changes have been provided, as well as suggestions on how to implement

CALWORKS

changes and the collection of data elements. Cerro Coso CalWORKs staff has integrated new requirements by updating information collected on each student.

For the past 1 ½ years, child care funds provided by the State Chancellor's office have not been utilized due to institutional problems related to staffing. This past year an alternative attempt to correct this problem was made. Due to delayed approval and miscommunication by both college and child care provider, funding was not available for child care services for 2006-2007. A contract has been sent out four months prior to the next academic fiscal year which will hopefully correct past problems and the program expectation is to have child care funding available to students starting the fall 2007 semester.

The program requested Supplemental Plan funds from the State Chancellors office this year for the purposes of hiring a Job Development Specialist, and providing work study funds for off campus work sites. The Job Development Specialist has built a jobs program from the ground up. The program includes a job search and job readiness component for students and liaison with community businesses and employers resulting in on-going relationships and job opportunities for students in the community. The new position has developed promotional materials to be used for informing students, college staff, and the community of the new program at Cerro Coso. Additionally, the Job Development Specialist has been working closely with the vocational faculty to develop internships and discuss viable job training programs appropriate for CalWORKs students.

4. FUTURE DEVELOPMENT STRATEGIES

CalWORKs staff will continue to stay apprised of changes in the State regulations regarding eligibility requirements, MIS data elements and reporting, and new allocation process. Staff will attend necessary State CalWORKs workshops, monitor CalWORKs list serve, and confer with other campuses.

Program staff will continue to network with community employers for purposes of developing off campus work study sites.

CalWORKs Coordinator will work on development of appropriate curriculum for work study students and students interested in preparing for the work force.

Program staff will continue to train KRV staff regarding CalWORKs eligibility requirements, and out reach strategies for purposes of identifying CalWORKs students at that site. Additionally, staff will work on developing off campus work study positions in the KRV community.

5. REQUIRED RESOURCES

- Due to the increasing demands of CalWORKs staff as a result of new State requirements, staff has less time for implementation of program services. The new position of the Job Development Specialist has provided students with additional resources related to job preparation and work study opportunities. The Job Development Specialist has

CALWORKS

alleviated some of the other staff's workload by providing orientation and follow up services. Through recognition of the added value of the Job Development Specialist to Cerro Coso, the program hopes to obtain permanent funding and retain the Job Development Specialist position.

- As a result of increase in new requirements by the State, there has been an increase in workload to the CalWORKs Coordinator and Department Assistant III. Contingent on the new allocation model and funding, extending the part time duties of the Department Assistant to full time would greatly enhance the quality of services to CalWORKs students, and provide adequate coverage to collecting and maintaining necessary data as required by the State.

6. TRENDS:

- Decrease in available work study positions due to less match money available for on campus jobs. (decrease in federal work study monies)
- Limited staff to develop off campus work study positions
- Changes in reporting CalWORKs student participation through the MIS system resulted in 05-06 decrease of students served.

	2003-2004	2004-2005	2005-2006
Students Served	158	253	151
Work Study Positions	31	23	14

CC ONLINE

CC ONLINE

1. MISSION

The mission of Cerro Coso Online is to provide high quality online degree and certificate curricula in lower-division arts and sciences and in vocational/technical/occupational education. Essential to this mission is providing online support services which enhance student opportunities for success.

2. PROGRAM DESCRIPTION

Cerro Coso began its online program (CC Online) in the Spring of 1997 with the offering of one course (Developing A Web Page With HTML). The course filled quickly and an additional section had to be added to accommodate the number of students. The success of that course spurred the offering of additional courses in CIS and English and it was decided that the fit of faculty, administration, student services, students, and service area lent itself well to building a virtual site around the online delivery method. Plans developed quickly with the recruitment and training of faculty to phase in the delivery of courses able to fulfill CIS and General Education degree requirements. A committee was formed to help develop plans and policies and a Director and Program Manager were hired to begin development of a support structure. A Substantive Change Report was filed with the accrediting agency to formalize plans to develop the program and to deliver courses online, outside of our service area. The program grew quickly with the offering of 4 courses in the Fall semester of 1997 and 17 in the Spring of 1998. It was acknowledged early on that well-developed student services would play a key role in the success of the program as well as a structure built around offering degrees rather than courses. Paramount to this was the decision to offer courses and services completely online without a face to face requirement. Over the years additional resources came from grants and the creation of the California Virtual Campus and the program became a model and one of the best-respected online programs in the country. In the academic year of 2005-2006, 164 different courses were offered.

Cerro Coso offers online Associate degrees and certificates in:

- Administration of Justice
- Business,
- Computer Information Systems
- Child Development
- Digital Animation
- General Education/Liberal Studies
- Health Careers
- Humanities

- Paralegal
- Social Sciences
- Web Design

ONLINE STUDENT DEMOGRAPHICS

CC Online had a total enrollment of 5,592 during the 2005-2006 academic year. This included 1,844 students in the Fall, 2,071 in the Spring, and 1,677 in the Summer. Total units generated by the site for the year was 26,023.

Students participated in the program from all over the world but the bulk were in California. As in the past, the program proved to be especially important to students with family, work, or military obligations.

Of the 5,592 students enrolled in CC Online classes, 68.94% (3,855) were female and 80.88% (4,523) were over 21 years old or older. The ethnicity breakdown included 66.24% (3,704) White, non-Hispanic students; 13.23% (740) Hispanic; 6.94% (388) Black; and 3.13% (175) Asian students.

11.55% (646) were enrolled as Full-time students. The remaining students were either taking fewer units due to schedule constraints or were taking online courses to round out their face-to-face programs.

ONLINE INSTRUCTOR DEMOGRAPHICS

During the 2005-2006 academic year, CC Online employed a total of 90 instructors, 42.2% (38) of those were full-time instructors at Cerro Coso teaching online courses as either part of their load or as overload. Of the 52 adjuncts, 3 of those were employed as full-time classified employees teaching online in an overtime capacity. 76% (68) of the 90 instructors live in the Cerro Coso service area, 12% (11) live outside of California (Arizona, Maine, Nevada, North Carolina, Texas, Florida, and Wisconsin).

ONLINE COURSE DEMOGRAPHICS

164 different online courses were offered over the academic year. Many courses were offered every semester in several sections while some were offered only once during the year. Courses were part of a specific degree program, offered as a general education requirement, or used as training for online courses or instruction.

3. CLOSING-THE-LOOP

4. FUTURE DEVELOPMENT STRATEGIES

Future development strategies and opportunities include:

- Redesign/update Faculty Training Certificate Program – The online faculty program has had 1,196 people (mostly faculty) enrolled with 596 completers. The program is

CC ONLINE

fairly outdated and needs to be updated to reflect some changes in delivery options, etc.

- Improve Retention & Interaction Tracking – Many large online schools regularly check in with students to monitor progress and to proactively answer questions, etc. With additional staffing, CC Online could use this process to assist in increasing retention and promote a sense of student community and involvement.
- Online Course Evaluation – The online course evaluation form is currently being examined and modified across the KCCCD. CC Online needs to incorporate this into all online classes.
- District-wide Support Structure Evaluation – The District Distance Education Task Force is beginning to examine the possibility of centralizing support of different programs at individual colleges. There has been discussion of the possibility of Cerro Coso providing online program support for the District colleges. This would likely have support staff ramifications.
- Marketing and Advertising – Advertising and marketing of CC Online is very sparse. Most is centered on word of mouth, distance education evaluation programs, and the online catalog at the CVC.
- Front Page Website Support – Microsoft has announced plans to discontinue support of FrontPage. CC Online has a significant amount of material in FrontPage and will have to investigate options for migration to something else.
- Investigation of New Technologies – Many new technologies (podcasting, etc.) have come in to play since the inception of the program. Some may have significant possibilities for reaching out to new students.
- Moodle Training – The College and District have made the decision to support Moodle as a course management system. CC Online has many courses in Moodle currently but will need to phase in the complete migration from FrontPage within a relatively short time frame.

5. REQUIRED RESOURCES

EQUIPMENT:

A server that supports class content and the CC Online website resides at the District office. It is supported by both the District IT department and CC Online staff. As discussed above, this may need to change shortly due to the discontinuation of FrontPage.

The program uses a streaming media server located at Palomar College (CCSAT) to support the online speech class.

The Moodle course management system is currently hosted and supported by Remote-Learning, a company located on the east coast.

CC ONLINE

The College subscribes to an anti-plagiarism program, TurnItIn to provide support for on-line and face to face courses.

CC Online staff use computers, printers, telephones, faxes, etc. to support their job tasks. Moderately high-end equipment is necessary for many of these tasks.

SUPPLY:

In addition to general office support supplies, the program uses a significant number of CDs for data backup and certificate forms for faculty training program completers. Some specialized media software is also used to support the digitization of student speeches for the Speech class.

STAFF:

Currently there are two classified staff employees (Program Manager and Instructional Media Specialist) assigned to the program. A faculty member acts as Director with 40% release time. A significant amount of the success of the program rests on the skill and hard work of the two classified employees. There are times that an additional person could be used to answer telephone calls and assist with student access problems. This person could also be used to assist in proactive student success and clerical support throughout the year.

Additional staffing resides in other College offices and perform tasks for both online and face to face student support. Examples include counseling, bookstore, financial aid, admissions and records, the LRC, etc.

The Director supervises the two classified positions and reports directly to the Vice President of Student Learning

6. TRENDS

Several new academic programs have been added over the past few years and the number of courses offered and students enrolled continues to grow. This trend is likely to continue as more students find that online classes are useful for rounding out their schedules, for completing their programs, and for fitting in around their work and family lives. Continued growth will have implications on staff size and general support.

The following table compares the enrollment and offering trends over the past few academic years (fall, spring, and summer). Enrollment data for Fall 06 and Spring 07 show continued growth.

	2003-2004	2004-2005	2005-2006
Online Courses Offered	138	153	164
Online Students	5,185	5,468	5,592
Online Instructors	87	92	90

CC ONLINE

There are many opportunities for research given the proper data to work with. Retention, productivity, student location, student course loads at other institutions (in and out of KCCD) would all be interesting pieces of information.

The following table shows demographic information from the 2005-2006 academic year.

	Fall 05	Spring 06	Summer 06	Total	% of Total
Students Registered	2,927	3,098	2,460	8,485	
Dropped	1,083	1,027	783	2,893	34.10%
Enrolled	1,844	2,071	1,677	5,592	
Male	557	651	529	1,737	31.06%
Female	1,287	1,420	1,148	3,855	68.94%
Day	1,844	2,071	1,677	5,592	
Evening	-	-	-	-	
Fulltime	108	128	410	646	11.55%
Under 21	326	402	341	1,069	19.12%
Over 21	1,518	1,669	1,336	4,523	80.88%
Asian	52	55	68	175	3.13%
Black	133	145	110	388	6.94%
Filipino	32	38	32	102	1.82%
Hispanic	227	272	241	740	13.23%
Native American/ Alaskan Native	36	40	41	117	2.09%
Other Non-White	1	2	2	5	0.09%
Pacific Islander	9	13	14	36	0.64%
White, Non- Hispanic	1,259	1,387	1,058	3,704	66.24%
Unknown	95	119	111	325	5.81%
Total Units	9,198	10,206	6,619	26,023	

CHILD DEVELOPMENT DEPARTMENT

CHILD DEVELOPMENT DEPARTMENT

1. MISSION

The mission of the Child Development Program at Cerro Coso Community College is to provide a comprehensive educational program rooted in quality and excellence. The program is responsive to the interests, aspirations and capabilities of students worldwide.

The A.S. Degree in Child Development prepares students for life work in areas of child development, education (early childhood, elementary, and secondary), psychology, human service, administration of programs for children, and related human development fields

Students completing this major fulfill the educational requirement to apply for a California Child Development Permit. This major fulfills requirements for teaching in private child development settings licensed by the California State Department of Social Services. (*revised by CDAC September 14, 2004.*)

RELATION TO COLLEGE MISSION

The Child Development program/mission fully supports the college mission. The Child Development mission exemplifies a high quality degree and certificate program in vocational/technical/occupational education. We are continuously concerned with student opportunities for success as demonstrated by our program exceeding the standards set out by the California Child Development Permit. The Child Development mission reflects the college's response to the interests, aspirations, and capabilities of students. Students are prepared for work in myriad professions as well as to transfer to four year college programs.

2. PROGRAM DESCRIPTION

Child Development Associate of Science Degree (60 units total, 30 units in the major) is designed for students interested in infant, toddler, preschool or school-age education. Students may earn an A.S. degree in Child Development or an Assistant Teacher Award, Associate Teacher Award or Teacher Certificate for completing a defined course of study that requires fewer units than the A.S. degree. The California Child Development Permit Matrix requirements are reflected in our program allowing students to qualify for the permits required for teaching in programs governed by Title V and funded by contracts with the State of California. Permits are issued by the State Department of Education, California Commission on Teaching Credentialing (not Cerro Coso) and include Assistant Teacher, Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director.

All professionals working with children are required to have a clean criminal record, to demonstrate freedom from tuberculosis (TB), and to demonstrate the physical ability to perform all of the duties of a professional position working directly with children.

The requirements for this program are complex. You **MUST** meet with a faculty member and counselor. (*Cerro Coso Community College Catalog, Appendix C*)

CHILD DEVELOPMENT DEPARTMENT

PROGRAM STUDENT LEARNING OUTCOMES

By the completion of the Child Development Program students will be able to:

- A. understand, observe, analyze development from a theoretical perspective: including the realms of physical, socio-emotional, and cognitive development; from conception through adolescence
- B. develop curriculum appropriate to the individual developmental needs of children from infancy through school-age and across a variety of categories; aesthetic, affective, cognitive, language, physical, and social.
- C. demonstrate classroom management skills; working with individual, small and large groups of children
- D. demonstrate an understanding of the health, safety, and nutrition requirements
- E. analyze assessment techniques commonly used in the field of Child Development
- F. assess and practice a variety of program models
- G. address diversity issues, including special needs, with children, families, inclusion, and programs in a constructive way
- H. take a leadership role in both the profession of Child Development and in the community through an understanding of advocacy

These program learning outcomes are developed from the college mission and the design and breadth of individual courses. They are consistent with the statewide competencies as listed in *Competencies: For the Various Levels of the Child Development Permit. 1999 Revised Edition*.

3. CLOSING-THE-LOOP

CURRICULUM

Child Development strives to keep all of the course outlines and the general program presented in the catalog updated. In 2006-2007, CHDV C241, CHDV C251 and CHDV C252 were updated. All other courses are updated and we will continue to update according to the course schedule of CIC.

STUDENT LEARNING OUTCOME ASSESSMENT

Child Development will be completing the first SLO assessment for courses offered Spring, 2007. We will be assessing CHDV C101 Child Development, the introductory development course which is also a requirement for the permit matrix. A questionnaire will be given to all students currently enrolled in CHDV C101. CHDV C203 Principles and Practices in Child Development II will also be assessed this semester. This course is the capstone course for the program and is portfolio assessed. The full-time faculty will meet at the end of the semester to develop an assessment tool for the portfolio and to assess the portfolios pre-

CHILD DEVELOPMENT DEPARTMENT

sented in the current course. These course assessments of student learning outcomes will then be tied to the program level student learning outcomes that encompasses the first and last course in the program.

PROGRAM REVIEW

Child Development completed the comprehensive academic program review in Spring, 2005 and is due to complete the next full academic program review by Spring, 2011.

The 2-year Occupational Supplement for Child Development is in progress and is scheduled for completion at the end of the 2006-2007 year and will be presented to the Academic Senate in the Fall of 2007.

4. FUTURE DEVELOPMENT STRATEGIES

PRODUCTIVITY

Child Development needs to continue to make improvements in order to restore the former productivity levels. In order to improve enrollment and efficiency, we need to continue to look at the course offerings to make sure the needs of the communities are being met. Developing a cohort model where students work through the program together will assist in making sure the higher level courses have more students. We also work to balance online and onground course offerings so they do not compete with each other. In the past 2 years, we have utilized interactive television (iTV) to increase productivity and better meet the needs of the students in the smaller communities. In 2007-2008, we will not be teaching via iTV and will look at the impact of that decision in the next year.

PROGRAM

During the last comprehensive program review, CHDV realigned the course work with state requirements. We have a very streamlined and current program that addresses the field of child development. We continue to review our course offerings and to update regularly.

In Spring, 2006 CHDV began offering a seminar series and has continued each semester in 2006-2007. Professional growth activities are required for professionals to maintain currency and permits for their jobs. Currently, most opportunities are located outside of our communities and are not being taken advantage of. We want to continue to provide opportunities for students to obtain professional growth hours as well as the opportunity to develop their presentation skills. Providing these opportunities will increase our visibility in our communities and will bring more students to the college at all locations.

SITES

From Fall 2004 to Spring 2007, CHDV has utilized interactive television (iTV) to offer courses at the sites. Although we were able to offer 2 classes a semester, the enrollments were low and feedback from the students was not positive. These courses did allow us to offer low enrollment courses to the sites. In general, the classes became more like online courses and students who are uncomfortable with the online environment are also uncom-

CHILD DEVELOPMENT DEPARTMENT

fortable with the iTV courses. For this reason, CHDV (on the advice of the Child Development Advisory Committee which has representation from all sites) has decided not to offer class through iTV in the 2007-2008 academic year.

Part of the issues related to iTV has to do with the lack of institutional support for this medium. Different sites have different closing times, the technology was not reliable, there was little to no support at the sites for moving materials between sites, and students at the sites were alone on the building with no institutional representative available to even lock or unlock the doors. When these issues with iTV have been fully addressed, CHDV will take another look at the opportunity iTV courses provide.

In general, our course offerings at the sites are minimal. We have very few adjunct instructors and faculty members, although more than willing to travel, need to be compensated for the travel expenses.

We have developed a comprehensive long-term schedule that takes the sites into consideration, especially in terms of online offerings. We are very careful to balance our onground and online offerings so that they do not compete with each other. In general, if a course is offered onground at any site, it is not offered online. This has helped to maintain a higher number of students in each course.

KERN RIVER VALLEY

CHDV currently has a very involved adjunct instructor who has been able to assist in building the program in KRV. We have found that courses offered in KRV run with lower enrollment and students have lower success rates than the program in general. We are dedicated to offering at least 1-2 courses on ground each semester at KRV to meet the needs of the students and rely on the CDAC for guidance as to what classes best meet the students' needs.

EASTERN SIERRA COLLEGE CENTER

Unfortunately, we do not have the strong support of adjunct instructors at ESCC. This makes it difficult to offer a course of study. We have been working with the Owens Valley Center to offer courses through the virtual high school. However, our contact with community members is minimal. We would like to develop more relationships with the community in ESCC and have participated in the articulation meetings.

We have tried to respond to the needs of the community by offering requested courses. However, even these courses do not bring the students. The ESCC sites are continually low enrolled for the iTV courses that have been offered. In the Spring 2007 semester, we have 2 iTV courses. One only has one student from ESCC. The other course has 10 students, 9 of which are Spanish speakers. Teaching an iTV course with Spanish translators is not the best way to meet these student's needs. There is a need for more Spanish language instruction, and at the time we do not have the resources to provide this. We are committed to building relationships in ESCC so that we can offer programs that best meet the needs of the communities. This will

CHILD DEVELOPMENT DEPARTMENT

take planning, however, and the ability to engage in meaningful dialogue.

SOUTH KERN

For the 2006-2007 academic year, we were not able to offer courses at the South Kern site. This site does not currently have an iTV classroom and could not participate in our iTV courses. The child development programs in the community are also very limited and the military base has its own training program. We need to develop an outreach plan to assess the community's needs.

INDIAN WELLS VALLEY

Our offerings at IWV have become more efficient as we have offered fewer courses and streamlined our program. All of our courses are offered in a 2 year cycle on ground and we are careful to balance our IWV offerings with the online offerings so there is no competition. We are offering fewer onground courses at IWV then in years past and we believe this is because of our strong online program.

5. REQUIRED RESOURCES

SUPPLIES

In general, the supplies for the academic program are minimal. We do teach in a hands-on environment and need to maintain a certain level of supplies such as construction paper, glue sticks, scissors, and marker. There are also office supplies, such as printers, ink, and paper that need to be available.

DEDICATED CHDV CLASSROOM SPACE

Best practices in teaching identifies the need for specific space to document students' learning over the semester. Currently, instructors of CHDV teach in classrooms where nothing can be left on the walls. There are also materials and manipulatives that are unique to CHDV that adjunct instructors do not have access to because there is no central place to store them.

STAFFING

More full-time faculty – with the changes that are occurring in the field of Child Development, the CHDV program is going to continue to grow. To maintain our current program, and to support the future growth, we need to hire at least 2 more full-time faculty in the next 5 years. Our numbers support the hiring of 4 full-time faculty in the next 5 years. At least one full-time faculty member will need to be at the ESCC campus.

CHDV designated counselor – students involved in the CDAC expressed their need for a designated counselor that has intimate knowledge of CHDV. Currently there are issues with receiving different information from different counselors.

CHILD DEVELOPMENT DEPARTMENT

TRENDS

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity	Academic Yr	Yrly Productivity
200150	5	86	10.23	0.87	11.76		
200170	36	505	45.69	6.18	7.39		
200230	33	540	51.42	6.24	8.24	2001-2002	8.08
200250	10	225	6.63	1.66	4.00		
200270	36	637	65.15	6.18	10.54		
200330	36	695	75.82	6.65	11.40	2002-2003	10.19
200350	10	257	28.51	2.08	13.71		
200370	30	630	100.86	6.46	15.61		
200430	27	551	75.80	7.07	10.72	2003-2004	13.14
200450	10	297	29.69	2.60	11.42		
200470	30	674	78.92	8.70	9.07		
200530	28	564	53.76	4.31	12.47	2004-2005	10.40
200550	13	354	32.09	2.60	12.34		
200570	23	490	43.51	3.72	11.70		
200630	23	519	47.42	4.02	11.80	2005-2006	11.90
	Sum: 339	Sum: 7,024	Sum: 745.51	Sum: 69.34	10.75		

Child Development is clearly a growing program. Circumstances beyond CHDV's control negatively impacted our enrollment, as with the rest of the college. We are still recovering from the 2004-2005 impact, and growth is continuing to be steady.

COMPUTER INFORMATION SYSTEMS PROGRAM

COMPUTER INFORMATION SYSTEMS PROGRAM

1. MISSION

Our mission is to provide computer information systems and computer science transfer preparation, vocational computer technology education, and employment retraining and computer literacy skills while empowering our students to become lifelong learners and active participants in a technological world.

2. PROGRAM DESCRIPTION

AS DEGREE

Students completing the degree will be equipped to become entry-level programmers, network administrators, or web development specialists. Students completing the associate of science degree will be prepared to transfer to a baccalaureate program in business administration or computer information systems and may transfer some courses toward a baccalaureate in computer science.

CERTIFICATES

The **Computer Information Systems Certificate** is designed for students as a beginning certificate for those who intend to transfer to a four-year institution to continue studies in Computer Information Systems, Management Information Systems, or other comparable course of study. Students completing this certificate will be prepared to enter the job market as help desk providers or computer support specialists.

The **Computer Information Systems Intermediate Applications Certificate** is designed for students who plan to specialize in business and computer applications. Students completing this certificate will be prepared to enter the job market as computer operators, desktop publishers, and computer support specialists.

The **Intermediate Programming Certificate** is designed for students who plan to specialize in computer programming. Students completing this certificate will be prepared to enter the job market as entry-level computer programmers.

DEGREES, CERTIFICATES, AND AWARDS

- Computer Information Systems Associates of Science (60 units)
- Computer Information Systems Certificate (22 units)
- Computer Information Systems Intermediate Applications Certificate (24 units)
- Intermediate Programming Certificate (25 units)

COMPUTER INFORMATION SYSTEMS PROGRAM

STUDENT LEARNING OUTCOMES

1. Evaluate the foundational, practical and analytical skills necessary for success as an information specialist in the industry job market.
2. Apply appropriate use of productivity and efficiency tools common to the Information Systems field.
3. Analyze business, programming and application concepts that are vital in the Information Systems field.
4. Demonstrate the ability to learn rapidly to maintain skills necessary in the Information Systems field.
5. Demonstrate preparedness for one or more of the career tracks listed in the program descriptions for Information Systems.

3. FUTURE DEVELOPMENT STRATEGIES:

ROBOTICS

DESCRIPTION

The robotics project started out in the Spring 2006 semester as a unit in the CSCI 101 class to give hands-on experience for the computer programming chapter of the textbook. Because of the tremendous interest, a full semester experimental course was developed and offered in the Fall 2006 and Spring 2007 semesters. The course filled with a maximum of 24 students each time and currently has a 96% retention rate. The Course Outline of Record for CSCI 190: Introduction to LEGO Robotics and CSCI 195: Introduction to Robotic Programming has been submitted to the campus Curriculum committee for approval.

OUTCOMES

Robotics contributes to student learning by helping students develop valuable skills that are required for science, engineering, mathematics, and computer science careers, both practical and research oriented. Employers in these career fields look for prospects that can demonstrate the ability to:

- work cooperatively in a group environment;
- be a self-motivated, self-directed learner;
- look at a problem, break it down into its constituent parts, and find creative solutions;
- generalize from what is familiar and known to what is not familiar;
- think independently.

Students participating in robotics courses not only learn academic skills that address national standards in science, mathematics, engineering, and technology, they learn valuable skills that address criteria employers are looking for. Students completing a series of com-

COMPUTER INFORMATION SYSTEMS PROGRAM

munity college robotics courses will be very competitive in the application process to university programs and will have demonstrable skills that are desirable to employers. This is beneficial even for students who are going into academic and career paths other than science, computers, and math.

PROGRAM GOALS

- Development of a series of robotics classes that will serve as feeder courses into our CIS programming classes.
- Encourage students to pursue educational and career paths in university level computer science, engineering, and science related programs.
- Create a bridge between K12 and community college by generating interest in local college programs.
- Create a positive community connection through outreach activities, including the local fairs and service organization presentations.

OCCUPATIONAL OUTLOOK

(SOURCE: [HTTP://WWW.ROBONEXUS.COM/ROBOTICSMARKET.HTM](http://www.robonex.com/roboticsmarket.htm))

- 1 Enabling Technology. Many of the technologies required to build functional personal and service robots already exist, and markets for these products are already in place. Some of the most salient enabling technologies include advances in microprocessor technology, wireless technology, image processing, speech recognition, motion sensor technology, and embedded systems development tools.
- 2 Academia. Hundreds of universities worldwide have research programs in robotics and many are awarding degrees in robotics. These “roboticists” are increasingly being hired by Global 2000 organizations to link mobile robots (mobile computers) into existing IT systems.
- 3 Defense and Homeland Security. Homeland security, cost savings, and an emphasis on causality reduction during combat has pushed robotic research onto the fast track for government spending. For example, Congress passed a law two years ago making it an Army goal that “by 2015, one-third of the operational ground combat vehicles are unmanned.” The US Navy and Marines have similar initiatives underway.
- 4 Support by Leading Electronics and Automotive Vendors. The world’s largest consumer electronics and automotive companies including Honda, Sony, Fujitsu, Sanyo, Hitachi, NEC, Mitsubishi, Epson and others are developing entertainment and personal robotics for the home market.
- 5 Support by Major Mil\Aero Vendors. Military and aerospace heavyweights Boeing, Raytheon, Bell Helicopter, General Dynamics, Harris Corporation, Honeywell, Lockheed Martin, Northrop Grumman, TRW, Curtis-Wright Flight Systems, MITRE, Rockwell, and Yamaha all have targeted the rapidly expanding Unmanned Aerial Vehicle (UAV) market. Boeing, Lockheed Martin and other large companies are joined by over

COMPUTER INFORMATION SYSTEMS PROGRAM

one hundred dedicated unmanned autonomous vehicle (UAV) vendors to serve both the governmental and commercial markets.

- 6 **International, National and Regional Robotic User Groups and Professional Associations.** Every major industrial country has national organizations dedicated to robotics. International organizations also abound. There are hundreds of independent robotic user groups and associations worldwide, most of which reside in the US. Every major US city has a robotic club or association.
- 7 **Films.** From “Metropolis” (1927) and The Day the Earth Stood Still” (1951) to Stephen Spielberg’s “AI” (2001) and 2003’s “Terminator 3: Rise of the Machines”, the movie going public has been fascinated with everything robotic. This trend continues in 2004 with the July 4th release of “I Robot” starring Will Smith and 2005’s “Robots” from the same team that brought us “Ice Age”.
- 8 **Television.** In the US alone, there are currently three television programs dedicated completely to robots and robotics. Moreover, science and technology related cable channels such as TechTV, the Discovery Channel and the National Geographic Channel constantly run programs that focus on robots, mechatronics and robotics.
- 9) **Toys and Entertainment.** While most of the toy market has suffered in the recent economic downturn, Hasbro, Sega, Bandi, Tomy, Tiger Electronics and other toymakers have witnessed strong growth in the sales of robotic toys.
- 10 **Home Automation.** Honda, Husqvarna, Toro and others have released robotic lawn mowers in an effort to capture part of the \$22 billion U.S. lawn and garden market. On a similar note, traditional vacuum makers Electrolux, Eureka, Panasonic and been joined by newcomers Dyson, Cy, iRobot and others to target the home housekeeping market with robotic vacuum cleaners.
- 11 **Elder Assistance.** Many companies that produce medical/ rehabilitative products are partnering with robotics companies to develop elder assistance robots designed to serve a growing aging population and the home retirement segment. Similarly, assisted walking and wheelchair robots assist the disabled and the elderly in their everyday lives.
- 12 **Medical/Surgical.** Hundreds of robotic surgical systems are currently in use throughout the US with an equal number employed worldwide. These systems are joined by an increasing number of autonomous hospital delivery robots for X-ray films, samples and medicines.

DESKTOP SUPPORT SPECIALIST

DESCRIPTION

The need for qualified individuals to provide the necessary support for computer systems has never been greater. A Desktop Support Specialist program would give students the skills in computer programming, personal productivity applications, and data communications that they need to succeed as a software support specialist in a typical office environment

COMPUTER INFORMATION SYSTEMS PROGRAM

where administrative and financial management is supported by personal computers.

OUTCOMES

- An understanding of the capabilities and limitations of microcomputers
- Ability to recommend personal productivity solutions to end-users
- Ability to purchase and install stand alone and networked microcomputers and software
- Ability to write instructions for using applications
- Provide end-user training on new systems

OCCUPATIONAL OUTLOOK

Jobs in microcomputer software support are challenging and diverse, and the demand for individuals with a software support background is expected to grow significantly throughout the next decade. After a student has earned a Desktop Support Specialist certificate, he or she will be well prepared to go directly into entry-level employment in the software support field. According to the California Employment Department's 2001-2008 Labor Market Information, salaries ranged from \$25,000 to \$42,000 for an entry-level microcomputer software support specialist and up to \$77,000 or more for an experienced specialist.

COMPUTER TECHNICAL SUPPORT

DESCRIPTION

Computer Technical Support is the field of study involving computers in the areas of upgrade, repair, service, and networking. Students will gain an in-depth understanding of PC hardware, networking fundamentals, Windows operating system technologies, and computer servicing. This course of study will prepare students for the A+, Network +, and Security + Computer Technician Exam.

OUTCOMES

Broad exposure to many technical aspects of the computer industry including:

- Operating system installation and configuration
- Software configuration
- Network installation configurations
- Computer building and repair
- Optimizing, diagnosing, and preventative maintenance of basic personal computer hardware and operating systems

OCCUPATIONAL OUTLOOK:

This program prepares students for entry-level jobs as computer technicians. Typical jobs would be computer support technicians, computer assembly, computer upgrading, and in-

COMPUTER INFORMATION SYSTEMS PROGRAM

troductory computer repair. Salaries typically range from \$25,000 to \$40,000 for entry level and network administrators can earn up to \$80,000 or more with additional coursework.

Student Learning Outcome	CSCI 101	CSCI 241	CSCI 251	CSCI 252	CSCI 270	BSAD 100	MATH 130	MATH 131	Electives
Evaluate the foundational, practical and analytical skills necessary for success as an information specialist in the industry job market.	I	I, D	I, D	I, D	I, D	I	I, D	I, D	I, D, M
Apply appropriate use of productivity and efficiency tools common to the Information Systems field.	I, D	I, D	I, D	I, D	I, D, M				I, D, M
Analyze business, programming and application concepts that are vital in the Information Systems field.	I	I, D	I, D	I, D	I, D	I, D			I, D, M
Demonstrate the ability to learn rapidly to maintain skills necessary in the Information Systems field.	I	I, D	I, D	I, D	I, D	I, D	I, D	I, D	I, D, M
Demonstrate preparedness for one or more of the career tracks listed in the program descriptions for Information Systems.		I, D, M	I, D, M	I, D	I, D, M	I			I, D, M

4. PROGRAM SPECIFIC REQUIRED RESOURCES:

EQUIPMENT

Because of the quickly changing nature of the computer industry, faculty, classroom, and lab computers should be kept current and replaced on a regular cycle as determined by the campus Technology Resource Team.

SUPPLY

Basic instructional supplies are needed in order for the instructors to effectively communicate with students, including software, office supplies, etc.

STAFF

At the present time, the CIS area has 1 full time faculty, one 60%-assigned faculty, and 25-28 adjuncts [insert #CIS adjuncts] teaching sections. Due to promotion, our area lost a full-time CIS instructor this year. The ratio of full-time to part-time faculty would indicate a need for additional full time staff to cover classes and participate in the development of new programs.

COMPUTER INFORMATION SYSTEMS PROGRAM

5. TRENDS

KERN COUNTY

OCCUPATIONAL PROJECTIONS of EMPLOYMENT						
Occupation	Est Yr - Proj Yr	Kern Co	LA Co	Inyo Co	California*	US
Computer and Information Systems Managers	2002 - 2012	170	9130	40	44,700	
Computer and Mathematical Occupations	2002 - 2012	3210	102110	350	537,800	
Computer Specialists	2002 - 2012	3010	97080	310	524,300	
Computer and Information Scientists, Research	2002 - 2012	230	410	-	6,800	
Computer Programmers	2002 - 2012	490	9490	-	44,200	
Computer Software Engineers, Applications	2002 - 2012	360	20910	-	123,600	
Computer Software Engineers, Systems Software	2002 - 2012	80	8770	-	74,500	
Computer Support Specialists	2002 - 2012	550	17810	100	73,200	
Computer Systems Analysts	2002 - 2012	640	14740	60	72,800	
Database Administrators	2002 - 2012	110	4350	-	16,000	
Computer Specialists, All Other	2002 - 2012	210	5120	-	32,600	
Computer Operators	2002 - 2012	220	3800	-	10,500	
Computer, Automated Teller, and Office Machine Repairers	2002 - 2012	160	3460	-	20,000	
Computer Hardware Engineers	2002 - 2012	-	1590	-	25,800	
					*2004-2014	

<http://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/occrprjReport.asp?menuchoice=occrprj>

Source: <http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/?PageID=145>

LOS ANGELES COUNTY

SOC Code	Occupational Title	Annual Average Employment		Employment Change		Average Annual Job Openings			Median Hourly Wage [3]
		2002	2012	Numerical	Percent	New Jobs	Net Replacements [1]	Total [2]	
00-0000	Total, All Occupations	205,100	240,000	34,900	17.0	3,490	5,016	8,506	\$13.13
11-0000	Management Occupations	8,670	10,170	1,500	17.3	150	163	313	\$34.84
11-3021	Computer and Information Systems Managers	140	170	30	21.4	3	3	6	\$36.33
15-0000	Computer and Mathematical Occupations	2,850	3,210	360	12.6	36	41	77	\$31.19
15-1000	Computer Specialists	2,660	3,010	350	13.2	35	35	70	N/A
15-1011	Computer and Information Scientists,	230	230	0	0.0	0	3	3	N/A
15-1021	Computer Programmers	440	490	50	11.4	5	11	16	\$34.62
15-1031	Computer Software Engineers, Applications	320	360	40	12.5	4	3	7	\$34.96
15-1032	Computer Software Engineers, Systems	70	80	10	14.3	1	1	2	\$44.03
15-1041	Computer Support Specialists	480	550	70	14.6	7	6	13	\$17.80
15-1051	Computer Systems Analysts	590	640	50	8.5	5	7	12	\$33.64
15-1061	Database Administrators	90	110	20	22.2	2	1	3	\$28.50
15-1071	Network and Computer Systems	250	290	40	16.0	4	3	7	\$27.32
15-1099	Computer Specialists, All Other	160	210	50	31.3	5	2	7	\$27.73
15-2000	Mathematical Scientists	190	200	10	5.3	1	6	7	N/A
15-2021	Mathematicians	80	80	0	0.0	0	4	4	N/A
15-2031	Operations Research Analysts	100	110	10	10.0	1	2	3	\$41.47
43-0000	Office and Administrative Support	35,270	38,540	3,270	9.3	327	808	1,135	\$12.94
43-9011	Computer Operators	210	220	10	4.8	1	5	6	\$18.03
43-9021	Data Entry Keyers	390	380	-10	-2.6	0	9	9	\$11.39
49-0000	Installation, Maintenance, and Repair	10,170	12,100	1,930	19.0	193	240	433	\$17.68
49-2011	Computer, Automated Teller, and Office	140	160	20	14.3	2	2	4	\$16.00

Source: <http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/?PageID=145>

COMPUTER INFORMATION SYSTEMS

MOTHER LOAD AREA (INCLUDING INYO COUNTY)

SOC Code	Occupational Title	Annual Average Employment		Employment Change		Average Annual Job Openings			Median Hourly Wage [3]
		2002	2012	Numerical	Percent	New Jobs	Net Replacements [1]	Total [2]	
00-0000	Total, All Occupations	4,026,800	4,485,500	458,700	11.4	45,870	95,684	141,554	\$14.93
11-0000	Management Occupations	196,230	224,760	28,530	14.5	2,853	3,683	6,536	\$43.29
11-3021	Computer and Information Systems Managers	7,520	9,130	1,610	21.4	161	137	298	\$49.83
15-0000	Computer and Mathematical Occupations	86,380	102,110	15,730	18.2	1,573	1,135	2,708	\$32.37
15-1000	Computer Specialists	82,140	97,080	14,940	18.2	1,494	1,023	2,517	\$32.42
15-1011	Computer and Information Scientists, Research	360	410	50	13.9	5	4	9	\$51.64
15-1021	Computer Programmers	9,660	9,490	-170	-1.8	0	228	228	\$34.16
15-1031	Computer Software Engineers, Applications	18,060	20,910	2,850	15.8	285	179	464	\$39.83
15-1032	Computer Software Engineers, Systems Software	7,240	8,770	1,530	21.1	153	72	225	\$40.72
15-1041	Computer Support Specialists	14,960	17,810	2,850	19.1	285	184	469	\$20.24
15-1051	Computer Systems Analysts	11,940	14,740	2,800	23.5	280	135	415	\$32.75
15-1061	Database Administrators	3,480	4,350	870	25.0	87	36	123	\$32.42
15-1071	Network and Computer Systems Administrators	8,420	10,180	1,760	20.9	176	93	269	\$30.35
15-1081	Network Systems and Data Communications	3,810	5,310	1,500	39.4	150	45	195	\$28.56
15-1099	Computer Specialists, All Other	4,210	5,120	910	21.6	91	48	139	\$33.34
15-2000	Mathematical Scientists	4,240	5,030	790	18.6	79	112	191	\$32.42
15-2011	Actuaries	430	470	40	9.3	4	18	22	\$42.34
15-2031	Operations Research Analysts	1,110	1,120	10	0.9	1	24	25	\$31.03
15-2041	Statisticians	2,250	2,870	620	27.6	62	59	121	\$33.67
15-2099	Mathematical Science Occupations, All Other	410	520	110	26.8	11	9	20	\$27.16
43-0000	Office and Administrative Support	822,950	849,970	27,020	3.3	2,702	18,791	21,493	\$14.25
43-9011	Computer Operators	5,000	3,800	-1,200	-24.0	0	106	106	\$17.34
43-9031	Desktop Publishers	1,280	1,470	190	14.8	19	29	48	\$16.87
	Installation, Maintenance, and Repair								
49-0000	Occupations	133,790	143,600	9,810	7.3	981	3,110	4,091	\$18.18
49-2011	Computer, Automated Teller, and Office Machine Repairers	3,670	3,460	-210	-5.7	0	45	45	\$17.81

(Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, Tuolumne Counties)

SOC Code	Occupational Title	Annual Average Employment		Employment Change		Average Annual Job Openings			Median Hourly Wage [3]
		2002	2012	Numerical	Percent	New Jobs	Net Replacements [1]	Total [2]	
00-0000	Total, All Occupations	58,340	67,300	8,960	15.4	896	1,508	2,404	\$13.38
11-0000	Management Occupations	2,660	3,100	440	16.5	44	50	94	\$30.78
11-3021	Computer and Information Systems Managers	30	40	10	33.3	1	1	2	\$33.49
15-0000	Computer and Mathematical Occupations	280	350	70	25.0	7	4	11	\$21.04
15-1000	Computer Specialists	240	310	70	29.2	7	3	10	N/A
15-1041	Computer Support Specialists	70	100	30	42.9	3	1	4	\$16.06
15-1051	Computer Systems Analysts	60	60	0	0.0	0	1	1	\$24.68
15-1071	Network and Computer Systems Administrators	40	50	10	25.0	1	1	2	\$20.18
15-2000	Mathematical Scientists	40	40	0	0.0	0	1	1	N/A
43-0000	Office and Administrative Support	9,250	10,160	910	9.8	91	223	314	\$12.60
43-9021	Data Entry Keyers	30	30	0	0.0	0	1	1	\$9.65

Source: <http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/?PageID=145>

COMMUNICATIONS DEPARTMENT

COMMUNICATIONS DEPARTMENT

1. MISSION

The Communications Department at Cerro Coso Community College supports student learning and mastery of critical thinking, reading, and writing by teaching

- Basic writing proficiency
- Transfer level academic research and writing
- Reading, appreciation, and/or creation of imaginative literature for the general education population
- English as a second language to meet the reading and writing needs of both international and native students
- Oral Communication

It is the purpose of the Communications Department to develop literacy skills in the diverse student community consistent with a two-year college degree and to provide for the composition and reading needs of all the populations of the college: those in degree programs for AS and AA degrees, those who transfer to universities and colleges, those who need writing and reading skills for certificate programs, and more generally, all who are interested in lifelong learning. Since communicating ideas and information is at the heart of an education, the department is vital to the college community as a whole. The program also provides courses in the humanities to enable students to appreciate a rich literary heritage.

The faculty members believe that since reading and writing are essential to work, citizenship, and personal fulfillment, the Communications Department is essential to the college mission.

2. PROGRAM DESCRIPTION

The Communications Department at Cerro Coso College offers

- classes supporting the composition requirement for the A.A. Degree and transfer-level composition
- classes supporting the critical thinking requirement for transfer to the university
- writing and reading classes supporting under-prepared and ESL students advancing to regular level English courses, and fulfilling prerequisites required by some departments
- literature courses of general interest

The department provides freshmen and sophomore courses in both writing and literature

COMMUNICATIONS DEPARTMENT

that satisfy core general-education requirements for career pathways in workforce associate degrees and in satisfying English transfer requirements for the CSU and UC-system universities.

All English courses reinforce critical thinking, as well as basic and advanced communication competencies.

We have entered into agreements and developed equivalencies with the California State Universities and University of California system so that our students transfer there seamlessly and are ultimately successful in completing their higher degrees. The department has developed Student Learning Outcomes (SLOs) for all of its composition courses, as well as in some of its literature courses.

3. RECENT ACCOMPLISHMENTS

The school year 2006-2007 has been a very active and productive one for the Cerro Coso Communications Department. All of our efforts have focused on improving student success and mastery of the crucial skill of written communication.

In basic skills:

- Our full-time Basic Skills instructor is now receiving release time to coordinate tutoring in the LAC, so we've made substantial progress in addressing the needs of under-prepared students.

In composition:

- We are anticipating the change of the graduation requirement from English 70 (Introductory Composition) to English 101 (Freshman Composition) in fall 2009 by developing alternatives for A.A. and A.S. students, such as English 151, our new technical-writing course, and by working with counselors and the CIC to mitigate the impact upon students.
- The department has actively worked to increase numbers of students and retention rate by reviewing and refining its mandatory placement process. Placement is now almost entirely online for more reliable, quicker intake of exams.
- The department has been integrating the use of technology throughout the college by increasing the number of ITV courses.

In enrollment management:

- We have increased enrollment and efficiency by reducing the number of sections.

4. FUTURE AIMS

In reading:

- We are working on offering more online versions of the reading classes.

COMMUNICATIONS DEPARTMENT

In composition:

- We are anticipating the change of the graduation requirement from English 70 (Introductory Composition) to English 101 (Freshman Composition) in fall 2009 by developing alternatives for A.A. and A.S. students, such as English 151, our new technical-writing course, and by working with counselors and the CIC to mitigate the impact upon students.

In community relationships:

- We will explore ways of working far more closely with the high schools to encourage more of their best students to attend CCCC for lower division work. Since our program at present is excellent in linking with both UC and CSU systems, we already have the difficult part of the equation solved. What remains is creating a network of liaisons with the high school.
- We will continue to explore community business needs for technical writing courses geared to their specific areas.
- We have been happy with our outreach in our “internal” CCCC Community; in the next year, we will work more closely with the Counseling Department to better evaluate student needs and writing skills to ensure greater success.
- We will continue to offer a range of online courses, from developmental writing to literature courses.
- We will incorporate SLOs in all communications courses.

5. REQUIRED RESOURCES:

STAFF NEEDS

- Despite the transfer of one full-time faculty member in spring 2006, we have no additional staffing needs at this time. This reduction in the number of faculty has forced us to streamline enrollment and efficiency by reducing the number of sections.

2007-08 COMMUNICATIONS BUDGET

- Although Communications has always been a comparatively self-reliant department, there are a number of obligations for which we still need to set aside monies: the ECCTYC Officer’s association with the California Community Colleges is one, as is our work on the Cerro Coso College arts publication, *Metamorphoses*. We should also include some kind of reserve for professional development and travel, as well as for day-to-day practical things, like paper, printer cartridges, and so on. Because the faculty has often had to pay out of pocket for basic materials, all of these financial obligations have now been specified (see below):

COMMUNICATIONS DEPARTMENT

BUDGET REQUEST WORKSHEET

Temporary Labor w/Benefits (student workers, lab aides, etc.) excludes adjunct faculty	2006/2007 Budget	2007/2008 Requested Incr/(Decr)	TOTAL 2007-2008	Justification for Change
Subtotal of Temporary Labor/ Benefits	0	0	0	

Supplies, Food, Materials (4000's)	2006/2007 Budget	2007/2008 Requested Incr/(Decr)	TOTAL 2007- 2008	Justification for Change
Inc cartridges, paper, pens, etc. for nine full-time faculty @ 75\$	0	\$675	\$675	This was not budgeted for last year, so faculty had to pay out of pocket.
Funds for publication of <i>Metamorphoses</i> : campus-wide only	0	\$2,500	\$2,500	A long-standing tradition and collective effort of English faculty at Cerro Coso. Provides excellent p.r. and showcase for the college and students.
Subtotal of Supplies	0	3175	3175	

Services, travel, guest speakers, memberships/dues (5000's)	2006/2007 Budget	2007/2008 Requested Incr/(Decr)	TOTAL 2007- 2008	Justification for Change
ECCTYC officer: attendance at meetings, travel, presentations, etc.	0	\$900	\$900	Participation in ECCTYC is indispensable to the viability of CC English faculty
All English faculty membership in ECCTYC, including subscription to <i>Inside English</i>	\$100	\$65	\$65	Vital for maintaining currency in the field
Additional professional development: travel and field trips for all Communications faculty	\$300	\$1,000	\$1,000	Vital for maintaining currency in the field, as well as providing extracurricular learning opportunities for students
Subtotal of Services/Travel	400	1965	1965	

Equipment (new or replacement) (6000's)	2006/2007 Budget	2007/2008 Requested Incr/(Decr)	TOTAL 2007- 2008	Justification for Change
Subtotal of Equipment	0	0	0	
TOTAL OF BUDGET REQUEST	400	5140	5140	

COMMUNICATIONS DEPARTMENT

6. TRENDS

ENGLISH					
Term	Sections	Census Enroll.	FTES	FTEF	Productivity
200150	6	83	9.44	1.18	8.00
200170	51	1,099	140.23	13.01	10.78
200230	48	1,050	137.31	12.33	11.14
200250	7	111	8.20	1.74	4.71
200270	56	1,169	156.87	13.05	12.02
200330	48	1,065	135.81	11.51	11.80
200350	7	123	17.62	1.55	11.37
200370	34	840	107.00	8.78	12.19
200430	41	901	111.46	10.01	11.14
200450	7	173	19.58	1.82	10.76
200470	34	879	114.35	8.98	12.73
200530	39	927	118.41	10.02	11.82
200550	8	228	24.74	2.20	11.24
200570	37	892	110.58	9.50	11.64
200630	37	838	100.70	9.35	10.77
200650	8	191	21.21	2.19	9.68
200670	35	854	103.48	9.72	10.65
	Sum: 461	Sum: 11,423	Sum: 1,436.97	Sum: 126.94	11.32
ENGLISH AS A SECOND LANGUAGE					
Term	Sections	Census Enroll.	FTES	FTEF	Productivity
200170	2	42	5.61	0.51	10.99
200230	2	37	4.41	0.51	8.65
200270	2	29	3.99	0.51	7.83
200330	2	38	5.30	0.54	9.82
200370	2	48	6.72	0.54	12.44
200430	3	39	5.40	1.00	5.40
200470	3	52	7.30	0.81	9.02
200530	4	60	6.86	1.08	6.35
200570	1	7	0.99	0.27	3.65
200670	1	5	0.70	0.27	2.58
	Sum: 22	Sum: 357	Sum: 47.28	Sum: 6.04	7.83

COMMUNICATIONS DEPARTMENT

READING					
Term	Sections	Census Enroll.	FTES	FTEF	Productivity
200370	6	141	23.04	1.80	12.80
200430	5	128	20.69	1.60	12.93
200450	1	15	2.08	0.27	7.70
200470	7	212	27.33	1.75	15.61
200530	8	189	22.83	1.87	12.21
200550	2	29	3.59	0.47	7.64
200570	7	183	21.33	1.46	14.61
200630	5	114	14.09	1.34	10.51
200670	8	186	22.54	1.88	11.99
	Sum: 49	Sum: 1,197	Sum: 157.50	Sum: 12.44	12.66
SPEECH					
Term	Sections	Census Enroll.	FTES	FTEF	Productivity
200150	3	75	7.44	0.60	12.40
200170	6	128	12.75	1.20	10.62
200230	5	131	13.32	1.00	13.32
200250	2	52	5.45	0.40	13.63
200270	5	117	12.22	1.00	12.22
200330	5	138	14.20	1.00	14.20
200350	1	24	2.47	0.20	12.34
200370	6	147	15.36	1.20	12.80
200430	7	156	15.91	1.40	11.36
200450	3	68	7.22	0.60	12.03
200470	7	157	16.27	1.20	13.56
200530	8	177	18.32	1.40	13.08
200550	2	48	4.95	0.40	12.38
200570	6	157	15.79	1.20	13.16
200630	6	134	13.62	1.20	11.35
200650	2	38	4.09	0.40	10.23
200670	5	144	14.50	1.00	14.50
	Sum: 79	Sum: 1,891	Sum: 193.89	Sum: 15.40	12.59

COUNSELING DEPARTMENT

COUNSELING DEPARTMENT

1. MISSION

The goal of the Counseling department at Cerro Coso Community College is to facilitate student development in the areas of academic, transfer, career, and personal growth. The counseling staff is committed to providing quality services and meeting the changing needs of our diverse student populations at all sites by continued involvement in college wide activities and outreach programs in the community.

2. PROGRAM DESCRIPTION

Counseling is available to any community member seeking college degrees and certificates, career advancement, and personal enrichment, through the educational services offered at the college. Counseling services include educational and career planning, matriculation information, orientation and assessment, course selection, identifying barriers to educational opportunities, and referrals to other student services as identified during counseling appointments. Counseling participates in the areas of recruitment and retention by providing leadership and support too on going programs on and off campus at every site. Counseling plans and coordinates outreach and recruitments activities for service area students K-12 and for the community. The following are some examples of the activities hosted by counseling; a variety of workshops offered to current students, Parent Night for the parents of graduating high school students, Preview Day for junior and senior high school students, and "I'm Going to College" for fifth grade students. A Career and Transfer Center has been developed to provide students with the most current information regarding changes in transfer information and to assist student in applying their academic skills to the world of work. Through the Career and Transfer Center, various workshops are offered throughout the semester on specific careers, career decision making, transfer, and the college application process. Counseling and personal development courses are offered regularly by the counseling department to further assist students in obtaining necessary information and skills related to their educational goals. Counseling is actively engaged in college wide activities to advocate for student needs.

3. STUDENT LEARNING OUTCOMES

ORIENTATION

Students will be able to navigate the education and student support services to enhance their success.

- 1.1 Students will be able to identify at least three support services.
- 1.2 Students will be able to complete the registration process.
- 1.3 Students will be able to utilize online resources.

COUNSELING DEPARTMENT

ASSESSMENT

Students will be able to demonstrate understanding of enforced placement for English, reading, and math.

COUNSELING

Students will be able to identify the necessary coursework for reaching their personal enrichment and/or educational goals.

FOLLOW-UP SERVICES

Students will be able to identify strategies to overcome barriers to achieving academic success.

4. CLOSING-THE-LOOP

Over the last year counseling has worked hard to maintain levels of service to student, in spite of the loss of a full-time counseling position. An adjunct counselor, working 60%, has helped to minimize the effect on direct services to students. However, there have necessarily been modifications to counseling priorities. For example, though Teaching Gear, an orientation production software was purchased in spring 2006, very little progress has been made in developing the online orientation, as there has not been sufficient staffing to address this needed development effort.

Counseling has continued to support an active outreach and recruitment program, with meaningful activities added to the program every year. In the last year, Parent Nights have been added, as well as a variety of workshops. Outreach and follow-up for “undecided” students has also been returned to the follow-up activities conducted by counseling.

Accuplacer has been fully-implemented and is available for testing at all sites. The relatively new Assessment Assistant position administers the college placement exam at South Kern, Kern River Valley and IWV. Essay assessments are now transmitted almost entirely via email to the English faculty assessment coordinator. This has reduced the amount of time a student must wait to receive the essay assessment result.

PROVIDE ACADEMIC COUNSELING AND ADVISEMENT

ACTION 1-PROVIDE ORIENTATION

- A detailed orientation outline is used to improve consistency in orientation delivery. Online orientation is consistent with the content of on-campus orientation.
- Teaching Gear, an orientation production software, was purchased to support the development of an interactive online orientation. Progress has been made on inputting the text portion of the content into the online orientation environment.

ACTION 2- COMPLETE ASSESSMENT, INCLUDING PLACEMENT INTERPRETATION, MULTIPLE MEASURES AND PREVIOUS WORK

COUNSELING DEPARTMENT

- Assessment is offered at all sites and is provided in the spring at service area high schools. ASSET, our previous assessment instrument, is no longer being supported by ACT. In response to this, we have converted to College Board's Online Accuplacer. This conversion was successfully completed spring 2007.
- Required research and documentation was submitted to chancellor's office to receive probationary approval to continue use of essay assessment for English placement.

ACTION 3- DRAW UP STUDENT EDUCATIONAL PLANS FOR CERRO COSO, AS WELL AS FOR TRANSFER.

- Counseling completed 2,032 education plans spring 06-fall 06
- Plans are regularly updated, on paper and online.

ACTION 4- PROVIDE SPECIALIZED ACADEMIC COUNSELING FOR FINANCIAL AID AND VETERANS AID STUDENTS

- All financial aid students and veterans aid students are required to meet with a counselor or educational advisor to establish a student educational plan.

ACTION 5- ENSURE THAT ESSENTIAL MATRICULATION SERVICES ARE AVAILABLE AT ALL SITES, INCLUDING ONLINE, THROUGHOUT THE YEAR.

- A full-time Assessment Assistant was hired to provide the assessment process at KRV, South Kern, and IWV.
- Additional adjunct counseling hours were supported to address the need for counseling/advising services over the summer.

INCREASE COUNSELING EFFECTIVENESS BY PROMOTING COUNSELING AS AN ESSENTIAL STEP IN THE REGISTRATION PROCESS, AS WELL AS ASSISTING ALL STUDENT POPULATIONS IN IDENTIFYING AND ACHIEVING THEIR LONG RANGE GOALS.

ACTION 1- HIGHLIGHT IN SEMESTER SCHEDULES, PUT UP FLIERS AND POSTERS

- A digital sign was purchased to communicate with students and to advertise counseling activities.
- A call box system was implemented to proactively contact students with student services announcements and information.

ACTION 2- UPDATE AND MAINTAIN CURRENT COUNSELING WEBSITE, MAINTAIN CONSISTENCY THROUGHOUT SYSTEM.

- Counseling and related websites are currently be evaluated for currency, accessibility, usability, and accuracy.
- Revised and updated website will be available September 2007.

ACTION 3- TRAIN AND CROSS TRAIN IN COUNSELING TO UTILIZE STAFF IN THE MOST EFFICIENT AND EFFECTIVE MANNER.

COUNSELING DEPARTMENT

- Counseling training/collaboration meetings are conducted with all counselors and educational advisors once a semester.
- Progress has been made on the develop of an online counseling handbook. This handbook will include all policies, procedures and resources associated with counseling.

PROVIDE CAREER COUNSELING IN BOTH INDIVIDUAL AND CLASS SETTINGS

ACTION 1- DO CAREER TESTING AND INTERPRETATION OF INVENTORIES

- Inventories are being administered in extended orientation classes.
- Currently exploring option of offering inventories via the internet, so that scoring is not dependent on unreliable, aging software and equipment and so that the inventories are more accessible to students.

ACTION 2- TEACH STUDENTS TO USE COMPUTERIZED CAREER SEARCH TOOLS, SUCH AS EUREKA, DISCOVER, AND ECOS

- Resource/instruction flyers have been developed for ECOS, Eureka, and Discover to promote student use
- Use of these resources has been integrated into extended orientation classes and into workshops offered in the Career and Transfer Center.

ACTION 3- GUIDE STUDENTS IN CLASSES AS WELL AS IN PERSONAL INTERVIEWS THROUGH CAREER DECISION-MAKING PROCESS

- Workshops have been created and offered on the career decision-making process 1-2 times per semester in the Career and Transfer Center.
- A new career developer position has been added to the counseling center staff.

FACILITATE THE TRANSFER PROCESS FOR STUDENTS

ACTION 1- EDUCATE STUDENTS OF THE COMPLEXITIES OF TRANSFER, INCLUDING REQUIREMENTS, OPTIONS AND DEADLINES.

- Transfer and application workshops are offered regularly through the Career and Transfer Center.
- Counselors and educational advisors regularly attend CSU, UC, and Ensuring Transfer Success conferences to remain current on transfer processes and resources.
- Parent Night focused on transfer is offered for the parents of graduating high school seniors.
- Personal Development class on "Making Transfer Easy" is scheduled to be taught each fall semester.

ACTION 2- PROMOTE TRANSFER TO ALL STUDENTS, EVEN THOSE WHO ARE NOT CURRENTLY CONSIDERING TRANSFER, WITH A SPECIAL EMPHASIS ON HISTORICALLY UNDER-REPRESENTED STUDENTS.

COUNSELING DEPARTMENT

- Letters are sent to all students who have indicated transfer as a goal, providing them information regarding transfer workshops and resources and inviting them to take advantage of counseling services.
- Workshops for student who are undecided on their educational goals include a focus on transfer information and resources, as well as the decision-making process.
- The TRIO program provides ongoing support, exploration, and encouragement to non traditional students who might not consider transfer as an option.

ACTION 3- SHOW STUDENTS HOW TO USE COMPUTERIZED SEARCH PROGRAM TO RESEARCH UNIVERSITIES AND MAKE SELECTIONS.

- Instructional resources have been developed to instruct student on the use of these resources.
- Ongoing training is provided to counselors and educational advisors to make sure they are current on the use of these systems and able to provide instruction to students.
- Orientation courses have requirement of accessing an online career program which includes a search module that students can use to match majors/career programs with Colleges/Universities.

ACTION 4- CONDUCT UC AND CSU APPLICATION WORKSHOPS.

- UC and CSU application workshops are conducted every fall semester.

Action 5- Teach a class to help students transfer.

- A transfer class has been developed and is typically offered online in the spring semester.

HELP STUDENTS IN THE AREA OF VOCATIONAL EDUCATION TO DEVELOP EMPLOYMENT SKILLS

ACTION 1- WORK CLOSELY WITH THE VOCATIONAL EDUCATION DEAN, SHARING STUDENT'S IDENTIFIED VOCATIONAL NEEDS.

- The counseling department chair also serves as a liaison with the vocational education dean and attends vocational faculty meetings.

ACTION 2- PROVIDE INFORMATION ABOUT COMMUNITY EMPLOYMENT OPPORTUNITIES AND INFORMATION ABOUT HOW OUR CERTIFICATE AND DEGREE PROGRAMS ARE APPLICABLE TO THOSE OPPORTUNITIES.

- Created a new position on campus of Job Development Specialist to assist students with job preparation, career development, and job placement and internship opportunities on campus and in the community. Will pursue funding for to make new position permanent.
- A career development website has been developed by the Job Development Specialist

COUNSELING DEPARTMENT

to promote new career services being offered at the counseling “Career and Transfer Center”.

- Develop promotional strategies to support the Career Center including purchase of updated career materials, promotional materials, and a redesigned “Career and Transfer Center”.

ACTION 3- COORDINATE COLLABORATION EFFORTS WITH THE DEAN OF VOCATIONAL EDUCATION IN DEVELOPING CAREER AND TECHNICAL EDUCATION PROGRAMS WITH FEEDER HIGH SCHOOLS

- Second Articulation meeting with local High School held at Cerro Coso, facilitated by counseling staff
- Virtual Classroom project initiated. Counseling collaborated and provided on going support for project.
- Planning additional collaboration with other feeder high schools in college service area to extend Virtual classroom program and articulation meetings.
- Adding the career pathways model to be included in annual Articulation meetings for cooperative development

PERSONAL DEVELOPMENT

ACTION 1 – UPDATE COUNSELING AND PERSONAL DEVELOPMENT COURSES AS REQUIRED BY CURRICULUM REVIEW CYCLE

- Faculty chair will determine courses needing updates, and follow through with updates and deletions of outdated courses.
- Instructional rotation of Counseling and Personal Development courses developed.

ENHANCE RECRUITMENT SERVICES FOR TARGETED GROUPS

ACTION 1- CONDUCT COUNSELING, ORIENTATION, ASSESSMENT, AND EARLY REGISTRATION AT FEEDER HIGH SCHOOLS.

- Matriculation services are provided at Boron, Mojave, Kern Valley, Bishop, Mammoth, Burroughs, Mesquite, and Trona high schools

ACTION 2- PUT ON PREVIEW DAY AND INVITE AREA HIGH SCHOOL STUDENTS FROM ALL SITES.

- Preview Day was hosted in the fall with approximately 200 students attending from Burroughs, Trona, Mesquite, Lone Pine, Opportunities for Learning, Immanuel, and Boron high schools.
- Faculty and staff from more than 20 departments and programs participated in the Cerro Coso “fair” portion of the day.
- Parent Nights have been added to our high school outreach program.

COUNSELING DEPARTMENT

ACTION 3- GIVE PRESENTATIONS TO NEWLY ARRIVED MILITARY PERSONNEL AT CHINA LAKE AND EDWARDS AIR FORCE BASE

- A representative from the counseling department has participated in all base indoctrinations, career, and education fairs.

ACTION 4- GIVE TOURS AND PRESENTATIONS TO K-12 SCHOOL CHILDREN AS REQUESTED.

- College visits and tours have been hosted for a variety of grade levels and special populations ranging from student from the Gifted and Talented Education (GATE) program to students from special education and at-risk intervention programs.
- "I'm Going to College" event is hosted for fifth grade students from 4 different service area elementary schools. A new school has been added to this event each year.

5. FUTURE DEVELOPMENT STRATEGIES

SERVICES TO STUDENTS

- Revise Student Success Contract for students on probation to better show a progression of strategies for successive semesters of probation.
- Develop additional resources to be provided to probation/disqualification students to include success strategies, information on tutoring services available, implications for Financial Aid and drop dates
- Assess graduation evaluation process in collaboration with Admissions and Records Offices and implement strategies to improve efficiency and accuracy of process
- Working with our webmaster, review and evaluate online counseling services and associated online information and revise to according to best practices for delivery of online student services.
- Develop strategies to educate students on degree changes in general education area of English and math expected to be completed and implemented by fall 2009
- Continue to provide agendas for newly matriculated students and fully implement the associated online calendar.

DEPARTMENTAL PROCEDURES

- Develop an annual planning calendar of scheduled events and activities to allow for staffing and planning.
- Reflect in all planning documents the need for an additional 19 hour Department Assistant for counseling front desk. Currently the counter is staffed by one full-time Department Assistant II and student employees. This is not sufficient during peak times and causes over reliance on student employees for lunch and break coverage for the

COUNSELING DEPARTMENT

full-time Department Assistant II.

- Reflect in all planning documents the need for an additional full-time educational advisor. This position is needed to meet student need during peak counseling/advising times, to assist with current follow-up activities required for matriculation, to expand follow-up activities required for matriculation, and to provide counseling/advising support over summer.

ON CAMPUS OUTREACH (IN-REACH)

- Continue to provide workshop on transfer, careers, majors, and topics related to student success in Transfer and Career Center. Use information on the most popular vocational majors at Cerro Coso to determine on which vocational programs to focus workshops.
- Advertise to faculty the availability of these workshops to be offered in their classes, particularly extended orientation classes.
- Continue to publish the Matriculation Minute newsletter each semester to provide faculty and students updates about matriculation services.
- Continue to increase communication and collaboration with all student services departments.
- Invite faculty to tour Transfer and Career Center.
- Provide faculty with a schedule of workshops and other activities to be offered over the course of the semester by counseling.
- Determine if it would be helpful to offer workshops for faculty on transfer, educational planning or other related topics.

OFF CAMPUS OUTREACH

- Continue to meet and collaborate with high school counselors. Expand meeting to include additional service area high school counselors.
- Continue to offer parent night workshops.
- Continue to provide assessment, orientation, and counseling services at service area high schools to senior high school students.
- Continue to host Preview Day event for service area high school juniors and seniors.
- Continue to host "I'm Going to College" event for fifth grade students at the IWV campus. Continue to expand the number of schools participating.

TRANSFER AND CAREER CENTER

- Review and evaluate online information and services. Use information gathered by webmaster to expand and improve online information.
- Review and evaluate current materials. Expand resources to include more recent books

COUNSELING DEPARTMENT

and materials.

- Better advertise the services and resources available and the Transfer and Career Center.
- Better advertise online services and resources available.

DEPARTMENT MEETINGS/STAFF DEVELOPMENT

- Counseling/advising for Probation and Disqualification students
- Development and measurement of Student Learning Outcomes
- Transfer
- Electronic Student Education Plan
- Future trends in employment and job search information

ASSESSMENT

- Implement new platform for Accuplacer
- Complete necessary research for full-approval of local writing sample (essay assessment)
- Implement SARS for sign-up and tracking of assessment administrations
- Begin high school testing earlier, so that students can be counseled and ready to enroll before priority registration begins.

CURRICULUM AND INSTRUCTION

- Implement strategies to increase enrollment in extended orientation classes.
- Develop materials to promote extended orientation courses to first-time students.
- Continue to offer courses targeted for special populations.

6. REQUIRED RESOURCES

The counseling department will need to hire a full-time counselor at IWV campus to replace the loss of the full-time counselor due to retirement one year ago. Trends show that the counseling department is serving more and more students each year. In order to meet this demand, the full-time counseling position must be replaced. This position will also be assigned responsibility as Transfer Center Director. The mission of the college includes encouraging and supporting transfer, as does the mission of the counseling department. The Transfer Center is an active program with regular workshops offered, ongoing hours of availability, and up-to-date information and resources. The Transfer Center Plan and Guidelines from the Chancellor's Office indicates the need for a full-time faculty member to serve in the role of Transfer Center Director. This position is needed to maintain the high-level of service offered currently through the Transfer Center.

COUNSELING DEPARTMENT

Counseling will need to hire additional full time educational advisor at IWV site. Based on the survey completed during the counseling program review, the area where students indicated a high level of dissatisfaction with Counseling was the lack of availability of counseling/advising services available over the summer. As a 12 month position, this Educational Advisor position would meet this need for summer services. This position will also be responsible for implementing follow-up services, as outlined in the Matriculation Plan.

The Kern River Valley site has maintained a constant level of enrollment with some growth. Counseling wants to restore a full time counseling position to the campus to provide the necessary levels of counseling required by the growing student population. The number of student counseling contacts at KRV rose from 1,144 in the 03-04 school year to 1,967 in the 05-06 school year. Currently, a counselor is splitting her workload with site administrative duties. Counseling will pursue reestablishing a full time counseling position to meet the increased need for counseling services.

The Job Development Specialist position which was hired this semester and funded through one time grant funds has provided students with services that enhance career development, job placement and coordination between community members and the college. Counseling is pursuing funding to establish a permanent Job Development Specialist position which would serve students in the Career and Transfer Center. This service is particularly important to serving our vocational students. Current State resources are being offered to strengthen Career and Technical Education programs. Maintaining the Job Development Specialist strengthens the counseling departments' ability to vie for upcoming grants and partner with the vocational programs on campus.

Counseling continues to struggle in providing all the necessary services to students in the confines of the currently assigned space. In order to continue providing the proposed services to students, additional space will need to be made available to counseling. Student files are exceeding the available space, the full time testing position needs a space for placement exam scoring and record keeping, the Career and Transfer Center needs more space to accommodate the Job Development Specialist and all of the resources related to career and transfer information, and Counselors and Educational Advisors need appropriate space to maintain student confidentiality.

7. TRENDS

The resource needs of the counseling department are expected to increase at the same rate as enrollment growth.

COUNSELING DEPARTMENT

Counseling Contacts					
Year	01-02	02-03	03-04	04-05	05-06
Number of Counseling Contacts*	11,035	10,681	12,066	10,604	13,788

*Number includes all programs and all sites.

Orientations Provided to Non-exempt Students				
	02-03	03-04	04-05	05-06
Students Directed to Orientation	5,317	5,056	4,498	4,191
Students Receiving Orientation	4,832	3,428	3,286	3,105
Percent of Non-exempt Students Receiving Orientation	61%	67%	73%	74%

Assessment Provided to Non-exempt Students				
	02-03	03-04	04-05	05-06
Students Directed to Assessment	5,525	5,210	4,608	4,294
Students Receiving Assessment	3,732	3,726	3,866	3,595
Percentage of Non-exempt Students Receiving Assessment	68%	72%	83%	84%

Student Education Plans Provided to Non-exempt Students				
	02-03	03-04	04-05	05-06
Number of Students Referred to Counseling for SEP	5,580	5,269	4,647	4,338
Number of Student Receiving an SEP	1,463	2,073	1,933	1,931
Percent of Non-exempt Students Receiving an SEP	26%	39%	42%	45%

EASTERN SIERRA COLLEGE CENTER

EASTERN SIERRA COLLEGE CENTER

1. MISSION

The mission of the Eastern Sierra College Center of Cerro Coso Community College is to meet the educational needs of our communities via course offerings and to empower our students and community to succeed by providing exceptional instruction and services in a supportive environment.

2. PROGRAM DESCRIPTION

As a center, the Eastern Sierra College Center in Bishop and Mammoth (ESCC) strives to offer basic skills programs, certificate, degree and transfer programs, continuing education programs as well as short-term weekend and week-long intensive courses 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.

Today, ESCC functions as a satellite campus of the main Cerro Coso campus, Indian Wells Valley (IWV) in Ridgecrest, from two locations, Bishop and Mammoth. The ESCC was buildt to provide access to students living in the Bishop and Mammoth areas as well as to students in the larger Inyo and Mono counties area. The Bishop campus is approximately 160 miles north of the IWV campus and the Mammoth campus is 45 miles north of the Bishop campus. 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: 10-month Department Assistant II (Bishop), 11-month Admissions and Records Technician I (Mammoth), 10.5-month 19.5 hour Custodian I/Maintenance Worker (Mammoth), and 11-month Network Administrator (floats between Bishop and Mammoth).

ESCC has three full-time instructional faculty assigned: English, Mathematics, and Business/Computer Information Systems; and an academic counselor. The remaining faculty are primarily adjunct with some full-time faculty from the IWV campus.

The mode of instruction at ESCC includes both onsite instruction 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 24 students, the other, 18. Each campus also has a computer classroom that seats 25; a double-classroom, which seats 60; an art room, which seats 24; a science lab, which seats 24; and three standard classrooms which seat 24. Additionally, two math classes are traditionally held at Bishop Union High School, a couple of classes are held at Owens Valley Career Center, a yoga class is held at a yoga studio in Bishop, fire training is held at the Mammoth Lakes Fire Department or other agency, and some administration of justice classes are held at other agencies'

EASTERN SIERRA COLLEGE CENTER

facilities. ESCC students who require courses not offered onsite or via iTV often enroll in Cerro Coso Online courses through ESCC. Nevertheless, students can complete all general education and transfer requirements at ESCC. ESCC's semester schedule for classes is concurrent with Cerro Coso Community College for Fall, Spring and Summer. The majority of students attend courses starting after 4:00 PM. ESCC offers courses Monday through Sunday.

Student and instructional support services include counseling, educational advising, assessment, testing, computer lab, learning assistance center (Bishop), learning resource center (Bishop), book store, and admissions & records. IWV campus staff members provide supportive services, Cal-Works, and career development services via telephone and occasional visits.

Community support groups, the Mammoth Lakes Foundation and the Eastern Sierra Foundation, provide support via funding for scholarship programs, book purchase programs, and certain marketing efforts, potential student housing, special educational institutes and workshops.

3. CLOSING-THE-LOOP

N/A

4. FUTURE DEVELOPMENT STRATEGIES

ESCC plans to seek opportunities and develop programs to support strong growth. While the ESCC service area (Inyo and Mono counties) are not expecting rapid growth, ESCC expects that with a strategic approach to course offerings, class scheduling, outreach and marketing the Center will be able to capture a larger 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 draw full time students from out of the area.

In addition to increasing enrollment, student access, retention and success in the ESCC service area is a major emphasis for the Center. The educational offerings will build upon ESCC's existing current offerings of basic skills, liberal arts studies, health care preparatory courses, public service, business, and physical education. ESCC plans to develop an LVN program, additional public services programs, health and human services certificate programs, media arts programs. Additionally, ESCC intends to evaluate the offerings in the following programs to increase access, enhance retention and success, and maximize enrollment: basic skills, business, computer information systems, English, ESL, mathematics, and science. ESCC also will explore opportunities and evaluate the need for physical education programs in Mammoth and industrial arts in both Bishop and Mammoth. ESCC will be identifying, developing and offering short-term intensive specialized courses that relate to the unique features of the service area. These courses are intended to appeal to,

EASTERN SIERRA COLLEGE CENTER

and capture the enrollment of, continuing education students as well as tourists and visitors to the area. Such program areas include: Spanish, renewable energy, outdoor writing, geography, natural history, biology, public service, physical education, and personal development. ESCC will be continuing to develop partnerships with agencies and organizations in the service area to create programs that meet the training and development needs of specific populations within our communities.

ESCC plans to further develop student services in order to support retention and success. The Bishop learning resource center, learning assistance center and computer lab will be enhanced and hours of operation and staffing will be increased.

5. REQUIRED RESOURCES

IMPLICATION FOR FACILITIES

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, however, in need of maintenance, repair and grounds work on both campuses. Over the past 1-1/2 years, the Bishop campus has not had a permanent custodian / maintenance employee. As a result the facilities have not been properly maintained and a number of repairs remain outstanding. The Mammoth campus has a 19-1/2 hour custodian / maintenance employee, but there are large maintenance projects that need to be completed that require two or more individuals to complete. Neither Bishop or Mammoth has had a groundskeeper; the campuses require substantial grounds work to be completed.

EQUIPMENT NEEDS

ESCC has three classrooms on each campus that are not yet completely set up with an instructor station and complete audio-visual capabilities. As the schedule is developed, it will be necessary to complete these classrooms so that they have full functionality.

STAFFING NEEDS

ESCC currently does not have sufficient staff to cover the basic operating functions of the two campuses. Each campus has only one full-time employee on site (admissions & records in Mammoth, and department assistant in Bishop). These employees work 10AM – 8PM Monday – Thursday and 9:30AM – 1:30 PM on Friday. ESCC currently has classes starting at 9AM and finishing at 10PM. Furthermore, there are no available staff to cover vacations and sick days. Bishop does not currently have a maintenance/custodian employee and is relying on a temporary employee. Mammoth has a 19.5 hour maintenance/custodian employee. Neither campus has a groundskeeper. One full-time network administrator covers both campuses. One full-time director covers both campuses. Hiring additional staff would enable ESCC to have at least one staff member on campus during all hours of opera-

EASTERN SIERRA COLLEGE CENTER

tion. ESCC would also have the resources to manage busy periods (during registration and the beginning and end of each semester) and cover vacations and sick days.

The facilities and grounds have not been adequately maintained due to lack of staffing. **ESCC requires a full-time maintenance / custodial / grounds employee to repair and maintain both campuses.**

ESCC has on average 35 adjunct faculty 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 as well as facilitation and logistic support at the remote site. ESCC's learning assistance center is currently staffed by adjunct faculty volunteering office hours. **ESCC requires one 19.5 teaching assistant for each campus to support the faculty, interactive television classes, and the learning assistance center.**

The admissions & records and department assistant at Mammoth and Bishop are required to manage the campuses, support faculty, answer the phones and perform their primary duties of admissions, records, book sales, purchases, etc. **ESCC requires one 19.5 department assistant for each campus to support the operational functions of the campus and to provide sufficient coverage during all hours of operation.**

ESCC currently only has one counselor/faculty who serves both campuses. **In order to provide additional student services, ESCC requires an additional full-time student support services employee.**

ESCC has no full-time faculty needs at this time. Most instructional needs are met by hiring of adjunct faculty for a particular course. ESCC may need a full-time faculty to oversee and run the LVN program. The HCRS department chair will evaluate that need at the time the LVN program is approved by the state.

All ESCC staff must continue to be highly cross-trained, adaptive and skilled. Each employee must be ready to operate in multiple assignments in addition to their primary role.

Additional funding for adjunct faculty staffing the learning assistance center will be required by ESCC.

Additional funding for adjunct faculty developing new curriculum will be required by ESCC.

6. SPECIFIC COURSE PLANS

ENGLISH

ESCC has been facing low enrollment in English courses, particularly basic skills. The basic skills English classes are a critical component of the ESCC offerings because they provide a much-needed service to the community and a foundation for most other college-level courses. ESCC has historically focused on offering the core college-level courses that are graduation requirements.

EASTERN SIERRA COLLEGE CENTER

The strategy that ESCC is adopting for the English program is to continue to offer basic skills and core college-level English classes as they are a foundation for all other classes, but schedule and promote these courses so as to maximize enrollment, and offer elective options that appeal not only to degree seeking students, but the general public.

In English (including SPCH and ENSL), ESCC has one full-time faculty, who generally teaches the core college-level classes; two adjunct faculty who teach ENSL and basic skills English (one based on each campus); and three adjunct faculty who teach all of the core and other courses. No additional faculty hires are needed.

- ENSL C020 to be offered alternate semesters in Mammoth. Enrollment has been very strong in Mammoth. ESCC is considering offering ENGL C020 in Bishop on opposite, alternating semesters in conjunction with a strong outreach marketing effort to target populations. From the enrollment and success of these courses, ESCC will evaluate the need for ENSL C021 on both campuses, based on completion numbers of ENSL C020.
- Combine ENGL C030 and C040 into a concurrent section, combining enrollment. These classes to be offered alternate semesters in Bishop and Mammoth.
- Offer ENGL C070, C101, C102, C221 and C222 as iTV courses to combine Bishop and Mammoth enrollment. C070, C101 to be offered every semester. C102 to be offered spring semester only. C222 to be offered in the fall, C221 to be offered in the spring.
- ENGL C142 and SPCH C101 to be offered opposite alternate semesters in Bishop and Mammoth.
- Encourage a commitment from the instructor to spend equal time on-the-ground in both locations for iTV courses, to enhance retention and success.
- Request remote-site teaching aides to assist with iTV courses, to enhance retention and success.
- Basic skills English classes will not be offered iTV as strong interaction with the instructor is critical for the retention and success of these students.
- Develop stronger relationships with organizations that would feed students into these programs: the high schools, Bishop Career Center and others, to increase enrollment.
- Continue to develop and support the Learning Assistance Center (LAC), which provides free faculty and student tutoring services.
- Create short-term classes in special topics as electives, in partnership with an interested group. For example, a one-week writers' workshop is being developed with the Town of Mammoth Lakes, the Mammoth Lakes Foundation, a local writer's group and interested individuals. Shorter-term, specialized classes developed with outside groups helps to ensure minimum enrollment, provides more options to degree-seeking students and serves the need of special interest groups in the community. There would not be any additional funding requirements for the college aside from adjunct faculty pay.

EASTERN SIERRA COLLEGE CENTER

HUMANITIES / LANGUAGE

ESCC's strategy for course offerings in Humanities and Languages is to 1) provide a relatively diverse offering for degree-seeking students; and 2) develop a strong Spanish program. Offering a sufficiently diverse selection of humanities classes for degree-seeking students is critical in attracting high school graduates to ESCC. Without a selection of offerings, transfer and degree-seeking students will elect to go to other community colleges, rather than remain in the area. The Bishop and Mammoth communities have a significant Latino population and because of the service and tourism-based economy, most employers have a significant Spanish-speaking population. The need and demand for Spanish programs across the United States, within California and in our community locally is tremendous.

- ANTH C111, PHIL C101, C141, C163, C215, are all intended to be offered alternate semesters and iTV, if possible, to maximize enrollment. Also, offering a variety of courses gives degree-seeking students sufficient choices. The PHIL courses have had strong enrollment, historically. ANTH is a new offering and will be offered via iTV between Bishop and Mammoth.
- SPAN C100, C101, C102, C171, C211 (FILM C211) have had strong enrollment and it is expected that enrollment will continue to increase. C101 will be offered in the fall semesters on the ground at both campuses. C102 will be offered in the spring semesters on the ground at both campuses. C100 will be offered in the spring in Bishop only and C171 will be offered in the fall in Bishop only. FILM C211 has historically had strong enrollment.
- The Summer Intensive Spanish Institute is in its 4th year. ESCC is committed to running this program as a typical course without additional funding for travel costs. Any materials fees required will be developed in a budget. This 10.0 unit program (5 x 2.0 unit sections) has generated around 100 students on average. It is expected that these numbers will increase as word of mouth and marketing efforts increase awareness. ESCC is targeting more out of town tourists to this program.

INDUSTRIAL ARTS

The ESCC campus facilities are not designed to accommodate industrial arts programs. However, with the rapid development, shortage of trained workers, and strong career opportunities in the Bishop and Mammoth areas, ESCC must consider developing industrial arts programs locally. Because of the cost of building facilities to support such programs, and the time required to generate 'critical mass' in enrollment numbers, ESCC should consider partnering with third parties in developing these programs. ESCC has developed a construction program in construction with Owens Valley Career Development Center and other programs in electrical, plumbing and heating/air conditioning should also be evaluated and explored.

Another program ESCC intends to energy systems technology, specifically related to renewable, 'green,' sustainable and alternative energy sources. Green energy is has been iden-

EASTERN SIERRA COLLEGE CENTER

tified as one of the sectors that will enable the US to remain competitive and spark renewed economic growth. In the ESCC service area, there already exists a geothermal plant, a few hydroelectric plant, commitment to photovoltaic solar systems, green building and other related systems and projects. ESCC is currently developing a renewable energy institute in partnership with the High Sierra Energy Foundation, a non-profit entity funded by Southern California Edison to promote energy education in Mammoth Lakes. The institute is planned to run as a 2.0 unit experimental course. Based upon the interest in this institute, ESCC will determine whether or not a certificate or degree program in energy systems technology should be developed.

CIS / BUSINESS

ESCC receives numerous requests to offer business and computer courses. ESCC has and continues to offer these courses, but enrollment remains low. Some of the factors include, low awareness, inconvenient scheduling, and inappropriate curriculum. Marketing for these programs has been limited to class schedules and some press releases. Marketing efforts should include strong high school outreach, presentations to the Chambers of Commerce and Rotary Clubs as well as other target populations. Most of the business courses are a full semester and consist of degree and transfer level curriculum. There has been significant demand for short-term technical training courses in the field of business aimed at professionals, entrepreneurs and others not interested in a degree program.

ESCC has one full-time business faculty who teaches the introductory courses. The other two-three courses are taught by ESCC's one adjunct faculty in business.

- BSAD C072, C100, C101, C102, C110, C145, C171 are the core business courses that ESCC is going to focus on offering on the ground. All but C072 and C145 are to be offered iTV between Bishop and Mammoth only, these two are offered out of IWV and Bishop and Mammoth will be remote sites only.
- BSAD C100 and C110 have had moderate enrollment, but it is believe that with a stronger marketing plan, the enrollment for these courses will increase. These courses will continue to be offered by iTV.
- BSAD C101 and C102 have historically had very low enrollment, retention rates and success rates. A stronger marketing effort is expected to increase these programs. These courses will continue to be offered via iTV.
- C171 is a new class and it is expected that this class will appeal to the general public in addition to business degree and transfer students. This class will also be offered via iTV.
- Due to low-moderate enrollment in these courses, ESCC has decided not to offer additional business course on the ground. All business courses will continue to be offered via iTV primarily between Bishop and Mammoth with a commitment from instructors to spend equal time on both campuses. Additional courses are offered online.

EASTERN SIERRA COLLEGE CENTER

- Special topics, short-term business courses will be developed in conjunction with a lead partner (Inyo County) to provide necessary training for staff of local employers.
- CSCI classes have historically had low enrollment. ESCC introduced three 1.0 unit (3-day) computer classes this semester. Enrollment was moderate. No CSCI courses are planned for fall 2007, but ESCC plans to evaluate the best method to structure and offer CSCI courses that will meet the needs and demands of the community, while also ensuring minimum enrollment.

PUBLIC SERVICE

ESCC's service area is remote and isolated and has a small permanent population, approximately 20,000. Public service agencies are continually seeking trained staff and opportunities to train their existing staff. ESCC already serves the Bishop Police Department, Inyo County Sheriff's Department. Additional programs are being developed with the Mammoth Lakes Fire Department and the National Forest Service. There are other opportunities to offer training for additional departments and agencies in the area such as the Mono County Sheriff's Department and the Mammoth Lakes Police Department. These programs typically have very strong enrollment.

ESCC will continue to offer EMT I, refresher and CPR classes on the ground in Bishop and Mammoth on alternate semesters. Enrollment in these classes has been strong. EMT and CPR certification is required for local ambulances, volunteer fire departments (which include Bishop Fire Department, Mammoth Lakes Fire Department, Paradise Fire, Long Valley Fire, Chalfant Fire, Swall Meadows Fire, Big Pine Fire, Independence Fire, Lone Pine Fire, etc.), search and rescue teams, emergency rooms, and other agencies.

ESCC intends to pursue another program area in public service, search, rescue and wilderness guiding. The June Mountain Ski Patrol, the Mammoth Nordic Ski Patrol, Mono County Search and Rescue, Inyo County Search and Rescue and a number of guide services in the area have expressed interest in developing ski patrol, avalanche rescue, technical rock rescue, mountaineering, search training and other search, rescue and wilderness guiding courses through ESCC. These types of training programs are already offered by the respective organizations, but there is interest in providing students with college credit toward a certificate or potential degree program.

Typically, the instructors are affiliated with the departments or agencies and are hired by Cerro Coso Community College.

MEDIA ARTS

ESCC is very excited to begin developing on ground media arts programs. These courses are in strong demand in the area (graphics communications was ranked second as fastest growing program not offered in Inyo county), but also offer students to pursue high paying careers and develop freelance opportunities without leaving the area. One hybrid course was offered in Bishop during the spring 2007 semester which was taught concurrently with the same online course. Two other hybrid courses will be offered, one in Bishop, one in

EASTERN SIERRA COLLEGE CENTER

Mammoth, during the fall 2007 semester. Both of these courses will be taught concurrently with the respective online courses.

Two special topics media arts courses will be offered during the summer 2007 term as part of the ESCC summer art institute. Each of these special topics courses are 'mini' versions of the media arts courses that are being offered during the spring and fall semesters. They are targeted towards adult learners and to entice degree-seeking students to enroll in the 3.0 unit courses.

ESCC has one visiting full time faculty and one adjunct faculty in the media arts.

- MA C101 was offered as a hybrid class in Bishop for the spring 2007 term
- MA C102 will be offered as a hybrid class in Bishop for the fall 2007 term; MA C127 will be offered as a hybrid class in Mammoth for the fall 2007 term.
- MA C061 and C063 will be offered in Bishop during the summer 2007 term. These are 1.0 and 2.0 unit special topics classes, respectively.

VISUAL & PERFORMING ARTS

ESCC's visual arts courses have a strong following. However, the majority of students are seeking continuing education, rather than degrees. ESCC's approach to visual art offerings is to offer sections concurrently and to introduce a handful of special topics classes each semester, including intensive weekend classes. ESCC is evaluating whether or not to offer two-dimensional and three-dimensional classes to provide a full degree program offering. ESCC has also introduced a full summer art institute with nearly a full offering of art classes for the entirety of the summer term. Additionally, ESCC has created high school art days to introduce high school students to college art programs.

ESCC has four adjunct art instructors in Bishop and two adjunct art instructors in Mammoth.

- Drawing: ART C121 / C221 are taught concurrently in Bishop and Mammoth, a special topics drawing class will likely be added to these classes to enable continuing education students to continue to take drawing classes with ESCC.
- Painting: ART C065 / C131 / C231 are planned to be taught concurrently in Bishop and Mammoth. The special topics class is designed to enable continuing education students to continue to take painting classes with ESCC.
- Photo Darkroom: ART C065 is being taught on alternating semesters in Bishop and Mammoth.
- Each semester the ESCC offer 1-3 special topics classes on the Bishop campus in various mediums. ESCC is also planning to develop intensive weekend special topics classes in art to capture the needs of continuing education students.

ESCC's performing arts programs have also enjoyed long-standing success (strong enrollment). They are primarily geared towards continuing education students with a handful

EASTERN SIERRA COLLEGE CENTER

of offerings to meet the general education requirements of transfer and degree-seeking students.

ESCC has two adjunct faculty in music.

- ESCC currently offers choir classes in Bishop and orchestra classes in Bishop and Mammoth.
- MUSC C101 is offered via iTV between Bishop and Mammoth every other semester and typically has great enrollment.
- ESCC has been offering a week-long Sierra Summer Festival music institute in Mammoth for over 10 years and a three series of week-long instrumental workshops in Mammoth. These programs generate significant enrollment.

CHILD DEVELOPMENT

No CHDV courses are being offered at ESCC for the fall 2007 semester.

ESCC is in the process of evaluating potential partnerships to develop a culinary institute. The Paiute Palace has expressed interest and would be willing to contribute facilities, food inventory and instructors and a minimum of 15 students (employees) to the program.

ESCC does not have any adjunct faculty in Child Development.

MATHEMATICS

Enrollment, retention and success in ESCC's current mathematics program has been very low. As with the English program, basic skills courses need to be supported. The college level mathematics courses offered at BUHS have been very successful, with strong enrollment, and offer high school students concurrent enrollment.

ESCC has one full-time faculty and two adjunct faculty in mathematics.

- MATH C020, C040, C050 and C055 will be taught iTV between Bishop and Mammoth only during the fall term.
- MATH C141 / 151 / 142 / 152 will be taught on alternating semesters on the BUHS campus by adjunct faculty. These courses generally have strong enrollment.
- Mathematics classes at ESCC will be taught iTV and alternating semesters to increase enrollment.
- Encourage a commitment from the instructor to spend equal time on-the-ground in both locations for iTV courses, to enhance retention and success.
- Request remote-site teaching aides to assist with iTV courses, to enhance retention and success.
- Develop schedule with guidance from KRV, which has created a very successful basic skills mathematics program.

EASTERN SIERRA COLLEGE CENTER

- Adopt teaching styles and methodologies that have proven to increase retention and success rates on other campuses.
- Develop stronger relationships with organizations that would feed students into these programs: the high schools, Bishop Career Center, and others, to increase enrollment.
- Continue to develop and support the Learning Assistance Center (LAC), which provides free faculty and student tutoring services.
- Eventually develop college-level mathematics courses in conjunction with a two-year science degree program (see below).

SCIENCE

ESCC's current science offering supports the health care track, a handful of elective offerings for degree-seeking students, and courses aimed at continuing education students. ESCC's service area offers a tremendous and unique opportunity to offer a two year degree and transfer program in science. However, development of this program depends on support from outside organizations to create a study / internship program that would be attractive enough to the area's top high school graduates to entice them to stay in the area and enroll at ESCC rather than attend a four year university immediately.

- ESCC offers BIOL C101 / 105 / 251 / 255 / 261. These courses are offered as pre-requisites for nursing and other health care programs. 101/105 are offered in Bishop every two semesters, 251/255 are offered in Mammoth on alternate semesters, 261 is offered in Bishop every third semester. ESCC does not plan to continue offering C121/122 as students wishing to earn an RN certificate need 251/255 instead. These courses have historically had strong enrollment. As the LVN program is expected to begin spring 2008, ESCC expects that demand for these courses will remain strong.
- PHSC and GEOL have been introduced this semester and will be offered next semester. GEOG is typically offered once every two semesters in Mammoth. These courses provide elective alternatives for degree-seeking students and attract continuing education students. ESCC plans to continue to offer a variety of these courses in Bishop and Mammoth as well as special topics courses in PHSC, GEOL and other areas to continue to provide variety for degree seeking students and continuing education students. These programs tend to have strong enrollment due to local interest, but also lack of other choices for science electives (the health care science classes tend to be much more demanding).
- ESCC is developing relationships with organizations and agencies in the area (White Mountain Research Station, Owens Valley Radio Observatory, LA Department of Water and Power, Department of Fish and Game, National Forest Service, Sierra Nevada Aquatic Research Lab, California Department of Transportation, Bureau of Land Management, National Park Service, and others), to try to develop program that would consist of a cohort of top science students to work as interns for these agencies, while also completing a two-year science program at ESCC. By developing a program (with in-

EASTERN SIERRA COLLEGE CENTER

ternship as well as academic opportunities), there will be a critical mass and minimum enrollment which would enable ESCC to offer a full schedule of freshman and sophomore science and mathematics courses (list here). The advantages of developing such a program is that it would attract top students to the program and enhance the academic culture of ESCC; increase the degree program offerings at ESCC; and, as a result, drive stronger enrollment.

SOCIAL SCIENCES

ESCC offers social science courses primarily as general education requirements for transfer and degree-seeking students. Courses offered include, HIST 131/132, ECON 101/102/103, POLS 101 and PSYC 101. These courses generally have very strong enrollment and typically two or three are offered each semester in both Bishop and Mammoth. ESCC intends to continue to offer these courses and consider iTV as an option to maximize enrollment as well as increase options for Bishop and Mammoth students.

ESCC is currently evaluating a 'restructuring' of the health and human services certificate. [Department chair to provide input.]

COUNSELING

ESCC currently offers two concurrent yoga classes that consistently have a waiting list. There has been strong demand to create a special topics PDEV class that would 1) enable ESCC to offer special areas in yoga (meditation, etc.) as short-term (weekend or week-long) courses; and 2) allow students to repeat yoga multiple times.

ESCC is exploring opportunities to offer GED preparatory courses. There is strong demand from many organizations and agencies (MCOE, ICOE, Independence Jail, etc.) for the college to offer these types of courses.

ESCC has one adjunct faculty teaching yoga. ESCC has many adjunct faculty who would qualify to teach GED preparatory courses.

PHYSICAL EDUCATION

ESCC in Bishop has well-established golf, wellness walking and general conditioning classes that generally cater to the retired population in Bishop. These classes have strong enrollment and typically have a waiting list. ESCC has one long-standing adjunct who teaches all of these courses.

There is a tremendous opportunity for ESCC to offer PHED courses in Mammoth and develop new PHED courses in Bishop. A significant number of visitors and individuals relocating to the area come to participate in outdoor sports including skiing, snowboarding, trail running, hiking, road and mountain biking, rock climbing, climbing and mountaineering. Additionally, many professional athletes come to Mammoth and Bishop to 1) train year round 2) take advantage of the natural geography; and 2) train at altitude. Some examples are US Olympic marathon medal winner, Deena Kastor; US Olympic distance run-

EASTERN SIERRA COLLEGE CENTER

ner and medal winner Mebrahtom Keflezighi; US Olympian snowboarders Mason Aguirre and Danny Kass; professional US top female climber, Lisa Rands, among others. Offering courses in these areas, as well as, high altitude training / physiology, would likely capture enrollment from existing students, visitors, and continuing education students and has the potential to become flagship programs. ESCC will need to develop curriculum and identify adjunct faculty to offer these courses.

LIBRARY INFORMATION TECHNOLOGY

ESCC currently offers the required LIT C075 each semester. Enrollment has been low-moderate for this class. ESCC is developing awareness and marketing for this course to attract continuing education students.

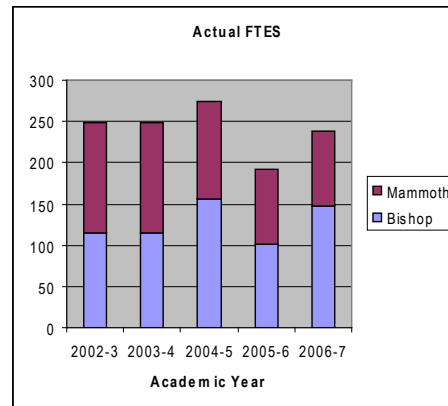
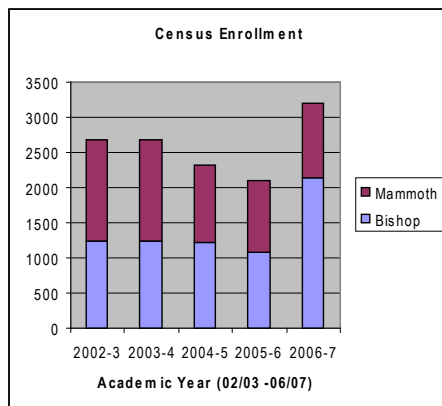
ESCC has one adjunct faculty teaching this course.

HEALTH CARE RELATED STUDIES

ESCC offers HSCI C101 / C150 in Bishop on opposite semesters. Both will be transitioned into iTV classes between Bishop and Mammoth to increase enrollment and course selection. ESCC currently has two adjunct faculty in HSCI.

ESCC is also planning to offer a CNA course for the fall 2007 semester and an LVN program beginning the spring 2008 semester.

7. TRENDS



EASTERN SIERRA COLLEGE CENTER

Term / Academic Year	ESCC Combined			ESCC Bishop			ESCC - Mammoth		
	Sections	Census Enrollment	Actual FTES	Sections	Census Enrollment	Actual FTES	Sections	Census Enrollment	Actual FTES
Summer 2002	22	277	9.5	13	123	5.6	9	154	3.9
Fall 2002	79	1150	121.3	37	535	53.9	42	615	67.4
Spring 2003	75	1255	117.6	35	580	55.1	40	675	62.5
Total	176	2682	248.4	85	1238	114.6	91	1444	133.8
Summer 2003	22	277	9.5	13	123	5.6	9	154	3.9
Fall 2003	79	1150	121.3	37	535	53.9	42	615	67.4
Spring 2004	75	1255	117.6	35	580	55.1	40	675	62.5
Total	176	2682	248.4	85	1238	114.6	91	1444	133.8
Summer 2004	27	288	42	12	147	33.2	15	141	8.7
Fall 2004	71	1127	127	44	572	62.8	27	555	64.2
Spring 2005	70	898	105.1	44	501	60.1	26	397	44.9
Total	168	2313	274.1	100	1220	156.1	68	1093	117.8
Summer 2005	34	418	31.8	10	93	8.7	24	325	23.1
Fall 2005	48	811	86	30	428	42.3	18	383	43.7
Spring 2006	52	863	73.9	35	566	49.9	17	297	24
Total	134	2092	191.7	75	1087	100.9	59	1005	90.8
Summer 2006	48	726	35.9	23	350	16.8	25	376	19.1
Fall 2006	65	1293	100.7	48	985	64.5	17	308	36.2
Spring 2007	82	1174	101.2	59	797	66.9	23	377	34.3
Total	195	3193	237.8	130	2132	148.2	65	1061	89.6

FACILITIES DEVELOPMENT

FACILITIES DEVELOPMENT

1. MISSION

The mission of the Facilities Development Office is to assist in the implement the Facilities Master Plan for the institution. The Facilities Master Plan supports the Educational Master Plan. Create a physical environment that generates pride and supports Cerro Coso's mission, goals and initiatives.

2. PROGRAM SERVICE DESCRIPTION

The Facilities Office is comprised of Facilities Planning & Development, Rental of College Facilities and Equipment, Telephone Services, Switchboard/Reception Desk, and Insurance Claims services. The Facilities Development Office supplies services, direct support and reports related to the State Scheduled Maintenance Program; Five-Year Capital Outlay Program; Space Inventory, and Facilities Master Plan. The Office also assists with the development and implementation of Capital Construction Projects, remodeling and renovation projects, scheduled maintenance projects, hazmat projects, and provides support to the District Facilities Planning staff, consultants, contractors and architects. Will continue to coordinate planning and development of new facilities in conjunction with the District Facilities Planning staff, Cerro Coso Facilities Committee, Maintenance and Operations, contractors and architectural firms.

3. FUTURE DEVELOPMENT STRATEGIES

Fine Arts Addition & Alternations Project – Scope includes the modernization of the existing Arts Building space of 6300 sq. ft. Project will also provide 4,000 sq. ft. of new space. Expansion of the Arts Program is essential to the campus Educational Master Plan. The Indian Wells Valley Campus has an aging studio arts facility that is in need of remodeling and updating. Measure G Bond monies will be utilized. The Art Department is a vital component to the students preparing themselves for careers in art. The Art Department also meets an important cultural need within the community for non-art majors. This project is scheduled for a construction start date of late Summer 2007.

Science Modernization Project – The Science Project will accommodate more students with greater efficiency, house state-of-the-art science labs and support spaces. The renovation will transform the science area into a science complex that will greatly enhance and support instructional use. This is a State Capital Outlay bond funded project and contingent on funding. Proposed start of the construction phase is Spring 2008.

Main Building Modernization Project – A renovation and remodel of the Main Mega building is scheduled for 2010. This is a State Capital Outlay funded project. Currently, Student Services Offices are located in a number of different offices throughout the campus. Access

FACILITIES DEVELOPMENT

to these decentralized services is difficult. A complete renovation and remodel to the Main Mega building will consolidate all of the Student Services function on the campus into one central location – a true “One Stop Shop”.

Because the college at the main campus has a space inventory that currently reflects adequate space, the majority of the building program will focus on remodel and renovation. However, attention will be given to new construction and reconstructed space. Attention will also be focused on the replacement and upgrading of the college’s 35 plus years infrastructure system as well as addressing health/safety, handicapped access, seismic concerns, and code compliance issues. Attention will also need to be given on the development of the college’s instructional sites at Mammoth Lakes/Bishop, Kern River Valley and South Kern – both existing and proposed.

The building program will address balancing instructional needs while, simultaneously, keeping the college in position of continued “funding worthiness”. Much of the space in the Main Mega Building on the Indian Wells Valley campus needs infrastructure improvements and upgrades, including backbone utilities and telecommunication. The greatest overall facility need will be the remodel of existing space for greater efficiency to promote optimum utilization for instructional use.

4. REQUIRED RESOURCES

Facilities: Funding for the above mentioned items will be through Measure G bond monies, State Capital Outlay funding, State Scheduled Maintenance monies, State Haz Mat monies, and local match contributions from the general fund.

Equipment needs: The Facilities Development Office staff support person and the college switchboard operators both sorely need upgraded new computers. We also need a new main fax machine (present machine is over 10 years old) for the college switchboard.

Staffing needs: The Facilities Development Office is woefully understaffed for the workload. We need at least a 19 hour part-time employee to help ease the burden. The evening switchboard operator position needs to be reinstated to full-time.

FINANCIAL AID AND SCHOLARSHIPS

FINANCIAL AID & SCHOLARSHIPS

1. MISSION

The Cerro Coso Financial Aid and Scholarships Office provides resources necessary to decrease financial barriers to higher education by assisting a diverse population in the process of applying for and receiving aid through Federal, State and private organizations to insure student learning.

2. PROGRAM DESCRIPTION

The Financial Aid and Scholarships Office (FA) provided funding to over 2,500 individual students in an excess of over \$4 million during 2005-2006. The financial aid process is complicated, asks personal and sensitive information, therefore the FA staff is dedicated to treating each individual with respect and courtesy while offering the best possible service in a timely manner.

Financial Aid services include assistance in filling out the Free Application for Federal Student Aid (FAFSA), verification documents intake, determining needs analysis, and packaging processes which are technical and require the ability to effectively communicate with students. The FA Staff enrich student learning with opportunities that include walk-in assistance as well as availability of scheduled appointments. The FA staff also communicates via the telephone, email, letter correspondence, and through the Cerro Coso College Website FA link.

3. CLOSING-THE-LOOP

The FA staff's contacts with students continue to increase as a result of California's campaigns promoting Financial Aid resources via television commercials, radio spots, and newspapers articles. The FA staff continues to strive to improve time management and workload with the use of SARS, a dedicated appointment system used to enhance quality customer services. Ongoing training with FA staff promoted teamwork and effectiveness in servicing students. Other accomplishments include:

1. A departmental reorganization which resulted in an increase of Financial Aid Technician positions from 1 to 2. This increase in technicians has improved the timeline that students are reviewed, packaged, awarded and delivered their funds. In addition, a Departmental Assistant position was hired to serve as a receptionist to greet students and assist students, assist in managing the FA paperwork, student files, and assist the Director of Financial Aid and Scholarships in clerical needs.
2. The Financial Aid and Scholarships Office was remodeled. A reception service station was purchased and is used as a check-in point for students and as a general information center. New cubicle partitions and computer privacy screens were purchased for the FA work stations to provide privacy for students. The overall remodel of the FA Office has

FINANCIAL AID AND SCHOLARSHIPS

proven to promote an atmosphere of uplifting morale for students and staff in a professional setting.

3. The Financial Aid and Scholarships Office conquered the Stafford Loans face to face application process with the newly implemented Stafford Loan Online process. The Cerro Coso FA Stafford Loan online application process is accessible 24/7. Several benefits include student management of time and the delivery of Stafford Loan funds is quick.
4. The FA staff's continued use of EdFund's Cohort Management System (CMS) online tracking of student loan borrowers in grace and delinquency status has succeeded in the reduction of cohort default rates for two consecutive years. Cerro Coso has received an EdFund's recognition of outstanding achievement certificate for the 2003 cohort default rate of 15.1%. A second certificate for the 2004 cohort default rate of 13.7% was recently received. Federal regulations define a satisfactory rate of 20% or lower to remain in compliance.

4. FUTURE DEVELOPMENT

The Financial Aid and Scholarship Office will continue to review and critique current financial aid processes and services to enhance customer services and student learning in 2007-2008 as follows:

1. Work in conjunction with other Kern Community College District staff to identify and utilize financial aid processes in Banner which can be automated or streamlined.
2. Improve services on the Cerro Coso Financial Aid and Scholarships Office website to address the online population, service area communities, Cerro Coso students, and staff.
3. Ongoing review of the SARs Appointment System to monitor student contacts and improve services based on students' needs. Continue efforts to distinguish appointment vs. walk-in to utilize productivity use of time management.
4. Seek partnerships with community organizations to maximize outreach efforts.
5. A Program Review of the Financial Aid is scheduled.
6. Evaluate the Scholarship program to streamline processes, redesign the Cerro Coso scholarship handbook to enhance opportunities to students and promote outreach efforts to enhance student learning.

5. REQUIRED RESOURCES

1. An increase in funding from the general fund to supplement the already allocated categorical funding needs to be considered in light of the increase of student need and the lack of Federal College Work Study (CWS) keeping up with the increase of minimum wage per KCCD Board Policy.
 - Recommend the re-instatement of \$25,000.00 to be used for CWS for those students who qualify.

FINANCIAL AID AND SCHOLARSHIPS

2. Staffing Needs:

- To address the growing needs of the Eastern Sierra College Center, a Financial Aid Assistant is being needed to assist Bishop Area financial aid students based on projected growth.
- The IWV Financial Aid and Scholarships Office is experiencing an increase in the time it takes to review and award applications due to changes in Federal Regulation in addition to the increased need of staff support to respond to online services and email correspondence. Offering services online increases the demand on the existing FA staff. A full time Financial Aid Assistant at IWV would be able to assist students in the office as well as the online/telephone communications efforts. Increasing the 999 Financial Aid Assistant to full time would address this need of increased service to students. The distribution of this workload would allow the Financial Aid technicians to dedicate more time to reviewing and processing financial aid applications and awards.

Workload statistics for the past 3 years of financial aid funding awards to students are outlined in the table below. These statistics does not account for the students who were served but did not qualify.

Financial Aid Award by Fund	2003-2004		2004-2005		2005-2006	
	Student	Total award	Student	Total award	Student	Total award
Pell Grant	1215	\$2,273,354.00	1255	\$2,867,547.00	1037	\$2,273,354.00
Federal Work Study	86	\$99,403.00	87	\$110,049.00	53	\$71,268.00
SEOG	199	\$66,400.00	211	\$71,368.00	193	\$64,800.00
Cal Grant B & C	164	\$189,705.00	189	\$210,179.00	170	\$189,422.00
EOP & S	164	\$36,244.00	6	\$376.00	114	\$5,700.00
Care Grant	92	\$62,750.00	108	\$66,268.00	76	\$40,250.00
Scholarships	83	\$54,050.00	97	\$55,361.00	89	\$54,774.00
Stafford Loans	298	\$601,823.00	301	\$617,875.00	322	\$643,403.00
Trio Grants	74	\$29,600.00	59	\$29,988.00	44	\$30,086.00
AmeriCorp Educational Grant	32	\$45,702.00	2	\$3,544.00	1	\$1,181.00
Bureau of Indians Affairs Grant	2	\$2,200.00	5	\$7,535.00	6	\$3,293.00
Unduplicated Students and Total Awards	2409	\$3,461,231.00	2320	\$4,040,090.00	2105	\$3,377,531.00

The table above is based on the reports from Banner using the RWRDSYD form for the academic years 2003-04, 2004-05, and 2005-06.

The SARS table is an account of the student contacts with the FA staff for Fall 2005 and Fall 2006; and the Spring 2006 and Spring 2007 terms. The Spring 2007* calculation includes student contacts through April 10, 2007.

FINANCIAL AID AND SCHOLARSHIPS

SARS - STUDENT CONTACTS

Appointment Stats	Fall 2005	Fall 2006	Spring 2006	Spring 2007 *
Walk-ins	981	2,185	1,596	1,980
Appointments	185	270	296	117
Online Contacts	207	428	307	192
Total Contacts	1,373	2,883	2,210	2,289

The following tables are an account of the total number of recipients that applied for and received the Board of Governor's Fee Waivers (BOGW) at Cerro Coso College during the past three years according to data from the California Community Colleges Chancellor's Office DataMart (CCCCO). In addition, the CCCCCO DataMart reporting system was used to determine who the recipients are in respect to gender, age, and ethnicity as seen on the Table 2 and the pie charts below.

TABLE 1 - TOTAL NUMBER OF RECIPIENTS AND BOGW AWARDS

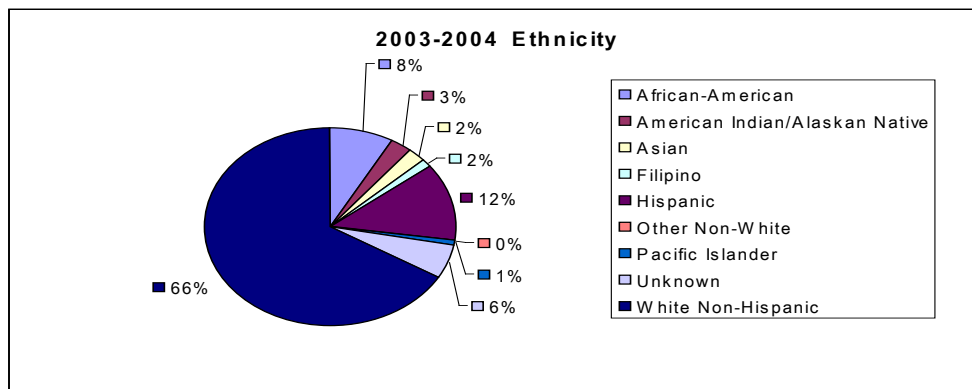
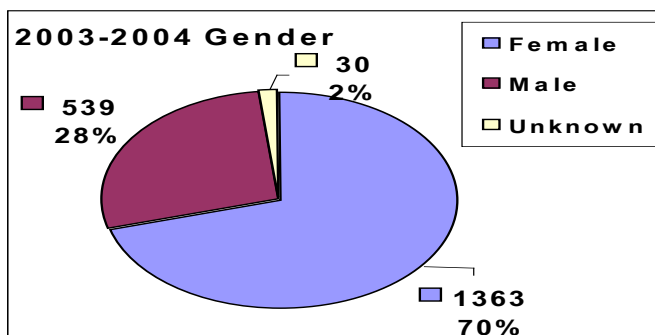
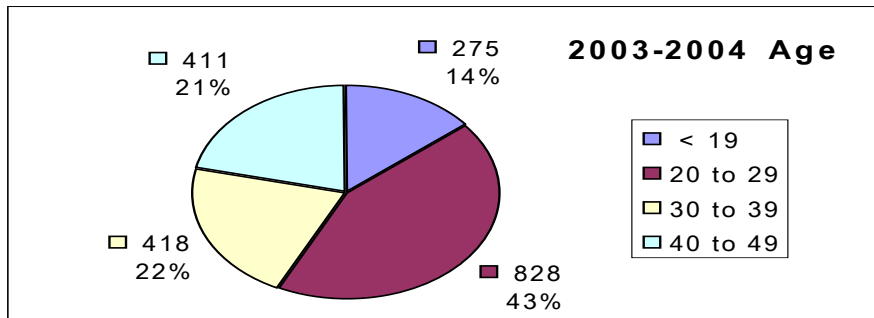
2003-2004 Students	Total Award	2004-2005 Students	Total Award	2005-2006 Students	Total Award
1932	\$672,384.00	2595	\$820,861.00	2368	\$765,088.00

TABLE 2 - RECIPIENTS OF THE BOGW AWARDS
COMPARISON OF HIGHEST PERCENTILE BASED ON AGE, GENDER, AND ETHNICITY

	2003-2004	2004-2005	2005-2006
Age group	43% (20-29)	43% (20-29)	47% (20-29)
Gender	70% Female	71% Female	72% Female
Ethnicity	66% White–Non Hispanic	65% White–Non Hispanic	67% White–Non Hispanic

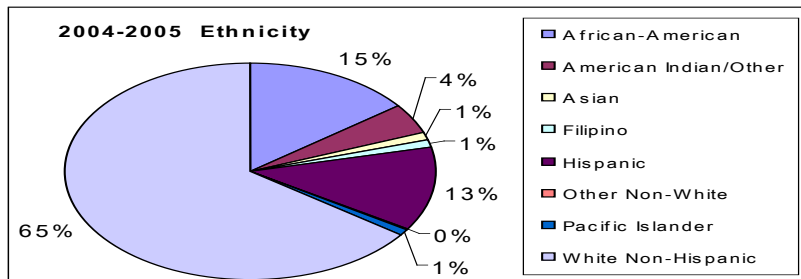
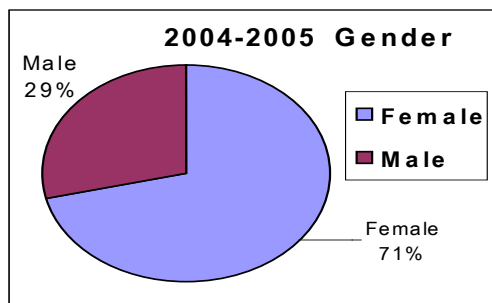
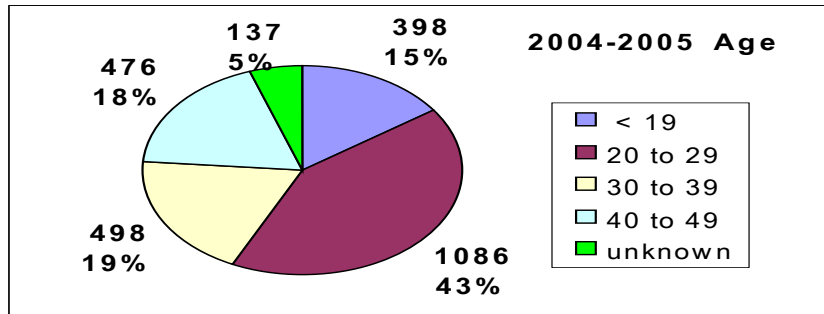
FINANCIAL AID AND SCHOLARSHIPS

2003-2004 1932 STUDENTS RECEIVED BOGWS



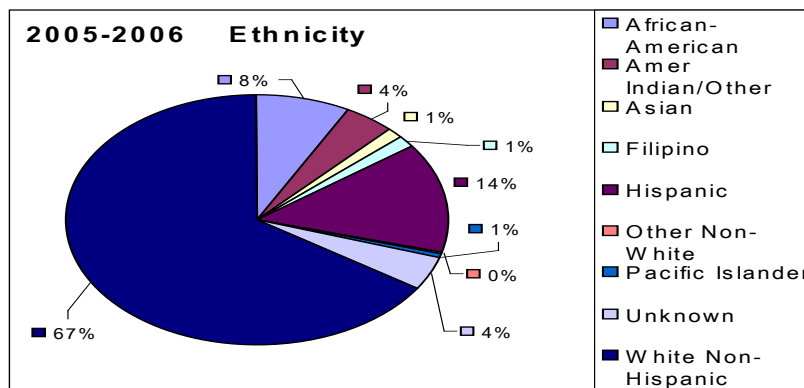
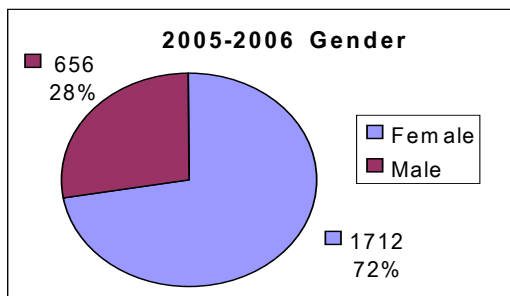
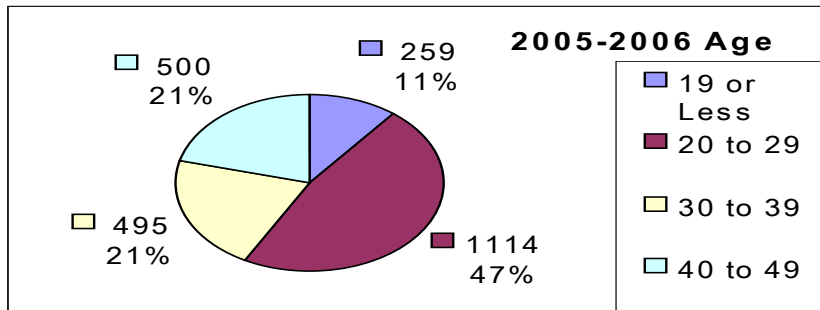
FINANCIAL AID AND SCHOLARSHIPS

2004-2005 2595 STUDENTS RECEIVED BOGWS



FINANCIAL AID AND SCHOLARSHIPS

2005-2006 2368 STUDENTS RECEIVED BOGWS



FOOD SERVICES

1. MISSION

The mission of the Food Services area at Cerro Coso is to provide a nutritious, varied menu selection at a reasonable price with emphasis on customer service to the students, staff and public.

2. ADMINISTRATIVE SERVICE DESCRIPTION

The Food Services area contributes to improvement of student learning by supporting the Core Foundational Process by providing an on-campus dining facility, which provides nutritious meals before, between and after classes for the students and staff at Cerro Coso Community College.

3. CLOSING-THE-LOOP

We will continue to evaluate how the Food Services area meets and contributes to improvement of student learning. For the past nearly four years the Food Services area has been outsourced to two different outside food vendors. The first contractor/vendor managed the Coyote Kitchen for nearly three years all the while struggling to make a profit.

The second vendor is eight months into his one year contract and is disappointed by the lack of food sales and foot traffic. He most likely will not renew his contract and very well may give written notice of ending his contractual obligations with the College prior to the contract renewal date. Staff is trying to retain the vendor and will work towards that goal.

4. FUTURE DEVELOPMENT STRATEGIES

The Food Services Area contributes and supports the improvement of student learning. However, the Food Services Area when it was in-house never broke even. In fact the College continually had to subsidize the Food Services operation annually for thousands of dollars.

Over the next five years the Food Services area will:

1. Endeavor to work with the vendor/contractor to provide continued support services.
2. Adjust hours of operation to accommodate the best customer service and foot traffic for both the contractor and students.
3. Remain flexible in our approach to food services on the Cerro Coso College, IWV Campus.

FOOD SERVICES

5. REQUIRED RESOURCES

FACILITIES

The Food Services, Coyote Kitchen was remodeled approximately ten years ago. New floor tile was laid, new paint was applied and the existing cabinets were refinished. The kitchen is in adequate shape but the walls could use another coat of paint.

EQUIPMENT

The majority of the major equipment of the Food Services area is now over 35 years old. The primary concern is that the equipment will simply stop working and a repair will not be possible (i.e. some of the freezers operate on refrigerant that is no longer available). Some small pieces of equipment have been replaced as a result of a non-operational state.

Another concern is the Student Center area adjacent to the kitchen, regarding the “look and feel” of trying for a more aesthetically pleasing environment for students and catered events. A Main Building Modernization of the mega building will take place in approximately three years in 2010. A modernization committee is presently working with the architects. It is hoped that the kitchen area will be addressed for greater efficiency and the Student Center will be remodeled for more staff and student appeal.

GENERAL SCIENCE DEPARTMENT

GENERAL SCIENCE DEPARTMENT

1. MISSION

The mission of the Science Department is to provide the rigorous science foundation necessary for students to achieve the skills, knowledge, intellectual curiosity and scientific literacy essential for a wide range of professional, technical and academic careers. For students pursuing careers outside of science, an understanding of the processes and an appreciation for science is provided. The department mission supports the mission of the district and college by striving to provide excellent educational programs, services and opportunities.

2. DEPARTMENT DESCRIPTION

The Science Department includes several disciplines: Biology, Chemistry, Physical Geography, Geology, Physical Science, and Physics. These disciplines offer courses that satisfy general education requirements and transfer needs for General Science majors. Course offerings also serve as requisites for health careers, pre-engineering, and physical education. Field courses and extracurricular activities aid Cerro Coso's community outreach efforts.

Currently, students may either take a physical science and a natural science lecture or either a life or a physical science lecture and lab to meet the natural science requirement. The Science Department needs to look at the requirement and consider if it should be more in alignment with the IGETC and Cal State requirements.

The General Science degree is subdivided into four separate emphases: Liberal Studies, Biology, Human Biology, and Chemistry. The addition of Earth and Atmospheric Science and an Engineering and Physics emphasis is anticipated by the end of this year. Regular offerings of Natural History courses have provided the community access to the college and the environments surrounding our 18,000 square mile service area.

The Science Department offers courses at the IWV, KRV, ESCC, SK and online sites. Four full-time faculty serve the IWV campus. Recent hiring in the Physical Sciences has allowed for regular offerings of Geology and Physical Science and field study classes. Two fulltime faculty also serve the KRV and ESCC campuses. Course offerings at KRV, ESCC, and SK are primarily done by adjunct faculty. Courses are also taught online and via ITV. The main difficulties with running courses at sites other than IWV and online are getting supplies to instructors and reliable access to functional lab facilities. Sites with regular hours and contacts make course offerings much more feasible.

Adjunct instructors play a vital role in the Science Departments ability to offer quality courses. One of the nicest undergraduate astronomical facilities in the state of California was built and is currently maintained by the volunteer work of adjunct instructor Dr. Alex Shlanta.

GENERAL SCIENCE DEPARTMENT

DESCRIPTION AND CURRENT STATUS OF PROGRAM EMPHASES

BIOLOGY

Courses offerings for majors, non-majors and community outreach needs are offered by the biology discipline. The General Biology requirement for majors is a year long series comprised of BIOL 111 and BIOL 112. Enrollment for both BIOL 111 and BIOL 112 have been low but enrollments are growing due to regular offerings and increased marketing efforts. Reading comprehension skills are critical for student success in these courses. Currently, BIOL 111 and BIOL 112 are only offered at the IWV campus. ITV offerings for BIOL 111 and BIOL 112 are not feasible as these are lab intensive courses.

Students majoring in health careers are typically trying to obtain their LVN or RN degrees. LVN students take The Survey of Anatomy and Physiology (BIOL 121 and 122), while RN students take Anatomy (BIOL 251), Physiology (BIOL 255), and Microbiology (BIOL 261). These courses fill rapidly and have low attrition rates. Recently, Bakersfield College started a RN ladder program for the Cerro Coso College LVN students. The courses are taught via interactive television (ITV). Bakersfield College deemed BIOL 121 and BIOL 122 equivalent to BIOL 251. This equivalency has caused enrollment in Human Physiology (BIOL 255) to grow. Meeting the demand for BIOL 255 will be an ongoing challenge. Recent expansion of the discipline list on the course outline of record has allowed for a larger adjunct pool to meet the growing demand for Human Physiology. Enrollment for the health careers courses is typically high. Currently, IWV and ESCC run these classes. Running these courses at the ESCC has been a difficulty in the past, as these courses require a great deal of preparation. Past administration was unwilling to address the issue and excellent adjunct instructors were lost as a result. The new director at the ESCC site has been a tremendous asset for the adjunct and is improving relations between the community and the college.

Non-major offerings for life sciences are offered at all of the sites. The IWV campus offers the greatest number of sections and courses on a more regular basis than the other sites. The reason for reduced offerings at sites other than IWV is the lack of full time faculty in the sciences. Properly equipped labs and smaller populations to draw students from.

CHEMISTRY

Course offerings in the discipline of chemistry meet a variety of student needs. The Introduction to Chemistry Course (Chemistry C101) provides students with a foundation for further study in Biology, Nursing, Chemistry and Allied Health. Fundamentals of Organic Chemistry (Chemistry C220) is a single-semester lecture only course offered for students planning to careers in Allied Health and Nursing. General Inorganic Chemistry I and II (Chemistry C111 and C113) together with Organic Chemistry I and II (Chemistry C221 and C223) provide students with the requisite Chemistry courses for transfer to a four-year institution. Approximately 80% of all students completing the Inorganic Chemistry sequence plan on majoring in Chemistry, Engineering, Biology, Geology, or Chemical Engineering at a four-year institution. More than 90% of the students completing both the Inorganic and Organic Chemistry sequence plan on majoring in Chemistry, Engineering,

GENERAL SCIENCE DEPARTMENT

Biology, Geology, Nursing, Pre-Medicine or Chemical Engineering at a four-year institution. All the students completing the Inorganic and Organic sequence are also eligible for a degree in General Science with a Chemistry Emphasis.

All chemistry classes stress problem solving by active participation in recitation sessions and hands-on laboratory exercises, group and individual laboratory reports and special projects. All classes are designed and taught using Guidelines for Chemistry Classes for 2-year Institutions published by the American Chemical Society (ACS). The Final Exam for Chemistry C223 is the ACS standardized exam for Organic Chemistry.

Students in Inorganic II and Organic II have the opportunity to have a lab period at the Chemistry Division at the Naval Air Warfare Center in China Lake California to perform advanced experiments such as Mass Spectrometry and High Field Nuclear Magnetic Resonance. Inorganic Chemistry II and Organic Chemistry II have optional honors sections, which cover topics above and beyond the level of the respective classes.

Chemistry C101 is offered every semester. Chemistry C111 and C113 are offered in sequence every academic year. Chemistry C221 and C223 are offered every other academic year (the sequence starts in the Fall Semester of every odd-numbered year). Chemistry C220 is offered in the Spring Semester of every odd-numbered year)

CULTURAL GEOGRAPHY

Cultural Geography 101 has been run at the IWV, KRV, and ESCC sites. The course offering has been dependent upon the availability of adjunct instructors in the past.

GEOLOGY

Recent hiring in Earth Sciences has greatly improved offerings in Geology for the IWV and ESCC sites.

PHYSICAL SCIENCES

Recent hiring in Earth Sciences has greatly improved offerings in Physical Sciences for the IWV and ESCC sites. Physical Science Field Studies Course, PHSC 103, have been very well received by the Bishop community and have run strong enrollments.

Regular offerings of Physical Science 111 and 112 have been occurring for the past four years. These offerings are both on line and on ground.

PHSC 121 Elementary Astronomy and PHSC 125 Astronomy have been offered every semester for the past 4 years. Enrollments continue to increase in Astronomy as the observatory facility adds more equipment and functional space. Astronomy offerings have improved FTEs generation from Physical Science. PHSC 121 and PHSC 125 are taught together in the same lecture. The combined lectures create enrollments commonly over fifty. These classes have provided a tremendous community outreach for the college providing partnerships with the local astronomical society, local schools, girl scouts, boy scouts and church youth groups. This year Dr. Alex Shlata and the astronomical society hosted a community star party that brought in nearly 500 people.

GENERAL SCIENCE DEPARTMENT

PHSC 131 Introduction to Meteorology has been offered every other year. Offerings have declined as the adjunct instructor originally teaching the course has a full schedule with Astronomy offerings. The course was popular and should be offered at the IWV campus again. PHSC 132 Introductory Meteorology Laboratory is a course that has not been run on a regular basis. Perhaps, PHSC 131 and PHSC 132 should be offered every other year again.

PHSC 141 Introduction to Oceanography has been offered on ground at the ESCC site and on-line. On-line offerings have been much higher than on ground offerings. The disparity in efficiency of the offerings has lead to the course only being offered on line.

PHYSICS

Over \$45,000 worth of new Physics equipment was purchased over the last 3 years, providing a much needed upgrade to equipment that was lost, broken, or obsolete (over 30 years old).

Enrollments in Physics have generally been cyclical in nature. There have been some past issues with cancellation of classes due to low enrollment and instructor availability. These issues caused a further decline in enrollment and increased students' dissatisfaction with the College's duty to offer a full two-year degree offering of Science classes. The Science Department has recently instituted a long-term scheduling policy in which there will be no class cancellations regardless and enrollments are improving.

Physics has historically been taught by members of the adjunct faculty who have been with the college for nearly 30 years. While there may eventually be a need for a full-time physics faculty we do need to respect the hard work and effort of our adjunct faculty and approach the hiring of a full-time Physics (or Physics/Astronomy) with circumspection.

Physics courses are calculus-based and are over three semesters. Mechanics (PHYS C111) is offered every other spring semester, Electricity and Magnetism (PHYS C113) is offered every other fall semester, and Waves, Optics and Advanced Physics (PHYS C211) is offered every other spring semester.

3. FUTURE DEVELOPMENTS

The Science Department is projected to grow at the same rate as the College. What follows is the development by discipline.

BIOLOGY

We plan to try and continue marketing the General Biology series (BIOL 111 and BIOL 112) to the local high schools in the hopes of continued improvements in enrolment. Students have recently been requesting night offerings of the general biology series. We also plan to work with Bakersfield College RN ladder program in an attempt to determine the rational for the prerequisites for the program. We are having difficulty serving students that commute to IWV from KRV, SK or ESCC. If students wish to take more than one biol-

GENERAL SCIENCE DEPARTMENT

ogy requisite for the RN program they must travel four days a week as biology labs course are currently offered on M, W and T, Th evening. The reason for night offering was student and counseling feed back. The vast majority of IWV nursing students have day jobs and they require night offerings. Non-major offerings were scaled back in the evenings three years ago. The reduced offerings were due to declining enrollments. Declining enrollments could have been due to increased offerings in non-major Physical Science courses. Enrollments may also have declined due to an overall decrease in services provided to night students by the college. Night students have seen a tremendous decrease in college services over the past four years. Night offerings of non-major biology courses should be attempted again.

Increased offerings at the satellite campuses, KRV and ESCC, are expected. If offerings are to increase at these sites additional adjunct faculty will be required. Equipment and supply budgets will also need to be increased. An additional three thousand dollars has been requested in the 2007-2008 budget, to begin purchasing needed equipment at the satellite campuses and to gradually replace aging equipment at the IWV site.

CHEMISTRY

Our planning includes working around the planned renovation of the Science laboratories and to continue to maintain the equipment that is used for the Chemistry sequence. Some computer access in the Chemistry laboratory may be appropriate in order to offer simulations to some chemistry classes so long as these simulations complement and enhance (not replace) any hands-on experiments. Of utmost importance to the continuing improvement of the Chemistry Discipline is a long-term commitment to the Science Laboratory Manager.

Chemistry C223 enrollments have historically been low (hence the offering only on odd-numbered fall semesters), but this class is a capstone class that is required for several degrees within Cerro Coso as well as providing students with the full second year of Chemistry. Enrollments may improve over the next 10 years as an Engineering program is developed, and it is hoped that numbers increase to a point where the Organic Chemistry sequence is offered every year. The last time Chemistry C223 was cancelled (Spring 2004) there was extreme dissatisfaction with the college. The students enrolled in the cancelled class were either enrolled in the Honors Program or in Honors courses. Several students transferred out early to a 4-year institution because of the cancellation. The Science Department has instituted a policy that Chemistry C223 will never be cancelled when it is offered, especially giving the fact that it has always been a degree requirement.

There may be additional staff/section offerings required if a proposed Engineering Program is successfully developed.

EARTH SCIENCES

A new hire in Earth Science is currently performing outreach to agencies such as the US Forest Service, BLM, DWP, tribal governments, and local high schools. Outreach includes course development, partnerships, and internship development. In addition new courses

GENERAL SCIENCE DEPARTMENT

are being developed in field geology and geographical information systems (GIS). Future development will include a GIS certificate program and revitalized Natural Resource Management AA.

In collaboration with Biology, new course offerings are being developed for an expanded summer schedule, which will utilize local scientific expertise and take advantage of the world-class recreational opportunities in the Cerro Coso service area. Plans are to eventually advertise the program nationally and target potential new markets such as K-12 teachers needing service credit.

In addition, new distance education course offerings in earth and physical science are being developed to accommodate the dispersed rural service area.

4. REQUIRED RESOURCES

FACILITIES

At the IWV campus many department lectures are taught in laboratory space due to the low availability of lecture rooms. Often these rooms are poorly configured for lectures, and none of the labs in physical science are equipped with advanced media capability. The department requests a concerted effort to equip or furnish the department with at least two laboratory spaces with permanent media capability or 2 portable units that can then be moved based on need.

Current planning for an IWV science laboratory facility renovation must include swing space that allows for lab courses to be taught during the renovation. Agreement was reached with the Science Department and the district architect.

The Cerro Coso College service area encompasses one of the most stunning and accessible natural geological laboratories on Planet Earth. In addition, much of the local economy is driven by resource management agencies. Lab facilities and equipment are currently very limited. Lab facilities will improve with the scheduled Science upgrade. A large 30 person lab is needed to handle large lab sections

The astronomical observatory is a 500, 000 dollar facility that has four domes and twenty optical telescopes. The entire observatory compound is fenced, relatively easy to access and located at a somewhat remote part of the IWV campus where light pollution effects are minimized.

The observatory is better than most if not all observatories at 4-year colleges. We need a plan and commitment from administration to maintain and keep this great facility.

STAFFING

Adjunct instructors do not receive additional compensation of any kind for courses with exceptionally long additional prep times, e.g., General Microbiology. Microbiology courses require at least an additional 10 hours of preparation compared to other biology labs. The lack of staff support at the SK, SRV and ESCC facilities make the additional time commit-

GENERAL SCIENCE DEPARTMENT

ment at least 15 hours of additional time per week. If regular offerings of Human Anatomy, Human Physiology and General Microbiology are to occur at the KRV and ESCC sites the college must address the lack of support for the adjunct faculty if it wishes to rehire quality instructors.

Unfortunately, prior lack of support at the ESCC site has resulted in turning much of the potential adjunct teaching force away from the college. The recent hiring of a new site director at the ESCC site has greatly improved this situation.

A laboratory technician position was established by the Science Department in 1990. The position was eliminated in 2004. The position was rehired in 2006. The justification for this hire is on file with the district. Without a laboratory technician to purchase supplies, supervise the budget, and assist with laboratory set up and instruction, science offerings are greatly reduced at all sites. The position is a thirty-hour a week position with benefits. The cost of the position is minor in comparison with the amount of revenue lost in decreased FTE generation without the position.

The astronomical observatory has been both an excellent teaching and college marketing tool. The observatory has brought enrollment up in astronomy and the college star party provided an excellent outreach to the community. The Science Department has been trying for over three years to acquire funding for part-time volunteers that assist Dr. Shlanta in setting up and maintaining the technical equipment. It is critical that the college provide additional support to Dr. Shlanta if the observatory is to be used by the college

EQUIPMENT AND SUPPLIES

BIOLOGY

If nursing courses are going to be offered at sites other than IWV additional equipment and supplies will be needed. The greatest need would be at the KRV site. A refrigerator is being purchased for storage of animals and organs but additional equipment and supplies are needed if courses are to be offered at the satellite sites.

Microscope replacement is an ongoing need at all of our sites. The IWV site must begin gradually replacing microscopes.

CHEMISTRY

The largest need for the Chemistry Discipline is more fume hoods. The laboratory has access to 4 fume hoods. Based upon current section size and ACS and safety guidelines, 2 or 3 additional hoods are required. This need will hopefully be met when the Science Laboratories are renovated. The next most urgent need is for more equipment such as balances and pH meters. At least 1 more analytical balance and at least 3 more pH meters are required to relieve congestion in the laboratory for Chemistry C113, C221 and C223.

GEOLOGY

The Cerro Coso College service area encompasses one of the most stunning and accessible

GENERAL SCIENCE DEPARTMENT

natural geological laboratories on Planet Earth. In addition, much of the local economy is driven by resource management agencies. Lab facilities and equipment are currently very limited. Lab facilities will improve with the scheduled Science upgrade. A large 30 person lab is needed to handle large lab sections. In addition, lab equipment, such as compasses, maps, rock hammers, tape measures, drafting tables are desperately needed at the Ridgecrest, ESCC, KRV, and South Kern

Major new equipment is needed to accommodate GIS and computer applications in earth and physical sciences. Some of this equipment such as LCD projectors and internet access in classrooms will be accommodated in the Science upgrade. In addition, a large format color printer/scanner and dedicated server is needed to grow GIS and field programs. Other instructional technology needs will arise as this program grows. We need \$2000 a year to support software-licensing fees for GIS software.

To continue to develop a field program and expanded summer schedule we will need to purchase field equipment such as tables, stoves, large tents, and water systems. In addition the department should consider purchasing large 4-wheel drive vehicles, vans, or a bus to transport students on field trips, or provide assistance to students who cannot provide their own transportation

PHYSICAL SCIENCES

Astronomy is the course that has the greatest equipment and supply needs. If the college wishes to continue offering astronomy the supply and equipment needs must be built into the science budget. The 2007-2008 Science budget proposes a two thousand dollar supply budget for astronomy.

PHYSICS

There was a substantial purchase of equipment in the last 3 years, but there is still need for an additional of equipment. Furthermore at least some of the equipment needs to be computer-interfaced and available to every student group in the lab at the same time. This need may be partially met with the renovation of the Science Laboratories.

5. TRENDS

NOTE: All worksheets counts unique sections by CRN including sections with zero census enrollment* then sums the total number of census enrollments, FTES, faculty workload (FTEF) for those sections. Productivity is the ratio of FTES per FTEF. *Please check the detail sheet for exceptions.

GENERAL SCIENCE DEPARTMENT

AGRICULTURE

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200230	2	38	3.80	0.40	9.50
200270	1	15	1.55	0.20	7.77
200330	1	25	5.10	0.33	15.47
200630	1	31	6.43	0.40	16.08
200670	2	41	4.25	0.40	10.62
	7	150	21.14	1.73	12.22

BIOLOGY

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200130	22	489	63.66	4.77	13.35
200150	2	28	2.34	0.27	8.67
200170	28	530	64.20	5.58	11.51
200230	23	389	47.04	4.63	10.16
200250	4	71	5.19	0.51	10.18
200270	24	497	79.38	5.65	14.05
200330	21	387	54.01	4.68	11.54
200350	3	89	9.17	0.60	15.28
200370	20	391	59.36	5.47	10.85
200430	20	425	57.24	4.86	11.78
200450	2	51	4.07	0.29	14.05
200470	17	400	61.06	4.72	12.94
200530	19	473	49.45	4.63	10.68
200550	3	72	5.61	0.60	9.35
200570	17	435	64.57	4.78	13.51
200630	15	445	50.73	3.40	14.92
200650	5	99	6.66	0.78	8.54
200670	14	310	38.27	3.11	12.31
	Sum: 254	Sum: 5,581	Sum: 722.02	Sum: 59.33	12.17

GENERAL SCIENCE DEPARTMENT

CHEMISTRY

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200130	8	79	11.86	1.56	7.60
200170	6	62	10.35	2.67	3.88
200230	7	58	11.31	1.86	6.08
200270	5	80	14.12	1.16	12.17
200330	4	68	11.48	0.97	11.84
200370	4	87	19.30	1.74	11.09
200430	3	38	8.81	0.94	9.38
200470	4	76	15.09	1.07	14.10
200530	4	60	11.07	1.14	9.71
200570	5	69	13.46	1.81	7.44
200630	4	36	8.29	1.41	5.88
200670	4	58	11.89	1.10	10.81
	Sum: 58	Sum: 771	Sum: 147.04	Sum: 17.43	8.44

GEOLOGY

Term Code	Sections	CENSUS_ENR	FTES	FTEF	Productivity
200170	1	17	3.44	0.38	9.04
200230	1	0	0.00	0.20	0.00
200250	1	15	1.54	0.20	7.71
200270	1	23	4.80	0.38	12.64
200330	1	27	5.58	0.40	13.94
200370	2	64	9.60	0.60	16.00
200430	1	27	5.61	0.20	28.04
200450	1	29	2.98	0.20	14.91
200470	2	61	8.87	0.60	14.78
200550	1	12	1.23	0.20	6.17
200570	5	58	9.90	1.00	9.90
200630	1	22	2.29	0.20	11.43
200670	2	45	9.33	0.80	11.66
	Sum: 20	Sum: 400	Sum: 65.17	Sum: 5.36	12.16

GENERAL SCIENCE DEPARTMENT

PHYSICAL SCIENCE

Term Code	Sections	CENSUS_ENR	FTES	FTEF	Productivity
200130	8	189	18.90	1.54	12.27
200150	1	22	2.35	0.20	11.73
200170	13	353	36.77	2.74	13.42
200230	5	148	16.04	1.00	16.04
200270	12	287	30.83	2.36	13.06
200330	8	237	25.51	1.78	14.33
200350	1	51	5.35	0.20	26.74
200370	9	220	26.61	1.80	14.79
200430	8	193	22.55	1.60	14.10
200450	2	59	5.49	0.40	13.71
200470	6	146	20.69	1.60	12.93
200530	10	220	26.21	2.20	11.91
200550	3	97	6.86	0.60	11.43
200570	9	232	21.67	1.80	12.04
200630	6	167	18.50	1.40	13.21
200650	3	72	5.30	0.60	8.84
200670	11	260	24.50	1.87	13.10
	Sum: 115	Sum: 2,953	Sum: 314.13	Sum: 23.69	13.26

PHYSICS

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200130	6	63	10.55	1.92	5.49
200170	1	18	3.64	0.38	9.57
200230	2	39	5.62	0.49	11.47
200270	3	39	6.75	0.88	7.67
200330	2	23	5.20	0.72	7.23
200430	1	14	3.37	0.47	7.18
200470	2	23	5.47	0.87	6.29
200530	2	12	3.27	1.06	3.09
200570	1	5	1.36	0.53	2.57
200630	1	4	1.09	0.53	2.06
	Sum: 20	Sum: 240	Sum: 46.34	Sum: 7.85	5.90

HEALTH CAREERS/VOCATIONAL NURSING PROGRAM

HEALTH CAREERS AND VOCATIONAL NURSING PROGRAM

1. MISSION

The mission of the Health Careers and Vocational Nursing Program is to develop and provide quality programs in various aspects of healthcare. These programs encourage education in a variety of health career areas, including Certified Nurses Aide/Home Health Aide, Vocational Nursing, and Medical Assisting. The Medical Assisting program includes both administrative (front office) and clinical (back office) courses. Numerous other courses such as Medical Terminology, Nutrition for the Healthcare Provider, and Pharmacology are taught as separate courses but highly augment all of the Health Career Programs.

Certification programs are provided for the Vocational Nursing Program via the Board of Vocational Nurses and Psychiatric Technicians (BVNPT) and the CNA/HHA program through the Department of Health Services (DHS). Many graduate vocational nurses continue to receive the associate's degree and/or continue into a career as a Registered Nurse.

The department supports the College mission by providing vocational education for students, as well as meeting the community's severe need for a variety of healthcare workers. The end product of these programs results in increased FTES (from students enrolled in the program, as well as supports enrollment in the academic programs within the college due to the need for a variety of general education and prerequisite courses.

2. PHILOSOPHY

The Cerro Coso Community College Health Careers Department shares the mission and goals of its parent institution. This statement of philosophy reflects the beliefs of faculty regarding nursing, health, person, environment, the teaching-learning process, the student, and the setting.

- We believe that the practice of healthcare changes in response to the changes and needs of the society in which healthcare workers function. Healthcare workers assume a caring role in providing care to individuals. They are an integral part of the team and practice in a variety of health care settings.
- We believe that health reflects the views of society and culture of which the individual is a part. Health includes varying states of the individual on a continuum from health to illness or death. Health is unique to the individual. Wellness includes successful responses to events in the environment.
- We believe that environment includes factors internal and external to the individual. Internal and external factors influence the state of health of the individual.
- We believe that the concept of person includes the individual interacting with the environment.

HEALTH CAREERS/VOCATIONAL NURSING PROGRAM

- We believe that faculty and students are partners in the learning process. The instructor facilitates the learning; however the student has the basic responsibility for learning.
- We believe that the students who successful complete any of our programs has a strong foundation in the healthcare field.

3. PROGRAM DESCRIPTION

The Vocational Nursing and Health Career Programs are designed to provide both short-term and long-term education to meet the needs of the various communities we service and individual student interests. In addition these courses establish a career ladder for students interested in a variety of aspects of healthcare. The programs are designed to integrate with existing courses in sciences, mathematics, and humanities. The Health Careers/Nursing Department provides high quality education and meets or exceeds certification standards stressed in the College Mission as well as standards mandated by various State agencies. Programs maintain continuing accreditation or approval by the Department of Health Services (CNA/HHA) and the Board of Vocational Nursing and Psychiatric Technicians.

4. STRATEGIC GOALS

Student recruitment is promoted by having community visitors attend a formal Open House, personal contacts, and by the Health Career Website. Retention is addressed by promoting prerequisite course and recommended courses such as medical terminology, Master Student, and pre-algebra courses. The enrollment in these courses has increased which coincides with a noticeable increase in student retention.

1. The Health Careers/Nursing Program continually strives to promote its courses by increasing community awareness of course availability, participation in curriculum content via advisory groups, evaluations by students, and anecdotal student notes. This process is furthered by the use of Advisory Groups that help guide the growth and development of community needs.
2. The Health Careers/Nursing Program closely monitors the outcomes of its students to ensure the viability of program offerings and instructional methods. This process is aided by the use of the program review to verify program successes and failures. The Board of Vocational Nursing and Psychiatric Technicians and the Department of Health Services monitor the success of students after course graduation via mandated testing. These statistics are given as numbers of students who pass the certification exams. The Health Career Programs have consistently provided an excellent pass rate for graduates of these courses.
3. The Health Careers/Nursing Program has continued to work diligently at developing and refining coursework to fulfill the college goals. CNA courses and medical assisting courses are provided at the Kern River Valley campus. Cerro Coso Community College has also been highly active in the promotion and development of an LVN to RN Dis-

HEALTH CAREERS/VOCATIONAL NURSING PROGRAM

tance Education Career Ladder Program with Bakersfield College. The Eastern Sierra College Campuses of Bishop and Mammoth Lakes are in active process of developing Health Career programs such as CNA and Vocational Nursing.

4. Financial stability of the college has been augmented by increasing the enrollment of students interested in health careers. In the initial year of the additional health career courses, the overall enrollment increased about 600%. The Health Careers/Nursing Program attempts to stay aware of the need to control operational costs by restructuring the courses necessary and redesigning programs to increase efficiency when needed.

5. STUDENT LEARNING OUTCOMES

Student learning outcomes are listed on all Title V forms as well as per regulations of the DHS and the BVNPT.

6. FUTURE DEVELOPMENT STRATEGIES

The Health Career Program will continue to address the college's strategic initiatives through the following:

IMPROVE STUDENT ACCESS, RETENTION, AND SUCCESS

1. Improve attrition rates for all programs through the development of student support systems
2. Improve retention rates for all programs by working with basic skills courses and supporting students who demonstrate need for improvement in all academic areas.

PROVIDE EFFECTIVE LEARNING AND EARNING PATHWAYS FOR STUDENTS

1. Development of an ITV VN Program for the ESCC
2. Development of CN A program for the ESCC
3. Increased collaboration with Bakersfield College to provide RN education for constituents
4. Development of alternative methods of instruction for students in the communities serviced by CCCC

SUPPORT STUDENT LEARNING THROUGH APPROPRIATE TECHNOLOGY

1. Increase student learning support systems through the use of Computer Assisted Instruction, simulated learning, and the development of student support courses (learning lab).
2. Provide training of instructors in new technologies, e.g., ITV, that will maximize the success of students in those classes.

HEALTH CAREERS/VOCATIONAL NURSING PROGRAM

7. REQUIRED RESOURCES

To promote the department's future student learning needs the following resources are required:

FACILITIES

Health Careers has outgrown its current spaces of 116 (Skills Lab) and 128 Classroom. Additionally, the lack of ducted heat or air to these rooms forces the use of fans or heaters –These conditions are safety concerns as well as conditions which interferes with learning. Extension cords are used to accommodate the need for heat or cooling in these rooms. Thus, electrical safety is compromised. Students bring blankets and gloves to the classroom to keep warm.

Plans have been suggested to remodel the 122 suite, which is not currently being used to capacity.

STAFF

Additional full-time staff will be required to accommodate the needs of the growing Health Career Programs especially in ESCC where 2 new programs and ancillary programs are being developed. .

EQUIPMENT

Equipment maintenance, updates, and replacements are required as standard operational costs of running sundry programs. Health Career programs need to keep pace with new technologies in various work environments by purchasing new equipment such as instructional videos/DVDs, healthcare monitoring equipment (e.g., glucometers), et al. More advanced, technology-based training is needed because of high acuity (indicators of severity of a client's illness).

8. TRENDS

Term Code	Sections	Census Enroll.	FTEs	FTEF	Productivity	Academic Year	Yearly Productivity
200150	3	38	6.83	0.73	9.35		
200170	16	173	38.59	4.75	8.12		

HEALTH CAREERS/VOCATIONAL NURSING PROGRAM

200230	14	211	38.98	5.20	7.50	2001-2002	7.90
200250	4	44	6.92	2.34	2.96		
200270	9	117	26.51	2.88	9.21		
200330	10	142	29.43	5.00	5.89	2002-2003	6.15
200350	2	23	2.98	0.50	5.97		
200370	8	122	30.94	3.30	9.38		
200430	9	152	30.29	5.11	5.93	2003-2004	7.21
200450	3	28	5.69	0.80	7.11		
200470	12	156	27.02	8.70	3.11		
200530	12	158	33.40	6.00	5.57	2004-2005	4.27
200550	2	29	2.64	0.34	7.75		
200570	11	150	32.04	5.79	5.53		
200630	12	183	35.61	7.13	4.99	2005-2006	5.30
	126	1,726	347.87	58.57	5.94		

HUMANITIES DEPARTMENT

HUMANITIES DEPARTMENT

1. MISSION

The mission of the Humanities department is to promote student success and critical thinking by providing quality instruction and services in Foreign Languages, including American Sign Language, Philosophy, Anthropology and Interdisciplinary Studies.

2. PROGRAM DESCRIPTION

In support of the Associate of Arts degree in General Education the Humanities department offers courses in Foreign Languages, including American Sign Language, Philosophy, Anthropology and Interdisciplinary Studies. The department has two primary missions in support of that as follows:

Transfer – The department prepares students for transfers to the above mentioned disciplines at private four year, CSU and UC institutions.

General Education – The department provides elective and required courses that can be used to complete degrees in various other departments and programs at Cerro Coso as well as the General Education degree. Some of these courses fulfill (insert IGETC data here).

3. CLOSING-THE-LOOP

UPDATE ON PROGRESS

- A. We have extended coverage to all sites via adjunct hires and the use of ITV in Spanish.
- B. We have deleted most of the classes in the department which were outdated and/or have not been taught in some time.
- C. Many of the courses in the department were updated recently to include student learning outcomes and to bring them into alignment with the law regarding how often a new COR needs to be presented.
- D. Many of our courses have gone through the online delivery approval process.

STUDENT LEARNING OUTCOMES ASSESSMENT

Many courses either have SLOs or will be updated in the near future.

4. FUTURE DEVELOPMENT STRATEGIES

The department has fewer full-time faculty than several other departments yet out-produces them in FTES production. Classes in the Humanities are popular and have increased in recent years. This has made it difficult at times to keep up with the need to constantly update CORs and to stay on top of student learning outcomes. The burden of course deletions and updates

HUMANITIES DEPARTMENT

falls disproportionately upon us, yet we are striving to get our full offering of classes in compliance within the year.

In accordance with the college wide initiatives of multiculturalism and a diversity requirement for graduation the department has developed several courses in these areas including Hispanic Culture Through Film, Diversity and Film, and Perspectives on Race, Class and Gender.

5. REQUIRED RESOURCES

IMPLICATION FOR FACILITIES AND EQUIPMENT NEEDS

Faculty members who teach courses in the Humanities department constantly stress the need for increased multi-media capabilities in the classrooms. Since this is a college-wide issue and not just a Humanities department issue an item by item list with cost is not provided here. However, it is hoped that the college as a whole will come together and support this issue. In general:

1. The East Wing televisions are at least 30 years old (they still have dials and a UHF band!) The sound quality is poor and in some rooms they only work with VHS and won't accept a DVD player.
2. The multi-media carts are frequently hard to find and don't always work. There is a lack of help desk/technicians to help set them up for instruction.
3. Instructors need both a desktop computer for their offices and a laptop which can be used in the classroom. A projector set-up needs to be provided to go with this. Each room should be provided with these, possible installed on the ceiling.
- 4). The ITV hardware continues to be problematic and there is a lack of support staff for ITV classrooms.

STAFF NEEDS

FACULTY: 3 FULL-TIME FACULTY

The Humanities department produces more FTES with fewer full-time faculty than most if not all of the other departments, including Math and English which have 6 and 9 faculty respectively, compared to just 3 in the Humanities. In order to promote growth and fairness in this popular area the department recommends the hiring of at least three, new full-time faculty.

1. The department has been making do with several adjunct faculty in the popular field of Anthropology. We believe that before another instructor is hired in a discipline that *already has full-time faculty* that we should hire a full-time Anthropology instructor for IWV and online.
2. The department recently lost a full-time faculty member who used to teach classes in Philosophy at the IWV and KRV campuses. This position should be replaced in order to restore the classes that we used to offer and are now unable to offer. Furthermore, this is an area where we should have a full-time faculty position dedicated solely to this field. As

HUMANITIES DEPARTMENT

of now the only full-time philosophy instructor only teaches a 50% (appx) load in philosophy.

3. There is at this time more than enough load in Spanish to hire another full-time instructor. However, in order to ensure full utilization of this position it is recommended that a strong preferred qualification be that anyone hired in this position is also qualified to teach in at least one other academic area. This could be a second language or any other discipline in any department at the college.

CLASSIFIED STAFF: 1 DEPARTMENT ASSISTANT III

All departments at Bakersfield College have a department assistant to provide clerical assistance. Cerro Coso Community College department chairs have none. We believe that at least one department assistant should be hired and shared by the academic disciplines. The vocational faculty will have a dean, but may wish for a department assistant as well.

DATA SUMMARY

Humanities consists of nine disciplines: Spanish, French, German (which has not been offered in the last five years), Russian, Latin, American Sign Language, Interdisciplinary Studies, Philosophy and Anthropology. However, most of these classes, like most classes at Cerro Coso, are taught by adjuncts. Many of the major disciplines at Cerro Coso are taught either completely by adjuncts or by professors who only dedicate part of their time to the discipline. Anthropology, Sociology, Political Science, Philosophy, History, Psychology, and several other major disciplines have either no classes taught by full-time faculty (like Anthropology), or the full-time faculty who teach in these disciplines divide their time between more than one discipline (like Philosophy). While Porterville and Bakersfield are at or near the 75% number for full-time faculty, Cerro Coso lags far behind. When we do hire full-time faculty we divert too many of them into just three fields (English, Math and Counseling) following a K-12 model rather than a true college model. Thus, the Humanities department feels that we need to hire more full-time faculty in more diverse areas, especially as noted above. The following is a general assessment of the numbers which we were only recently able to access.

1. All of the languages remain somewhat steady and constant, with a slight increase in number of students and FTES during the summer sessions.
2. Anthropology fluctuates depending on the availability of adjuncts. Going back a bit over five years when we had an adjunct teaching a full load in Bishop we had more FTES. When she left it dropped, lately it has increased slightly, mainly through online offerings.
3. Philosophy has fluctuated quite a bit, but much of this can be attributed to the full-time faculty member who teaches in the area using banked load and/or sabbatical time off during certain semesters. Also, the number of course offerings at IWV and KRV have plummeted due to the movement of this same faculty member from a mainly face to face teaching environment to a 100% online environment. However, FTES has increased due mainly to the larger class sizes we find in online classes.
4. Interdisciplinary Studies numbers continue to fall, mainly because of fewer offerings in the

HUMANITIES DEPARTMENT

online faculty training courses since (presumably) fewer faculty now need that training, also it appears that this training is now somewhat outdated; the course outlines are being revised to try and catch up with current technology.

6. TRENDS

ANTHROPOLOGY

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200250	1	12	1.23	0.20	6.17
200270	4	112	11.52	0.60	19.20
200330	4	114	11.70	0.80	14.63
200350	1	33	3.80	0.20	18.99
200370	2	68	7.04	0.40	17.60
200430	4	114	11.83	0.80	14.79
200450	1	40	3.93	0.20	19.66
200470	3	77	7.98	0.40	19.96
200530	4	116	12.01	0.80	15.01
200550	3	84	7.74	0.60	12.90
200570	1	43	3.93	0.20	19.66
200630	4	108	10.30	0.80	12.88
200650	2	77	7.04	0.40	17.60
200670	3	90	8.45	0.60	14.08
	Sum: 37	Sum: 1,088	Sum: 108.51	Sum: 7.00	15.50

AMERICAN SIGN LANGUAGE

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200270	2	60	8.35	0.54	15.47
200330	1	28	3.88	0.27	14.38
200370	1	41	5.73	0.27	21.23
200430	1	17	2.10	0.27	7.76
200470	1	38	5.30	0.27	19.63
200530	1	11	1.36	0.27	5.02
200570	1	34	4.75	0.27	17.58
200630	2	41	6.07	0.54	11.24
200670	1	53	7.38	0.27	27.34
	Sum: 11	Sum: 323	Sum: 44.92	Sum: 2.97	15.12

HUMANITIES DEPARTMENT

FRENCH

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200270	2	31	3.55	0.47	7.55
200630	1	23	3.47	0.33	10.52
200670	1	20	3.02	0.33	9.15
	Sum: 4	Sum: 74	Sum: 10.04	Sum: 1.13	8.89

INTERDISCIPLINARY STUDIES

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200270	29	896	76.22	5.65	13.49
200330	33	945	87.34	6.89	12.68
200350	11	314	16.22	1.67	9.71
200370	29	856	78.35	6.90	11.35
200430	38	1,127	104.30	5.49	19.00
200450	16	457	18.38	2.59	7.10
200470	24	746	69.32	3.70	18.73
200530	30	776	78.87	5.33	14.80
200550	16	398	20.05	2.10	9.55
200570	21	414	38.69	4.04	9.58
200630	32	805	57.49	5.67	10.14
200650	15	426	20.03	2.63	7.62
200670	31	792	56.53	7.25	7.80
	Sum: 315	Sum: 8,952	Sum: 721.80	Sum: 59.91	12.05

LATIN

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200330	3	34	4.12	0.27	15.25
200370	3	21	2.91	0.27	10.79
200430	3	16	2.24	0.27	8.28
200470	3	32	4.22	0.27	15.61
200530	3	11	1.26	0.27	4.66
200570	4	20	2.30	0.27	8.53
200630	4	13	1.41	0.27	5.22
200670	4	25	3.09	0.27	11.46
	Sum: 27	Sum: 172	Sum: 21.55	Sum: 2.16	9.98

HUMANITIES DEPARTMENT

PHILOSOPHY

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200250	2	29	2.98	0.40	7.46
200270	9	208	21.71	1.80	12.06
200330	9	207	21.60	1.80	12.00
200350	2	65	6.80	0.40	17.00
200370	7	156	16.35	1.20	13.63
200430	10	242	25.14	1.80	13.97
200450	3	69	6.31	0.60	10.51
200470	12	216	22.82	1.87	12.20
200530	8	177	18.38	1.40	13.13
200550	2	41	3.75	0.40	9.37
200570	7	175	17.25	1.40	12.32
200630	10	199	20.08	1.67	12.02
200650	3	39	3.47	0.60	5.79
200670	10	248	24.23	1.60	15.15
	Sum: 94	Sum: 2,071	Sum: 210.87	Sum: 16.94	12.45

RUSSIAN

Term Code	Sections	CENSUS_ENR	FTES	FTEF	Productivity
200330	3	14	1.63	0.27	6.03
200370	4	16	1.90	0.27	7.06
200430	4	16	1.96	0.27	7.28
200470	2	18	2.06	0.27	7.64
200530	3	15	1.84	0.27	6.82
200570	4	19	2.34	0.27	8.65
200630	4	16	1.99	0.27	7.37
200670	4	12	1.28	0.27	4.74
	Sum: 28	Sum: 126	Sum: 15.01	Sum: 2.16	6.95

HUMANITIES DEPARTMENT

SPANISH

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200270	9	221	35.48	2.68	13.24
200330	12	238	39.56	3.30	11.99
200350	4	100	15.23	1.07	14.23
200370	10	270	44.39	2.87	15.47
200430	9	229	37.83	2.71	13.96
200450	7	149	19.13	1.51	12.67
200470	9	275	46.32	2.84	16.31
200530	9	268	41.65	2.72	15.31
200550	9	216	23.93	1.64	14.59
200570	11	299	47.19	3.18	14.84
200630	9	253	37.18	2.39	15.56
200650	14	284	23.34	1.97	11.85
200670	11	308	43.14	2.94	14.67
	Sum: 123	Sum: 3,110	Sum: 454.38	Sum: 31.82	14.28

INDUSTRIAL TECHNOLOGY DEPARTMENT

INDUSTRIAL TECHNOLOGY DEPARTMENT

1. MISSION

It is the mission of the Industrial Technology Department is to provide quality curricula that reflects the cutting edge developments of industry standards so students who complete the program are well prepared for the workforce environment.

The Industrial Technology Department will offer relevant up-to-date programs to students both in the daytime and evening timeslots to provide maximum opportunities for both full time students and others in the workforce returning to update technical skills.

2. PROGRAM DESCRIPTIONS

AUTOMOTIVE TECHNOLOGY

The Automotive Technology program is designed for those students who need training and experience prior to entering the automotive workforce. Courses prepare students for the Automotive Service of Excellence exam in the individual areas.

The Automotive Technology Program directly supports the College's mission, which is to provide high quality degree and certificate curricula in vocational, technical, and occupational education. The program responds to the interests, aspirations, and capabilities of students while encouraging them to develop as useful, contributing members of society. The program keeps up with the industry standards so students who complete the program are well prepared to pass the ASE tests in the specific area of study, and additionally prepare them for the workforce environment. The program also serves as a venue for those currently employed in the field who need to enhance their skills.

CONSTRUCTION TECHNOLOGY

The Construction Technology program is an emerging program that is in the process of being redeveloped from an old Carpentry program that we discontinued as a result of relevancy. The Construction Technology program is in the experimental stages and will be a non-apprentice construction technology degree and certificate.

ENERGY TECHNOLOGY

The Energy Technology program is under evaluation and consideration and would include renewable energy technicians (solar, wind, hydro and geothermal). A VTEA plan may be submitted for the 2008-2012 application.

ELECTRONICS TECHNOLOGY

The Electronics Technology program has been requested by the Naval Air Warfare Center, Weapons Division China Lake. This program will be evaluated in the next year to determine

INDUSTRIAL TECHNOLOGY DEPARTMENT

if it is viable to re-instate.

ENGINEERING/DRAFTING TECHNOLOGY

Engineering Technology prepares the student to enter the engineering field as an engineering aide. Intent to serve advanced manufacturing in the design, development and fabrication of industry. Drafting Technology is designed to provide the student with the skills and knowledge required to perform as an entry-level technician.

Students are prepared from fundamentals, techniques, procedures, and practices of industrial drafting and design based upon the American Standards Association "Drawing and Drafting Room Practices" and "American National Standards Institute (ANSI) Y14.5M, 1982"; review of basic theory of orthographic projection; detailed drawings; use of drafting equipment; use sectioning; auxiliary view drawings; shop processes; dimensioning and detailed working drawings. Automated Computer Aided Drafting (AutoCAD) software and techniques are taught, as well board design.

MACHINE TOOL TECHNOLOGY

The Machine Tool Program is designed to provide the student with the basic skills and knowledge necessary to enter the machine shop trades and other related fields. This program includes both traditional and "high tech" machine set up and operation training.

The Machine Tool Program prepares students to enter industry as a qualified pre-journeyman. The required training will include conventional machining, as well as Computer Numeric Control (CNC). Training in the allied trades will include Drafting, AutoCAD, and Welding.

WELDING TECHNOLOGY

The Welding Technology program provides training in oxy-acetylene welding and cutting with hand and automatic equipment. The welding program prepares students for pre-journeyman or apprentice programs. This program offers an Associates Degree and a Certificate of Completion, as well as individual classes for skill development and upgrading of skills for job advancement and personal growth. It prepares students to pass the Welder Qualification Test for structural plate and pipe that meets industry standards.

3. CLOSING-THE-LOOP

UPDATE FROM SPRING 2005 UNIT PLAN:

AUTOMOTIVE TECHNOLOGY

After meeting with the Advisory Committee and Sierra Sands Unified Schools School District, equipment was ordered to expand the course offerings to include updated smog requirements.

In addition, industry feedback indicates the need for a basic electronics course for all technicians.

INDUSTRIAL TECHNOLOGY DEPARTMENT

CONSTRUCTION TECHNOLOGY

Construction Technology began this year as an experimental course at the Owens Valley Career Development Center as scans from the Center of Excellence data for Inyo and Mono counties indicated a need in this area. This program will be evaluated in the next year to determine if it is viable to prepare an application to the state for approval.

ELECTRONICS TECHNOLOGY

Renewed interest from the Naval Air Warfare Weapons Division at China Lake has been expressed and we are currently evaluating this program.

ENGINEERING/DRAFTING TECHNOLOGY

In collaboration with the Naval Air Warfare Weapons Division at China Lake, Sierra Sands Unified School District, Cerro Coso have developed a partnership to revised, update and implement a engineering technology program which will include the development of career pathways in trades, engineering and drafting technologies. Due to remodeling, Cerro Coso Community College's Machine Shop is non operational. Classes in Beginning Machine Shop and Engineering Drawing will be offered on the high school campus in the Fall 2007 until our remodeling allow for courses to be taught on campus. Cerro Coso Community College has become a recent partner under the Workforce Innovation Regional Economic Development (WIRED) Initiative to partner with industry, K12 districts and universities for the development of curriculum of Science, Technology, Engineering and Mathematics Collaborative Action Plan (STEMCAP). The Dean of Occupational Education and Workforce Development is active on the curriculum committee for the college which will meet in May to begin work.

The Industrial Technology Department is working in collaboration with Science, Mathematics, Media Arts, Computer Information Systems, and English department to develop curriculum that will serve engineering, renewable energy and advanced manufacturing. Plans are under way to convene an Employer Summit in these areas to develop a skill set matrix required in these industrial areas.

MANUFACTURING AND INDUSTRIAL TECHNOLOGY

The Manufacturing and Industrial Technology program includes the Machine Tool and Welding programs. As mentioned under the Engineering/Drafting Technology section Cerro Coso Community College is working in collaboration with Naval Air Warfare Weapons Division at China Lake and Sierra Sands Unified School District to partner in our efforts to implement an engineering technology program that will include the Machine Tool Technology discipline.

Cerro Coso Community College has loaned Burroughs High School several pieces of machinery to be used during the day for high school students and in the evening for the college students. We have also committed to attend the WESTECH conference together in March to examine additional equipment needs and determine what other supplemental equip-

INDUSTRIAL TECHNOLOGY DEPARTMENT

ment the college can offer in our partnership.

The Welding Technology program provides training in oxy-acetylene welding and cutting with hand and automatic equipment. The welding program prepares students for pre-journeyman or apprentice programs.

Scheduled maintenance was done on all the mig/tig welding machines. Repairs were also done where appropriate.

STUDENT LEARNING OUTCOMES ASSESSMENT:

In the past year, the Automotive Technology program has updated all of the course outlines of record in accordance with the requirements for program review. As a result, all student learning outcomes were developed for the Automotive program.

In the next year, the Engineering/Drafting Technology, Machine Tool Technology, and Welding Technology curriculum will be updated as will the programs. Program review will be done by the experts in the field through adjuncts, if funded.

4. FUTURE DEVELOPMENT STRATEGIES

AUTOMOTIVE TECHNOLOGY

Due to challenging enrollments, the Automotive Technology program is evaluating the re-scheduling of courses to increase student enrollments. This includes transitioning some classes to the evening and flex Friday spots to attract more of the student populations who work during the day.

OTHER PROGRAMS (ENGINEERING/DRAFTING, MACHINE TOOL, WELDING TECHNOLOGIES)

Development, marketing and scheduling of these programs will be done in the next year.

5. REQUIRED RESOURCES

GENERAL NEEDS

The programs under development will need supply budgets, adjunct resources and equipment as well as other administrative support functions in order to be successful.

IMPLICATION FOR FACILITIES

Currently the Automotive Technology program has adequate space. The remaining programs (Drafting, Machine Tool and Welding Technologies) are utilizing space at Burroughs High School for the 2007-2008 academic year. As the modernization project is completed, these areas will require the space previously occupied by Machine Tool in order to continue and expand into the Manufacturing and Industrial Technology Program (Engineering Technology, Machine Tool and Welding).

INDUSTRIAL TECHNOLOGY DEPARTMENT

BUDGETARY NEEDS

The Industrial Technology programs will need the following items in the budget: supplies, equipment

EQUIPMENT NEEDS

The Industrial Technology department needs the following equipment:

- Automotive Transmission Jack \$1,700
- Smog Machine ~\$40,000
- CNC Mill 8,500
- Modernization CNC Lathes 5,000
- Tools Modernization/Replacement 3,000

STAFFING NEEDS:

The Industrial Technology department needs an additional full time faculty member with specialization in Manufacturing and Industrial Technology (Engineering Technology, Machine Tool and Welding).

6. TRENDS

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity	Academic Yr	Productivity
200170	4	43	6.54	1.09	6.00		
200230	4	72	11.25	1.09	10.32	2001-2002	8.16
200270	3	40	11.98	1.54	7.78		
200330	3	39	10.61	0.93	11.41		
						2002-2003	11.41
200370	3	46	12.71	2.70	4.71		
200430	3	75	18.76	2.17	8.65		
						2003-2004	8.65
200470	4	83	22.68	1.74	13.03		
200530	4	60	16.28	1.88	8.66		
						2004-2005	8.66
200550	1	12	0.37	0.06	6.17		
200570	4	70	17.68	1.81	9.77		
200630	3	45	13.82	1.63	8.48		
						2005-2006	9.11
	36	585	142.69	16.64	8.58		

KERN RIVER VALLEY CAMPUS

KERN RIVER VALLEY CAMPUS

1. MISSION

The KRV campus of Cerro Coso promotes and delivers academic, vocational, and personal growth opportunities within the community. Student success is enhanced by the availability of a variety of student support services and programs. We value quality instruction, accessibility, and meeting the needs of our unique service area.

2. PROGRAM DESCRIPTION

Serving the rural communities of Kern River Valley in the southwest corner of Cerro Coso service area and centrally situated in the Kern Community College District service area, Cerro Coso strives to offer the core elements of student and instructional support services and student life at the KRV campus.

Within the 11,586 sq ft of leased commercial space there are 10 classrooms of various sizes. These rooms include five multi-use classrooms, a classroom used primarily as a science lab, one used for art, another used as a computer open lab and classroom, one interactive television classroom, and a general room used for physical education, yoga, orchestra, and performances. 11,586 sq ft of the total leased property is used for office space which houses a faculty office, Special Services, Student Services, financial aid, transfer services, bookstore services, business office, admission and records services, learning assistant services, tutoring, and a small video conference room. Additionally, the Media Production Center, leased by KRV Cultural and Educational Foundation, provides space for Media Arts and Computer classes.

The mode of instruction at KRV includes onsite, interactive television, online, and a hybrid combination of interactive television and onsite instruction. KRV broadcasts as well as receives interactive instruction. Video conferencing also allows students at KRV access to student club meetings held on the IWV campus and allows staff to take part in meetings at other sites.

Site administrative duties are provided through 40% release time for the full-time counselor. The faculty director reports to the Vice-President of Academic Affairs and the Vice President of Student Services. A full-time mathematics instructor and a full-time English instructor are assigned to the KRV campus. A few full-time faculty members from IWV campus periodically provide instruction at KRV. Primarily, there is a strong reliance on adjunct instruction for the majority of course offerings. The Special Services Department has a 60% counselor on site. Cerro Coso's TRiO Program director/counselor is located at KRV.

The following classified staff provide services throughout the campus. The KRV staff include one Dept Asst. III (40 hours) who provides a variety of front office services, assists faculty director, and provides the first-person faculty member contact; a Dept Asst II (19 hours) who provides basic A& R duties; Special Services Dept Asst II (40 hours); Spe-

KERN RIVER VALLEY CAMPUS

cial Services Assistant (19 hours); Educational Advisor (19 hours); Financial Aid Asst. (19 hours); custodian (19 hours); and a Learning Asst (19 hours). Several student workers are employed throughout the campus each semester.

Partnerships are important for the health of a college campus in a small community. KRV has established several such partnerships. The ECHO program at the local high school requires participants to complete Medical Terminology, Certified Nursing Assistant, and the Emergency Medical Technician courses during their senior year of high school. KRV Hospital District, one of the largest employers in the area, hires many of our CNA graduates upon completion. The Hospital District provides the facilities for clinical practice, and offers a scholarship for students who complete the Cerro Coso CNA course and contract to work for the Hospital District. KRV Cultural and Educational Foundation provides leased space for the Media Art classes and equipment, administer the Clayton A. Witherow achievement award, and is a strong community advocate; OVCD Tribal/TANF program includes Cerro Coso classes and event information in their newsletter mailed monthly to their clients and advise many of their clients to participate in classes offered at KRV.

3. CLOSING-THE-LOOP

Summer 2005 Cerro Coso remodeled the KRV campus. New paint and floor treatment throughout and the reorganization of student support services into a one-stop service area have been well received by community and students. Summer 2006 the computer lab/classroom received a facelift with new furnishing and hardware equipment. Even with the remodeling improvements we are bulging at the seams for storage as well as needed space for students to receive tutoring services, and space for IWV F/T faculty to have office hours when teaching at KRV.

4. FUTURE DEVELOPMENT STRATEGIES

There are several community needs that could be developed in the Kern River Valley. Expanding into these areas would increase the student base and FTEs. We could begin to offer physical education courses which take advantage of the local mountains, lake and river opportunities. Using current classes in the catalog and developing new course work specific to the area would give students in our district some unique educational experiences. There is a need for wildland firefighting training that is offered in the evenings and on weekends. Currently, the ROP program at the local high school offers the program in the early afternoon. Other partnerships could be developed in the vocational arena.

5. RESOURCES REQUIRED

FACILITY NEEDS

We consider maximal classroom use in schedule development. A variety of classes are offered morning, afternoon, and evening to reach the needs of the community. However, we are quite cramped in office space, storage, and student centered areas. As we strive to offer a

KERN RIVER VALLEY CAMPUS

full menu of student services we are limited by physical space. Tutoring services will need space, and the learning assistant area is quite crowded. Open computer lab and computer classes share the same space. As we increase computer offering to increase FTE we decrease the time students have access to open computer lab. This can have a negative affect on student success. Additionally, there is no space for faculty members to hold office hours. Currently, the two full-time faculty share an office. We would like to offer some library services to the KRV students. This will require additional space.

EQUIPMENT NEEDS

KRV is in need of a local server to make us more efficient. In light of the recent reminder of the need for security in our schools, we should consider a method of communication between offices and classrooms.

STAFFING NEEDS

There is a need for an administrative position at KRV. Today the duties are covered by a 40% Director 60% Counselor faculty member. The demands on the one faculty member continue to grow and consideration of all aspects of the two positions is not possible. Continuing in the same fashion will have stifling affects on the growth of KRV. This would return the counselor position to full time.

Custodial needs are met by a 19 hr FLB employee and with some assistance from a student worker. Any maintenance needs must be made by IWV staff who themselves are understaffed. We need a 30-40 hr week custodial/maintenance position to serve the needs of KRV.

To effectively offer interactive television classes we need to hire a teacher assistant to assist the faculty members from the remote site. Currently, there are repeated problems big and small that arise. Ability to get help is random and frustration runs high with this instructional technology.

At the remote sites front office duties cover tasks from many different departments found at the main campuses of the district. Today, one 40 hr dept assistant III and one 19 hr A & R assistant cover many tasks in the following areas: business office, bookstore, faculty assistance, admissions, registration, transcripts, reception, phones, supplies, purchase orders, assisting faculty director, and many other duties. Vacation and sick leave coverage can be difficult.

Additional funding for adjunct faculty staffing to staff the tutoring/learning assistance/library services center will be needed. Additional funding for adjunct faculty to develop new curriculum will be needed. Increase in basic skills instruction is needed, we need to consider additional adjunct or full time faculty for this purpose.

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

LEARNING RESOURCE CENTER COLLEGE LIBRARY

1. MISSION

The library's mission is to support the college's educational programs and diverse communities by providing quality services and collections that will:

- Ensure access by all Learning Resource Center users to current, quality information regardless of format.
- Facilitate the integration of new technologies into research, teaching, and learning.
- Provide appropriate technology and information resources to enhance user access and to expand student educational opportunities.
- Provide an environment conducive to discovery and self-learning.

RELATIONSHIP TO COLLEGE MISSION

The activities of the college library support the college's "General Education Philosophy" and "Values" in a number of ways. The Learning Resource Center is at the center of academic life at Cerro Coso College, providing a supportive and innovative environment for learning. The library staff supports the instructional mission of Cerro Coso College by collaborating with other instructional faculty and by providing and managing resources for reading and research, key components of higher education. The librarian and library staff assist individual students in accessing and navigating the increasingly complex universe of information. The librarian provides group instruction through class orientations, research workshops, and LIT C075 (Introduction to Library Research and Bibliography). In addition, the librarian prepares instructional materials to meet student needs in accessing, evaluating, and using information.

The librarian has been instrumental in leading the college's effort to develop information competency in students. Information competency means that students can recognize the need for information, identify and locate information appropriate to their need, organize and evaluate information, and use and communicate information appropriately and effectively. Information competency is not, strictly speaking, a library research-oriented skill, but an evaluative skill; it is essential to critical thinking and lifelong learning

RELATIONSHIP TO COLLEGE'S STRATEGIC GOALS

INFORMATION COMPETENCY

LIT C075, Introduction to Library Research and Bibliography, is a one-unit course established as a general education requirement in 2003 for AA/AS degree recipients at Cerro Coso College. This course presents the fundamentals of the research process and documentation styles. The student is introduced to the organization of information in the library set-

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

ting and access through the use of online catalogs. The use of the world wide web is covered with particular emphasis on evaluation of information contained in web pages. The course covers the use of printed and electronic reference materials and discusses legal and ethical issues of intellectual property including copyright, fair use, and plagiarism.

Upon successful completion of the course, the student will be able to:

1. List and explain the basic steps in the research process.
2. Identify major bibliographic style sheets and relate them to research in specific disciplines.
3. Explain the purpose of a library online catalog (OPAC) and demonstrate its use to provide author, title, and subject access to the library collections
4. Demonstrate the ability to access and navigate through the world wide web using and Internet browser such as Internet Explorer.
5. Identify stand types of reference sources, both print and electronic, giving examples of each type and indicating information on their use.
6. Demonstrate the use of periodical and newspaper full-image and index resources, both print and electronic.
7. Demonstrate an awareness of the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism.
8. Demonstrate the use of standard criteria in the evaluation of printed reference materials and internet resources.

Each semester, the course is offered face-to-face at all sites (except MESCC and South Kern) and online. The table below shows the proposed schedule for LIT C075 through spring 2009.

LIT C075 SCHEDULE OF CLASSES

SUMMER 2007

Campus	Day	Dates	Times	Room	Instructor
IWV	F	June 29, July 13, July 27	0900-1600	LRC 631	Cornett, J.
BESCC	H	June 28, July 12, and July 26	0900-1600	BESCC 122	Cornett, J.
KRV	S	June 16, 30, and July 21	0900-1600	KRVPL 6	Gray, J.
OL		June 11-August 3			Helper, H.
OL		June 11-August 3			Helper, H.

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

FALL 2007

Campus	Day	Dates	Times	Room	Instructor
IWV	F	Sept. 7, 21, Oct. 5	0900-1600	LRC 631	Vanderwerff, D.
IWV	F	Oct. 19, Nov. 2, Nov. 16	0900-1600	LRC 631	Vanderwerff, D.
IWV	S	Oct. 6, 20, Nov. 3	0900-1600	LRC 631	Vanderwerff, D.
BESCC	S	Sept. 8, 29, Oct.20	0900-1600	BESCC 122	Cornett, J.
KRV	S	Sept. 8, 22, Oct. 6	0900-1600	KRVPL 6	Gray, J.
KRV	S	Nov. 3, 17, Dec. 1	0900-1600	KRVPL 6	Gray, J.
OL		Aug. 27-Oct. 20			Helper, H.
OL		Aug. 27-Oct. 20			Helper, H.
OL		Oct. 23-Dec. 14			Helper, H.

SPRING 2008

Campus	Day	Dates	Times	Room	Instructor
IWV	F		0900-1600	LRC 631	Vanderwerff, D.
IWV	F		0900-1600	LRC 631	Vanderwerff, D.
IWV	S		0900-1600	LRC 631	Vanderwerff, D.
BESCC	S		0900-1600	BESCC 122	Cornett, J.
KRV	S		0900-1600	KRVPL 6	Gray, J.
KRV	S		0900-1600	KRVPL 6	Gray, J.
OL					Helper, H.
OL					Helper, H.
OL					Helper, H.
OL					Helper, H.

2. CLOSING-THE-LOOP

CURRICULUM

2006-2007 ACTIONS

LIT C075 needs to be updated as a part of the five-year course revision cycle.

LIT C060, a half-unit special topics course, will be added. This course is designed to assist users in accessing a variety of information sources, both print and electronic, in specific areas of interest, *e.g.*, government resources, medicine, law, gardening, etc.

STUDENT LEARNING OUTCOME ASSESSMENT

In addition to the assessment of student learning outcomes for LIT C075, the library will

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

begin to develop learning outcomes for reference and other information seeking interactions and develop criteria for assessment of those outcomes.

PROGRAM REVIEW

A comprehensive program review of the library and the learning resources program needs to be undertaken.

3. FUTURE DEVELOPMENT STRATEGIES

LIBRARY ATTENDANCE, CIRCULATION, DATABASE USAGE

The primary focus of any future development effort is to meet accreditation standards for distance education by providing the services of professional librarians to students and faculty at sites and online. To achieve this goal will require a phased increase in services and staff.

Enhancing communication with students through the development of a college portal to allow email exchange, to publicize library resources and services, and to interact online with a reference librarian will contribute dramatically to increased awareness and use of library resources.

LIT C075 PRODUCTIVITY

In fall 2005, adjunct faculty were hired at both BESCC and KRV and a commitment was made to offer LIT C075 at these sites regardless of enrollment. This commitment resulted in a decrease of productivity which will require careful monitoring. Overall, there is a need to design schedules that will achieve optimal enrollment for both face-to-face and online delivery.

4. REQUIRED RESOURCES

FACILITIES

KRV. The need for a library to support teaching and learning functions at KRV is critical. Efforts must be undertaken to address this deficiency.

MESCC. Construction of the Mammoth Lakes community library is nearing completion. There is a need to work with the Mono County Superintendent of Education to develop procedures for integrating services to Cerro Coso students at MESCC.

EQUIPMENT/MATERIALS

Of significant concern in the trend of more and more dependence on electronic resources is the continued availability of TTIP funding. Without planning for this contingency, the college will be left without access to electronic resources should TTIP funding disappear.

A stable source of funding for library books is needed. While there is general agreement that the library will receive fifteen (15) percent of annual instructional materials funding,

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

this does not support the maintenance of up-to-date collections, particularly in the reference area. The annual general fund baseline budget for library book purchases should be reinstated. The general fund allocation would then be augmented by the annual instructional materials budget.

STAFF

FACULTY (LIBRARIANS)

Bakersfield College and Porterville College libraries are better able to serve the information needs of their users owing to more librarians, fewer sites, and shorter distances covered. Cerro Coso College, on the other hand, is unable to provide the same level of service to all students and faculty at all sites owing to insufficient staffing and unavailability of resources. Serious consideration of this need must be undertaken if the integrity of the college's educational programs and, ultimately, its accreditation are to be maintained. Additional librarians to serve the information needs of BESCC, KRV, and online students is a matter of the highest priority. This is particularly so given the provisions of Education Code section 781031*, distance learning standards, and in response to recent accreditation recommendations. Library services for students at MESCC and SK are provided by memos of understanding between Mono County Superintendent of Education and the U.S. Air Force at Edwards Air Force Base, respectively.

A first step in resolving this problem is to hire adjunct librarians to serve BESCC and KRV. Each adjunct librarian will be assigned a forty (40) percent (six (6) unit) load, two (2) units of which will be assigned to teaching LIT C075. The remaining four (4) unit's time will be devoted to research interaction with students with some of that time used for interaction with online students through arrangement with, perhaps, MCLS Reference Service.

College	FTES	Librarians (FTE)	Librarian to FTES Ratio
Bakersfield	11,832.51	5.0	2,336.50
Cerro Coso	1,843.32	1.0	1,843.32
Porterville	2,915.19	2.0	1,457.59

*Education Code §78103. The libraries shall be open for the use of the faculty and the students of the community college district during the day. In addition, the libraries may be open at other hours, including evenings and Saturdays, as the governing board may determine. Libraries open to serve students during evening and Saturday hours shall be under the supervision of academic personnel or those employed pursuant to minimum standards adopted by the board of governors.

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

5. TRENDS

LIBRARY ATTENDANCE, CIRCULATION, DATABASE USAGE

Attendance	2002	2003	2004	2005	2006
Day (8A-5P)	19,771	21,052	17,507	9,270	12,146
Evening (5P-8P)	4,248	7,546	6,952	6,640	6,438
Total Attendance	24,019	28,598	24,459	15,910	18,584
Circulation					
Books	3,021	2,798	2,395	2,872	5,543
eBooks		136	189	186	161
College Catalogs	3		185	49	
Interlibrary Loans	10	13	84	94	84
Laptops				342	1,262
Periodicals & Newspapers	258	69	34	125	149
Reserves	483	1,034	944	1,233	789
Vertical File	10	11		9	
Total Circulation	3,785	4,061	3,831	4,910	7,988
Circulation: A-V Equipment					
Audio Cassette Player				2	2
Projectors					
16mm				4	
LCD				6	83
Overhead				46	42
Slide				58	126
Screen				7	10
Spotlight				16	3
Tegrity Cart				9	24
TV/DVD				99	2
TV/VCR				3	11
VCR					
Total Circulation: A-V Equipment				250	303
User Services					
Directional	3,629	3,550	2,368	1,621	1,117
Library Cards	594	137	104	155	154
Library Orientations	24	25	15	22	3
Head Count		461	210	509	40
Reference	1,336	1,057	779	932	942
Testing (Make-up & Proctored)	1,247	1,148	552	578	

Day-time (8:00 a.m. – 5:00 p.m.) library attendance appears to fluctuate dramatically while evening (5:00 p.m. – 8:00 p.m.) attendance remains relatively constant. At the same time,

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

circulation (particularly book circulation) is increasing. Increased awareness of resources available in the library along with an emphasis on information competency may contribute to increased circulation. A need for research in this areas is indicated.

Online databases are available to students, faculty, and staff on campus and remotely, 24 hours per day, 7 days per week. Database statistics reflect the number and percentage of individual searches per college site and the total number and percentage of searches performed college-wide. In general, increased usage of databases is attributable to increased awareness of resource availability owing primarily to LIT C075 and to library orientations. Increases in database usage at BESCC and KRV are the result of offering LIT C075 at these sites.

LIT C075 PRODUCTIVITY

Term	Sections	Census Enrollment	FTEs	FTEF	Productivity
200270	2	27	0.943	0.14	6.735
200330	3	47	1.684	0.21	8.017
200370	5	106	3.523	0.28	12.581
200430	6	156	5.359	0.49	10.937
200450	1	34	1.083	0.07	15.466
200470	8	229	7.540	0.56	13.465
200530	8	211	7.117	0.56	12.709
200550	3	82	2.766	0.21	13.172
200570	6	160	5.437	0.42	12.945
200630	12	239	7.675	0.84	9.137
Sum	54	1291	43.126	3.78	11.409

Increases in LIT C075 productivity beginning with fall 2004 are a response to the opening of the new Learning Resource Center and the availability of a classroom that accommodates 29 students.

College	FTEs	Librarians (FTE)	Librarian to FTEs Ratio
Bakersfield	11,832.51	5.0	2,336.50
Cerro Coso	1,843.32	1.0	1,843.32
Porterville	2,915.19	2.0	1,457.59

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

Database Usage 2004														
Database	Usage Per Database (Hits) by Site							Usage Per Database (Percent) by Site						
	ESCCB	ESCCM	IWV	KRV	SK	Remote	Total	ESCCB	ESCCM	IWV	KRV	SK	Remote	Total
Annals of American History	1	-	111	2	-	1	115	0.009	-	0.965	0.017	-	0.009	1.000
Britannica Online	19	-	1,763	19	-	77	1,878	0.010	-	0.939	0.010	-	0.041	1.000
Counting California	-	-	6	2	1	-	9	-	-	0.667	0.222	0.111	-	1.000
CountryWatch	-	-	14	1	1	2	18	-	-	0.778	0.056	0.056	0.111	1.000
FACTS.com	1	-	66	2	1	2	72	0.014	-	0.917	0.028	0.014	0.028	1.000
FirstSearch	3	3	437	3	-	13	459	0.007	0.007	0.952	0.007	-	0.028	1.000
Gale														
Business & Company Resource Center	-	-	95	-	-	-	95	-	-	1.000	-	-	-	1.000
Custom Newspapers	-	-	15	1	-	51	67	-	-	0.224	0.015	-	0.761	1.000
Education Professional Collection	-	-	15	1	-	51	67	-	-	0.224	0.015	-	0.761	1.000
Expanded Academic ASAP	31	4	405	62	-	265	767	0.040	0.005	0.528	0.081	-	0.346	1.000
Health & Wellness Resource Center	1	-	484	7	-	7	499	0.002	-	0.970	0.014	-	0.014	1.000
Literature Resource Center	2	-	291	5	-	19	317	0.006	-	0.918	0.016	-	0.060	1.000
Military & Intelligence Database	-	-	7	-	-	5	12	-	-	0.583	-	-	0.417	1.000
OneFile	-	-	2	-	-	-	2	-	-	1.000	-	-	-	1.000
Opposing Viewpoints	14	-	1,091	21	-	21	1,147	0.012	-	0.951	0.018	-	0.018	1.000
Religion & Philosophy	-	-	13	-	-	23	36	-	-	0.361	-	-	0.639	1.000
Grolier Online	18	-	675	7	-	30	730	0.025	-	0.925	0.010	-	0.041	1.000
Groves														
Dictionary of Art	2	-	44	-	-	2	48	0.042	-	0.917	-	-	0.042	1.000
Dictionary of Music	-	-	31	-	-	-	31	-	-	1.000	-	-	-	1.000

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

Horizon (OPAC)	55	1	2,464	30	-	1,827	4,377	0.013	0.000	0.563	0.007	-	0.417	1.000
NewsBank	1	-	231	3	-	28	263	0.004	-	0.878	0.011	-	0.106	1.000
Oxford														
American National Biography	7	-	98	-	-	5	110	0.064	-	0.891	-	-	0.045	1.000
Oxford English Dictionary	1	-	358	3	-	5	367	0.003	-	0.975	0.008	-	0.014	1.000
Rand CA	1	-	44	1	-	-	46	0.022	-	0.957	0.022	-	-	1.000
Scientific American Archive	-	2	56	2	-	2	62	-	0.032	0.903	0.032	-	0.032	1.000
SerialsSolution	6	5	287	60	-	150	508	0.012	0.010	0.565	0.118	-	0.295	1.000
World Atlas	1	-	1	-	-	1	3	0.333	-	0.333	-	-	0.333	1.000
World Book Online	5	-	16	5	-	4	30	0.167	-	0.533	0.167	-	0.133	1.000
Total Usage Per Site (Hits)	169	15	9,120	237	3	2,591	12,135							
Total Usage Per Site (Percent)	0.014	0.001	0.752	0.020	0	0.214	1.000							

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

Database Usage 2005														
Database	Usage Per Database (Hits) by Site							Usage Per Database (Percent) by Site						
	ESCCB	ESCCM	IWV	KRV	SK	Remote	Total	ESCCB	ESCCM	IWV	KRV	SK	Remote	Total
Annals of American History	-	2	38	2	-	39	81	-	0.025	0.469	0.025	-	0.481	1.000
Britannica Online	131	6	1,073	76	-	506	1,792	0.073	0.003	0.599	0.042	-	0.282	1.000
Counting California	-	-	14	-	-	4	18	-	-	0.778	-	-	0.222	1.000
CountryWatch	-	-	27	-	-	13	40	-	-	0.675	-	-	0.325	1.000
FACTS.com	-	1	56	3	-	50	110	-	0.009	0.509	0.027	-	0.455	1.000
FirstSearch	7	-	623	47	-	208	885	0.008	-	0.704	0.053	-	0.235	1.000
Gale														
Business & Company Resource Center	-	-	59	-	-	16	75	-	-	0.787	-	-	0.213	1.000
Custom Newspapers	1	-	253	37	-	191	482	0.002	-	0.525	0.077	-	0.396	1.000
Education Professional Collection	1	-	68	6	-	38	113	0.009	-	0.602	0.053	-	0.336	1.000
Expanded Academic ASAP	39	-	1,555	154	-	596	2,344	0.017	-	0.663	0.066	-	0.254	1.000
Health & Wellness Resource Center	1	2	501	83	-	237	824	0.001	0.002	0.608	0.101	-	0.288	1.000
Literature Resource Center	9	-	531	63	-	300	903	0.010	-	0.588	0.070	-	0.332	1.000
Military & Intelligence Database	-	-	28	-	-	15	43	-	-	0.651	-	-	0.349	1.000
OneFile	3	-	368	45	-	270	686	0.004	-	0.536	0.066	-	0.394	1.000
Opposing Viewpoints	35	67	802	27	-	362	1,293	0.027	0.052	0.620	0.021	-	0.280	1.000
Religion & Philosophy	1	-	175	13	-	145	334	0.003	-	0.524	0.039	-	0.434	1.000

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

Grolier Online	104	2	630	36	-	246	1,018	0.102	0.002	0.619	0.035	-	0.242	1.000
Groves														
Dictionary of Art	8	1	67	3	-	11	90	0.089	0.011	0.744	0.033	-	0.122	1.000
Dictionary of Music	-	-	23	-	-	13	36	-	-	0.639	-	-	0.361	1.000
Horizon (OPAC)	53	6	5,231	196	-	1,350	6,836	0.008	0.001	0.765	0.029	-	0.197	1.000
NewsBank	-	-	205	24	-	114	343	-	-	0.598	0.070	-	0.332	1.000
Oxford														
American National Biography	39	-	177	22	-	61	299	0.130	-	0.592	0.074	-	0.204	1.000
Oxford English Dictionary	3	1	205	3	-	125	337	0.009	0.003	0.608	0.009	-	0.371	1.000
Rand CA	-	-	37	-	-	7	44	-	-	0.841	-	-	0.159	1.000
Scientific American Archive	2	1	178	3	-	51	235	0.009	0.004	0.757	0.013	-	0.217	1.000
SerialsSolution	12	58	513	74	-	309	966	0.012	0.060	0.531	0.077	-	0.320	1.000
World Atlas	-	-	10	-	-	9	19	-	-	0.526	-	-	0.474	1.000
Total Usage Per Site (Hits)	449	147	13,447	917	-	5,286	20,246							
Total Usage Per Site (Percent)	0.022	0.007	0.664	0.045	-	0.261	1.000							

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

Database Usage 2006														
Database	Usage Per Database (Searches) by Site							Usage Per Database (Percent) by Site						
	ESCCB	ESCCM	IWV	KRV	SK	Remote	Total	ESCCB	ESCCM	IWV	KRV	SK	Remote	Total
Annals of American History	1	-	18	4	-	39	62	0.016	-	0.290	0.065	-	0.629	1.000
Britannica Online	41	-	292	292	-	605	1,230	0.033	-	0.237	0.237	-	0.492	1.000
Counting California	-	-	5	3	-	29	37	-	-	0.135	0.081	-	0.784	1.000
CountryWatch	-	-	9	1	-	30	40	-	-	0.225	0.025	-	0.750	1.000
FACTS.com	-	-	20	5	-	63	88	-	-	0.227	0.057	-	0.716	1.000
FirstSearch	40	-	233	36	8	225	542	0.074	-	0.430	0.066	0.015	0.415	1.000
Gale														
Business & Company Resource Center	3	-	69	11	-	36	119	0.025	-	0.580	0.092	-	0.303	1.000
Custom Newspapers	12	-	67	130	-	191	400	0.030	-	0.168	0.325	-	0.478	1.000
Education Professional Collection	-	-	8	1	-	47	56	-	-	0.143	0.018	-	0.839	1.000
Expanded Academic ASAP	75	-	710	429	-	679	1,893	0.040	-	0.375	0.227	-	0.359	1.000
Health & Wellness Resource Center	25	-	183	115	-	337	660	0.038	-	0.277	0.174	-	0.511	1.000
Literature Resource Center	2	-	71	11	-	296	380	0.005	-	0.187	0.029	-	0.779	1.000
Military & Intelligence Database	-	-	10	1	-	21	32	-	-	0.313	0.031	-	0.656	1.000
OneFile	16	-	132	99	-	268	515	0.031	-	0.256	0.192	-	0.520	1.000
Opposing Viewpoints	61	-	383	178	-	451	1,073	0.057	-	0.357	0.166	-	0.420	1.000
Religion & Philosophy	2	-	29	7	-	161	199	0.010	-	0.146	0.035	-	0.809	1.000
Grolier Online	36	-	169	203	-	320	728	0.049	-	0.232	0.279	-	0.440	1.000
Groves														
Dictionary of Art	1	-	27	6	-	44	78	0.013	-	0.346	0.077	-	0.564	1.000

LEARNING RESOURCE CENTER / COLLEGE LIBRARY

Dictionary of Music	-	-	8	-	-	11	19	-	-	0.421	-	-	0.579	1.000
Horizon (OPAC)	90	1	2,557	99	-	2,541	5,288	0.017	0.000	0.484	0.019	-	0.481	1.000
NewsBank	19	-	65	71	-	161	316	0.060	-	0.206	0.225	-	0.509	1.000
Oxford														
American National Biography	1	-	11	40	-	48	100	0.010	-	0.110	0.400	-	0.480	1.000
Oxford English Dictionary	6	-	89	41	8	101	245	0.024	-	0.363	0.167	0.033	0.412	1.000
Rand CA	-	-	4	-	-	3	7	-	-	0.571	-	-	0.429	1.000
Scientific American Archive	30	-	67	34	-	179	310	0.097	-	0.216	0.110	-	0.577	1.000
SerialsSolution	18	-	265	86	-	684	1,053	0.017	-	0.252	0.082	-	0.650	1.000
World Atlas	-	-	11	1	-	22	34	-	-	0.324	0.029	-	0.647	1.000
Total Usage Per Site (Hits)	479	1	5,512	1,904	16	7,592	15,504							
Total Usage Per Site (Percent)	0.031	0.000	0.356	0.123	0.001	0.490	1.000							

MAINTENANCE AND OPERATIONS

MAINTENANCE AND OPERATIONS

1. MISSION

The mission of the Cerro Coso Community College Maintenance and Operations is to provide a safe, secure, clean learning environment which allows our students and staff opportunities to achieve excellence in teaching, and learning.

2. PROGRAM DESCRIPTION

The Maintenance and Operations department's role is to maintain the facilities infrastructure which provides for a reliable physical plant and utilities as well as grounds and equipment. The Indian Wells Valley campus consists of ten major buildings, and is located on 320 acres of land. It has approximately 360,000 square feet of assignable space. Eastern Sierra Campus Center consists of two building located in Bishop and Mammoth together they have approximately 45,000 square feet of assignable space, Kern River Valley site consists of a leased building, which we maintain. And South Kern site located on Edwards Air Force Base and California City. (Child care)

The Maintenance Department at the IWV location consists of a director, two grounds keepers, one plant engineer, one maintenance worker, five custodians all of which are full time employees; 19 hour flexible limited benefit shipping and receiving clerk and a 19 hour flexible limited benefit grounds equipment/automotive mechanic. At Eastern Sierra Campus Center we have two 19 hour flexible limited benefit custodians one for each location. At Kern River Valley we have one 19 hour flexible limited benefit custodian. At South Kern we only maintain the Child care facilities with one 19 hour flexible limited benefit custodian.

The grounds keepers are responsible for maintaining all of the exterior grounds which include baseball, softball, and soccer fields as well as a complex irrigation system, they trim trees; take care of fountains; and many other duties related to the grounds.

Our plant engineer is responsible for maintain the physical plant which includes all of the HVAC, Security systems, electrical, plumbing for all locations he is very mobile. The maintenance worker serves in a wide capacity he is tasked with painting, locksmithing, moving furniture, helping with various set-ups and tear downs he also travels to all sites. The custodians work to keep the facilities interiors clean and safe; they are responsible for set-up and clean up of special events as well as their daily duties of maintaining floors, restrooms, and office spaces. The shipping and receiving clerk maintains the continuity of products coming in and out of the campus the position is responsible for the checks and balances provided within our BANNER system; which assures us that we have the correct products. The grounds equipment/automotive mechanic maintains the fleet of grounds equipment and does the basic work on fleet vehicles.

MAINTENANCE AND OPERATIONS

3. FUTURE DEVELOPMENT

Cerro Coso Community College is undergoing several building modernization projects. Through the guidance and “consultation” process provided by our KCCD Facilities Office we were able to get needed funds identified for both long term and short term projects. Large projects that have been in the process for a couple of years are now becoming real and tangible. Small projects that have been identified are going forward for funding. Future projects are in consultation process and are moving forward.

4. REQUIRED RESOURCES

With our modernization projects in full swing and new buildings that have been completed in the past 5 years we are very understaffed.

The following represent areas of need for Maintenance and Operations

CUSTODIAL

(IWV Campus) Restore full time custodian on the 3rd floor of main building. Add full time custodian to the Occupation Labs which is being increased in assignable square footage.

(ESCC) make the current 19 hour FLB custodian’s full time. This request is based on anticipated growth.

(KRV) make the current 19 hour FLB custodian full time. This request is based on anticipated growth.

GROUNDS WORKERS

(IWV Campus) Restore one full time Grounds worker. With 320 acres to take of; It would be vital to our grounds crew to have some help.

(ESCC) Based on anticipated growth add a full time grounds worker to maintain and add to the landscaping.

MAINTENANCE

(IWV Campus) Add a full time skilled craftsman to our staff, with additional square footage being planned and new equipment being installed we should have someone to take of it.

(ESCC) As these buildings continue to age and anticipated growth it is very important that we add a skilled craftsman to maintain these buildings.

AUTOMOTIVE

(IWV Campus) As our vehicles both grounds and fleet continue to age and grow; it’s important that we restore our Mechanic position to full time.

SHIPPING AND RECEIVING / CLERICAL

(IWV Campus) It is important to maintain consistency through out the S/R process as well

MAINTENANCE AND OPERATIONS

as keeping our records and support up to date.

EQUIPMENT

We will need to draft a plan to replace old and outdated Custodial and Grounds Equipment.

MATHEMATICS DEPARTMENT

MATHEMATICS DEPARTMENT

1. MISSION

The international language of natural, applied, and social sciences is mathematics. Whether you study chemistry in Kazakhstan, physics in the Philippines, engineering in England, psychology in the Seychelles, or nursing in the Netherlands – mathematics is the unifying, and cohesive medium of communication.

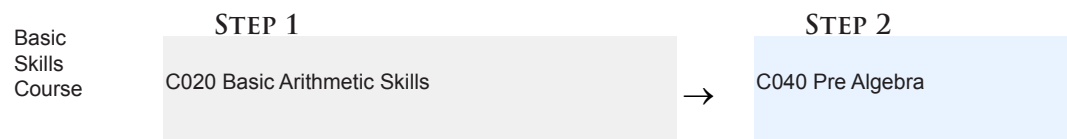
The Mathematics Department at Cerro Coso College provides a diverse learning environment designed to meet the educational goals of our students. Our curriculum supports the mathematical needs of other disciplines and programs. We help our students develop logical reasoning and problem solving skills which form a foundation for their careers and future study.

2. PROGRAM DESCRIPTION

The Mathematics Department at Cerro Coso College offers classes which improve basic skills and support the requirement for the AA and AS degrees, vocational/technical programs, and transfer to the university. We have entered into agreements and developed equivalencies with the California State Universities (CSU) and University of California (UC) systems. When our students transfer to CSU or UC system, credits they earn in mathematics department are transferable. This is also an indication that these transfer students from Cerro Coso College will be successful in completing higher degrees.

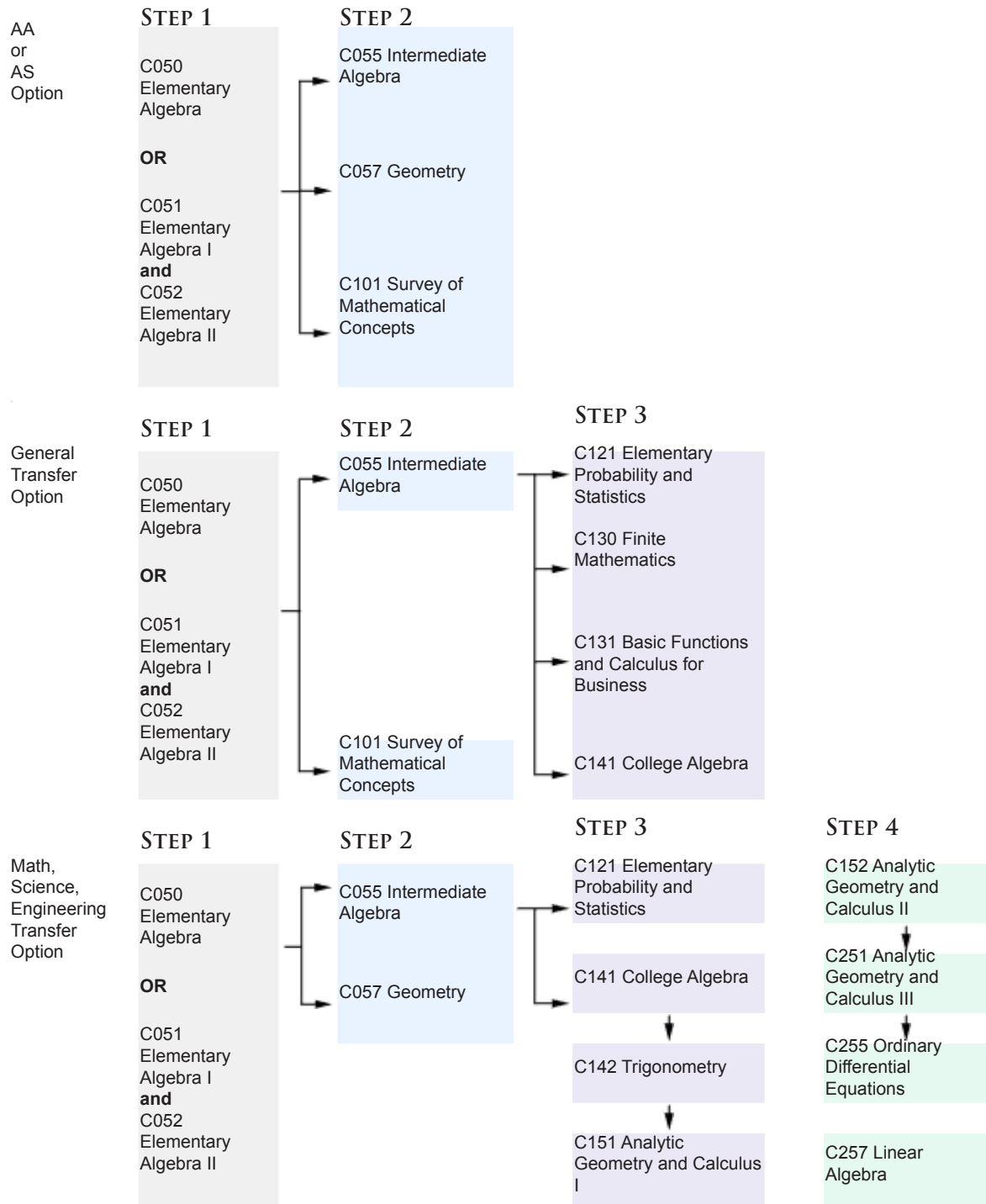
The Mathematics Department offers courses at the Indian Well Valley (IWV), Kern River Valley (KRV), Eastern Sierra College Center (ESCC), South Kern (SK), as well as Online. Four full-time faculty serve the IWV campus. One full-time faculty serves the KRV campus, and one full-time faculty serves the ESCC campus. Courses offered at SK campus are done by adjunct faculty. Courses are also taught online via ITV.

SUGGESTED COURSE SEQUENCES FOR MATHEMATIC BASIC SKILLS



MATHEMATICS DEPARTMENT

SUGGESTED COURSE SEQUENCES FOR AA OR AS OPTION, GENERAL TRANSFER OPTION, AS WELL AS MATH, SCIENCE, ENGINEERING TRANSFER OPTION



MATHEMATICS DEPARTMENT

3. CLOSING-THE-LOOP

CURRICULUM

The Mathematics Department strives to keep all of the course outlines and course information presented in the college catalog updated. Course outlines will be updated according to the course schedule given by Curriculum and Instruction Committee (CIC) at Cerro Coso College.

STUDENT LEARNING OUTCOME ASSESSMENT

The Mathematics Department is in the process of developing the criteria for assessment of student learning outcomes for selected course(s) offered.

4. FUTURE DEVELOPMENT STRATEGIES

The Mathematics Department will be

- supporting mathematical needs for other disciplines and programs
- supporting mathematical needs for all the campus sites
- seeking opportunities to develop partnerships with agencies and organizations in the service area to create courses that meet the training and development needs of specific populations within our communities

5. REQUIRED RESOURCES

EQUIPMENT

Classrooms equipped with a computer and a LCD projector are desirable to effectively teach certain concepts. This request would benefit many disciplines other than mathematics.

SUPPLY

The supplies needed for the mathematics department are minimal. Some math classes use hands-on projects to demonstrate mathematic concepts. It is desirable to have some funding set aside for this purpose, because the faculty has often had to pay out of pocket for these materials.

Software which supports students' learning or improves faculty effectiveness will be needed.

STAFF

The Mathematics Department has lost 25% of its full-time faculty during the year of 2006 due to involuntary/voluntary transfer. This dramatic loss will substantially decrease the Mathematics Department offerings. The replacement of a full-time instructor in mathematics is essential if the department is to continue offering a quality program.

MATHEMATICS DEPARTMENT

5. TRENDS

Term Code	Sections	Census Enroll.	FTEs	FTEF	Productivity
200150	17	244	19.88	2.59	7.68
200170	65	1,284	147.56	13.36	11.04
200230	65	1,206	157.76	17.51	9.01
200250	12	203	21.29	2.96	7.19
200270	65	1,321	179.78	15.06	11.94
200330	54	1,217	168.53	14.63	11.52
200350	13	276	38.71	3.51	11.03
200370	47	1,160	148.99	12.65	11.78
200430	45	1,060	148.43	12.28	12.09
200450	13	293	37.21	3.44	10.82
200470	49	1,263	182.50	13.36	13.66
200530	49	1,139	160.85	13.52	11.90
200550	9	225	28.74	2.36	12.18
200570	45	1,188	165.10	12.11	13.63
200630	41	998	141.05	11.42	12.35
	Sum: 554	Sum: 13,077	Sum: 1,746.39	Sum: 150.76	11.58

MEDIA ARTS DEPARTMENT

MEDIA ARTS DEPARTMENT

1. MISSION

The Digital Animation and Web Design Associate in Science degree and certificate programs in the Media Arts Department are designed to afford students the opportunity to develop the necessary foundation skills, master the tools and processes, and nurture their artistry and creative vision for entry level employment or university transfer in Media Arts. Students work alongside experienced professionals and undergo industry standard production experiences in the classroom that reflect industry needs and current industry trends.

The programs are structured to provide students with a comprehensive educational approach to the field of Media Arts and will teach students to become flexible professionals who can adapt to a variety of design projects and roles in a constantly changing field. The curriculum is structured so as to afford students a balance between aesthetic and practical design application.

RELATIONSHIP TO COLLEGE MISSION

The programs in Media Arts clearly align with and are critical to the mission of Cerro Coso College in that the programs enhance the College's ability to help promote regional economic development by preparing students for jobs that are in high demand in the rapidly growing media, IT and communications related industries of Kern, Inyo, and Mono Counties and throughout California and the United States. These jobs are particularly important for the Southern California Media Arts industries to compete globally.

The programs in Media Arts are unique to the curricula of Cerro Coso College, but compliment the current programmatic offerings in the Art, Computer Information Services, Music, English, and Drama discipline areas. Some course offerings from each of those programs are part of the Media Arts program curricula.

The need for curriculum in computer graphics/multimedia was projected in the Educational Master Plan of 1997 and was incorporated into the facility design at the Indian Wells Valley Campus in 1998. The existing Digital Animation program and the Web Design program were launched in 1998 and 2000 respectively with a dedicated facility, Director (faculty member), and support staff through specially funded, two year Economic Development Grants from the California Community Colleges Chancellor's Office. The Cerro Coso College Master Educational Plan addresses the need for curriculum balance between arts and sciences, and between transfer curricula and vocational curricula; the programs in Media Arts facilitate the college in this part of the plan.

The Digital Animation Program and the Web Design Program specially funded grant projects assisted local economic development consortia convened by Cerro Coso College for this purpose. The digital animation and the web design programs are now both offered completely online and provide students in remote locations of our service area access to our

MEDIA ARTS DEPARTMENT

programs. Our relationships with industry partners provide opportunities to place graduates in internship and permanent employment positions, which is the ultimate objective for student career training success in the program.

RELATIONSHIP TO COLLEGE'S STRATEGIC GOALS

1. We currently provide training which equips students to become certified in the use of Adobe, Virtools, and Autodesk design tools. Expertise in these applications is an essential skill in the market currently.
2. The Department of Media Arts ensures an ongoing linkage for college and department program goals through our department's advisory committees, which include industry employers to ensure that our program continues to meet the needs of a constantly evolving industry.
3. Both our on-campus and online courses use a variety of rich media technologies to accommodate a spectrum of learning modalities. These same tools allow us to track prospective and current students through databases to maintain an awareness of where they are in the program, and to promote retention and completion.
4. Due to our online delivery of both of our degree programs, our courses have a rich diversity of students from across the globe that adds to our college culture.

2. PROGRAM DESCRIPTIONS

The goals for both of the programs in Media Arts are understood to be a central core of information regarding computers in the design of media:

1. The curriculum incorporates experiential, project-based learning involving teams to develop the following core competencies: problem solving; creativity; teamwork; knowledge of the production process; understanding of interactivity; and communications. The focus of this component of the curriculum is to foster the development of job skills (SCANS recommended competencies, U.S. Department of Labor, 1991) that include:
 - Working as a member of a team.
 - Clearly communicating ideas.
 - Quickly and accurately understanding the goals and objectives of a project.
 - Being organized.
 - Willingness to frequently seek employment on new projects.
 - Willingness to join projects without much advanced notice.
 - Willingness to continually update skills by learning new tools and techniques.
 - Passion for the work.
 - A good sense of humor.

MEDIA ARTS DEPARTMENT

- Patience.
 - Having specialization expertise, but also having an interest and general understanding of as many design niche areas as possible.
2. Since Media Arts jobs are often temporary, freelance, and project-based, the curriculum prepares students for self-managed, flexible careers.
 3. The curriculum brings “real world” experience into the classroom.
 4. Since portfolios, rather than resumes, are used by industry to evaluate job candidates, the curriculum prepares students to develop their portfolio, conduct job research and professionally present their work in interviews.
 5. The curriculum provides the student with a solid foundation in the techniques and theory underlying the skills used to create media products.

DIGITAL ANIMATION

The program in digital animation is designed to offer students the opportunity to develop necessary foundation skills, master tools and processes, and nurture their artistry and creative vision. Students will work alongside experienced professionals and undergo standard production experiences in the classroom that reflect industry needs and current industry trends.

The program is designed to provide students with a comprehensive educational approach to the field of digital animation and will teach students to become flexible professionals who can adapt to a variety of design projects and roles in a constantly changing field. The program curriculum is structured so as to afford students a balance between aesthetic and practical design application, where the development of storytelling is given equal importance to the acquisition of technical skills. Upon completion of this curriculum, the student will be qualified for entry level employment in digital animation.

Students earn the Certificate in Digital Animation by completing 36 units, including 18 units of core courses and at least 18 units among the specified electives. Students earn the Associate Degree in Web Design by completing the certificate, as well as Cerro Coso’s general education requirements.

Upon successful completion of the program, students will be able to:

1. demonstrate the foundation, practical and aesthetic skills necessary for success as a Digital Animation designer, accessing all aspects of the Digital Animation industry job markets.
2. demonstrate productivity, efficiency, and creativity in the Digital Animation field.
3. demonstrate the skills required to become an integral part of the profession dedicated to Digital Animation.
4. demonstrate that they are a lifelong learner with readiness to adapt to the rapid occupa-

MEDIA ARTS DEPARTMENT

tional changes that occur in the Digital Animation industries.

5. demonstrate that are prepared for one or more of the occupations specified in the program descriptions for digital animation.

Each program outcome is assessed in the capstone course, MA C140, through a work-based project that is evaluated with a rubric.

This program prepares students for the following entry level positions:

- Broadcast Design Digital Modeler
- Texture Artist
- Digital Character Animator
- Motion Graphics/Effects Artist
- Digital Video Editor
- Game Design Game Character Artist
- Game Environment Artist
- Serious Game Designer
- Multimedia Designer/Developer
- Content Developer

WEB DESIGN

The Web Design Program provides students with fundamentals in software tools, design theory, and current practices in the Web Design. Working in teams and individually, students will also develop their creativity and learn to solve design problems in innovative ways. The core courses provide a broad foundation of skills. Students can then use the specified electives to tailor their certificate or degree for a specific niche area of web design, such as graphic design, programming, animation, multimedia, content development, or portfolio development. This program prepares students for entry-level work in Web Design and/or preparation for transfer to a four-year design program at a university.

Students earn the Certificate in Web Design by completing 31 units, including 22 units of core courses and at least 9 units among the specified electives. Students earn the Associate Degree in Web Design by completing the certificate, as well as Cerro Coso's general education requirements (60 units).

Upon successful completion of the program, students will be able to:

1. demonstrate technical, aesthetic, collaborative, and production skills necessary for success in the Web Design industry.
2. solve creative problems effectively.

MEDIA ARTS DEPARTMENT

3. integrate legal and industry-driven standards that are applicable to Web Design.
4. display skills in lifelong learning and adapt readily to rapid occupational changes that occur in the media arts.

Each program outcome is assessed in the capstone course, MA C140, through a work-based project that is evaluated with a rubric.

This program prepares students for the following entry level positions:

- Web Graphic Designer
- Web Developer/Programmer
- Flash Animator
- Multimedia Designer/Developer
- Motion Graphics/Effects Artist
- Digital Video Editor
- Serious Game Designer
- Content Developer

3. CLOSING-THE-LOOP

CURRICULUM

2006-2007 ACTIONS

The following course outlines need to be updated in 2006-2007, as part of the 5 year update cycle:

- MA C131
- MA C133
- MA C135
- MA C137

The following courses need to be updated, due to evolving content requirements:

- MA C101

The following courses will be deleted, due to obsolescence:

- MA C070

2007-2008 ACTIONS

Next year, the following courses need to be updated as part of the 5 year update cycle:

- MA C093

MEDIA ARTS DEPARTMENT

- MA C124
- MA C126
- MA C130
- MA C160
- MA C161
- MA C162
- MA C163
- MA C168
- MA C180

STUDENT LEARNING OUTCOME ASSESSMENT

The department will be assessing the following student learning outcomes:

COURSES

- MA C101: Implement Gestalt principles and Bertin's retinal variables for visually showing relationships or differentiation between page elements.
- MA C180: Utilize mattes, keys, and alpha channels to control transparency of composition layers.

PROGRAMS

- Digital Animation: Demonstrate productivity, efficiency, and creativity in the Digital Animation field.
- Web Design: Demonstrate technical, aesthetic, collaborative, and production skills necessary for success in the Web Design industry.

PROGRAM REVIEW

The comprehensive Program Review for Digital Animation is in progress and is scheduled for completion at the end of the 2007-2008 year. It is in progress, and will be presented to the Academic Senate in the Spring of 2008.

The 2-Year Occupational Supplement for Web Design is in progress and is scheduled for completion at the end of the 2007-2007 year. It is in progress, and will be presented to the Academic Senate in the Spring of 2008.

4. FUTURE DEVELOPMENT STRATEGIES

PRODUCTIVITY

The department clearly needs to restore its former productivity. To improve enrollment and efficiency, we need to reduce the number of elective offerings, and, if pedagogically

MEDIA ARTS DEPARTMENT

sound, identify more courses that both programs can share as required core courses.

Offering concurrent sections—a 100% online section and a hybrid section—is also a new strategy that we are piloting. This allows us to run a low enrollment class at a remote site in order to build community confidence in our schedule and grow the program, while not negatively impacting productivity. Students in both sections are enrolled in the same Moodle course and complete the assignments together as one cohort. However, the on-ground classroom lecture provides the hybrid students with a live demonstration and face to face instruction. Due to the concurrent scheduling, the instructor is only paid for one section, and we cannot ask adjuncts to do the same. We are investigating whether stipends can be given to compensate instructors for their unpaid time in the classroom, which would make this model feasible for adjuncts. Stipends that are used in this manner are valid VTEA expenditures, as this is used for program development.

PROGRAMS

DIGITAL ANIMATION

Last year, the focus of the Digital Animation program was shifted from character animation with intent for feature film to serious game design. The film industry is extremely competitive with few jobs available, whereas, the game industry is growing rapidly. Students will have much better prospects for employment being trained in game design.

WEB DESIGN

The Web Design program has been adapting to new web standards and professional practices, including XHTML 1.0 Strict and the use of cascading style sheets to control page layout rather than the obsolete practice of using tables. In addition to local advisory committees, our industry partner, the World Organization of Webmasters, provides guidelines on professional and academic standards.

SITES

KERN RIVER VALLEY

We are completing the first year of a two-year pilot project with the Kern River Valley Education and Cultural Foundation (KRVECF) in which students are working with adjunct, Charles Barbee, to produce a documentary of the history of the Kern River Valley. In addition to the video editing courses, digital animation and game design classes have been offered at KRV. All of those classes have been running with very low enrollment. For the past two semesters, intensive Saturday courses have been offered with the hope that the once per week class meeting would make student commutes from Bakersfield or Ridgecrest feasible. However, none of the students in the Saturday classes are from outside the Kern River Valley. We are committed to finishing the documentary project, but future offerings need to be much more efficient. The concurrent online/hybrid model may be the solution, particularly if we can pay stipends to compensate for the classroom instruction.

MEDIA ARTS DEPARTMENT

EASTERN SIERRA COLLEGE CENTER

College Optimizer data revealed that Inyo County was being significantly underserved by the College in the graphic arts. The Web Design program supports the development of graphic design for print, as well as the web and multimedia design. The fulltime Web Design faculty relocated to ESCC in Spring 2007 to serve this need. While the program is being developed in this region, concurrent online/hybrid model is being used to deliver instruction in order to maintain department productivity. It is our goal to build community trust and confidence in our schedule. The Bishop and Mammoth communities were disenfranchised after a few years of college closures several days of the week and due to classes frequently being canceled the first week of class. Students will be much more likely to enroll if they are confident that the class will actually run and know that they can meet with a full time instructor, if needed.

Mammoth provides a particular opportunity for Media Arts offerings, as it has a very active and well-funded foundation that is committed to the arts and education. The locale is also a natural for digital photography and video. This year, the first phase of student dorms is scheduled to break ground. The ability to draw more students to the area will have significant implications for the possibilities of growing the Media Arts programs.

INDIAN WELLS VALLEY AND SOUTH KERN

These regions of our service area host engineering and manufacturing industries. The Digital Animation program provides students with design visualization and serious game and simulation skill sets for jobs in these industries. There is a need for a stronger and more active advisory committee in this part of our service area so that the program can continue to serve the needs of employees in this region.

5. REQUIRED RESOURCES

SOFTWARE

Software upgrades can no longer be purchased through VTEA. These ongoing expenditures need to be factored into the department GUI budget. Annually, the Media Arts Department needs \$28,120 to upgrade and maintain software. This will cover all software applications used in Media Arts courses and will equip computer lab classrooms at all sites.

HARDWARE

At least one computer lab classroom at each site—Indian Wells Valley, Kern River Valley, Eastern Sierra College Center Bishop, and Eastern Sierra College Center Mammoth—should be equipped to run the Adobe Creative Suite products. These labs will not only support software applications in media arts, but it will also support software in other disciplines, such as Computer Information Systems, Art, Music, Science, Drafting and Pre-Engineering. System requirements change each time the software migrates to a new version. However, the following are the current minimum requirements for the Adobe Creative

MEDIA ARTS DEPARTMENT

Suite, AutoCAD, and GIS software:

- Intel® Pentium® 4, 3GHz processor
- Microsoft® Windows® XP with Service Pack 2 or Windows Vista™ Home Premium, Business, Ultimate, or Enterprise
- 2GB of RAM
- 23GB of available hard-disk space to install all core components
- Dedicated 7,200 RPM hard drive
- Microsoft DirectX or ASIO compatible sound card
- 1,280x1,024 monitor resolution with 32-bit video card
- NVidia Quadro 4 FX 1100 AGP 128M
- DVD-ROM drive
- OHCI compatible IEEE 1394 port for DV and HDV capture, export to tape, and transmit to DV device
- QuickTime 7.1.5 software required to use QuickTime features

Hardware upgrades and maintenance should be institutionalized and provided through the IT GUI budget because these labs serve multiple disciplines. Computer lab workstations should be upgraded or replaced every 18 months with consideration for the upgraded system requirements for upgraded software.

One-time Career and Technical Education funds were approved to upgrade the computer classroom in Mammoth this year (2007). The other computer labs among the other sites are lagging far behind, however.

STAFFING

We will likely be losing digital animation instructor, Jim Kiggins, so we will need to hire and schedule more adjuncts to teach digital animation and game design courses—both online and at the Kern River Valley campus.

We would also like to hire an adjunct to teach video courses in Mammoth, as community organizations have inquired about producing promotional videos with student interns or through class projects. Mammoth High School has also requested that we adopt their TV Production ROP class and offer it as a Cerro Coso course. The recent KRV Media Arts Advisory committee also discussed the possibility of developing a digital film curriculum emphasis. Having several adjuncts with expertise in cinematography, film, and video will be very helpful in this regard.

MEDIA ARTS DEPARTMENT

6. TRENDS

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity	Academic Year	Yearly Productivity
200150	7	113	14.77	2.40	6.16		
200170	22	462	60.15	6.10	9.86		
200230	28	398	85.20	7.65	11.14	2001-2002	9.92
200250	7	81	36.29	2.15	16.88		
200270	15	212	216.58	4.24	51.08		
200330	16	434	104.34	5.05	20.66	2002-2003	31.22
200350	8	118	32.71	2.84	11.52		
200370	17	359	78.80	6.35	12.41		
200430	20	397	80.26	7.41	10.83	2003-2004	11.55
200450	8	61	12.56	1.85	6.79		
200470	24	376	63.41	8.16	7.77		
200530	20	392	64.47	7.44	8.66	2004-2005	8.05
200550	8	126	11.74	3.64	3.23		
200570	15	281	26.81	4.52	5.93		
200630	14	287	26.59	6.10	4.36	2005-2006	4.57
	Sum: 223	Sum: 4,097	Sum: 914.67	Sum: 75.90	12.05		

The high productivity of 2001 through 2003 was largely a result of the open lab hours that were generated by the intensive on-ground Digital Animation Academy. At that time, the zero-unit open labs were overseen by teaching assistants, so faculty load did not factor into the labs' productivity. In 2004, when the Digital Animation program moved mostly online with a few classes being offered on campus, some FTES was still being generated in the open lab class, though much less than when the entire academy was on campus.

In 2005, the State Chancellor's Office ruled that open labs could no longer be offered as zero-unit credit courses and had to instead be noncredit courses. All students now access open lab in the Learning Resource Center and the CSCI discipline captures all FTES related to open lab activity, including that of Media Arts students.

PHYSICAL EDUCATION/HEALTH SCIENCE DEPT.

**PHYSICAL EDUCATION/
HEALTH SCIENCE DEPARTMENT****1. MISSION STATEMENT**

Based on a specific set of learning outcomes, the mission of the Physical Education and Health Science Department is to provide students the opportunity to complete lower division transfer and vocational goals. Department offerings facilitate the acquisition of skills, fitness, knowledge and attitudes that contribute to lifelong well being.

The Physical Education and Health Science Department provides the opportunity for students to become “physically educated.” The department facilitates the understanding and an appreciation of the value of physical activity in human development, human interaction, human performance, and quality of life. We recognize the need to impact the rising financial, physical, and emotional concerns brought by increasing incidents of heart disease, cancer diabetes and obesity. We provide education, resources and activities to empower and motivate our students to personally choose a totally healthy lifestyle. The department is committed to providing highly qualified instructors and instructional excellence in these areas based on the most progressive theories and practices available.

2. DEPARTMENT/PROGRAM DESCRIPTION

The Physical Education and Health Science Department is committed to providing a comprehensive curriculum in health, fitness and wellness related activities. This includes all populations of the college: those in degree programs for an AS and AA degree, those transferring to universities and colleges, community members and for those students seeking lifelong health, wellness and leisure time skills and knowledge.

Core Student Learning processes for Physical Education and Health Education:

1. Demonstrate knowledge and disciplinary concepts related to the fields of physical education and health science.
2. Apply knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity.
3. Demonstrate reflection and critical thinking in order to refine personal physical fitness through completion of assigned fitness evaluations.
4. Demonstrate evidence-based knowledge and skills (and best practices) for assessing client/student needs and for designing, implementing and evaluating health, fitness or sport programs.
5. Articulate a philosophy that physical activity programs are important to health and well being of individuals, and that physical activity can foster self-expression, development, and learning.

PHYSICAL EDUCATION/HEALTH SCIENCE DEPT.

6. Analyze current physical activity and health issues based on historical, philosophical, sociological, and psychological perspectives.

3. CLOSING-THE-LOOP

Adding a full time faculty member in 2005-6 school year has allowed a variety of new classes in physical education to be introduced as well as the revitalization of our Athletic Training Program. In addition to serving as a full time faculty member in the Physical Education and Health Science Department, our athletic programs have also benefited. We are now in compliance with the Foothill Conference Athletic Trainer requirement at all home athletic events.

We added PHED 101 Foundations of PE online. Physical Education/Health Science offers an average of 3 classes online per semester.

4. FUTURE DIRECTION AND GOALS

2007- 2008 Goals

1. The Physical Education and Health Department will continually strive to promote and increase student participation and retention.
2. The Physical Education and Health Department will examine District provided evaluations of student success and research data that track retention. The faculty will continue to conduct program review in accordance to the schedule developed by Cerro Coso Community College Coso Academic Senate
3. The Physical Education and Health Science Department will expand our online course offerings as student needs demand.
4. The Physical Education and Health Department will promote our programs through college and community sponsored fitness events, clinics, camps, and lectures to a culturally diverse population.
5. Create a defined, long term, preventive maintenance program with respect to facilities maintenance and repair.
6. Explore the opportunity to introduce new course offering including intramural sports, reintroduction of intercollegiate athletic courses and creation of courses that respond to and anticipate student needs and demands.

5. REQUIRED RESOURCES

The Health and Physical Education Department has lacked a defined, long term, preventive maintenance program with respect to facilities maintenance and repair. This has resulted in many potentially unsafe situations. We are developing a plan to systematically replace equipment and repair the faculties. Implementation of this plan will require an increase in our base budget.

PHYSICAL EDUCATION/HEALTH SCIENCE DEPT.

EQUIPMENT AND FACILITY NEEDS

The Health and Physical Education Department lacks a sufficient budget to replace and maintain PE equipment, supply current equipment for HS classes, buy office supplies, maintain facilities. We request an annual equipment supply and repair budget increase to \$12,000 per year. The Health and Physical Education Department generates approximately 300 FTES per year and in order to maintain and increase this number, a increase in our budget is imperative. The following are issues that immediately need to be addressed by a variety of campus entities.

Equipment in the weight and cardio rooms is 15 years old. We need a systematic plan to replace machines and pieces of equipment. Funds to replace these machines and repair them as needed should be added to our budget allocation. Student needs, ADA safety and modernization, being the key elements in the acquisition of the estimated budget increase.

The track needs to be refurbished and repaired. It is used by our college classes, the community (Special Olympics, Over the Hill Track Club,) service area K-12. It is the only track within a 100 mile radius. Maintenance and repair of this track is a safety as well as a community service need. (Cost TBD by Maintenance and Operations and the district Architect)

Expansion and Repair of PAR-Q course. The current course is in disrepair, disconnected and is unsafe. The community lacks a walking trail on the IWV campus that is safe and free of auto traffic. (Cost TBD by architect)

Update of Athletic Training facility and equipment. The equipment used for instruction of 5 classes and our athletic training program. It does not meet current industry standards and therefore puts our students at a disadvantage (\$12,000).

Resurface the tennis courts. The courts are 15 years old and have been resurfaced only once in this time. (\$20,000)

Gym bleachers are inoperable on the west side. They have not worked since October of 2006. (Cost TBD by Maintenance and Operations)

Terracing the Baseball seating area is needed to improve facility safety. (Cost TBD by Maintenance and Operations and district Architect)

All outside facility lighting (track, tennis courts and baseball field) have lights that are burnt out. These need to be replaced in order to improve student visibility during night classes as well as sporting events. Additional lighting in the dirt parking light is needed to create a safely lighted environment (cost TBD by Maintenance and Operations).

Health science needs instructional equipment. The Red Cross mandates have changed and we lack equipment and supplies to comply with these new regulations. (\$2500)

Remodel of gym's dance, weight and cardio rooms are needed in order to more effectively deliver instruction. (\$250,000)

The gym facilities are currently lacking items available at the campus' main building. Lack

PHYSICAL EDUCATION/HEALTH SCIENCE DEPT.

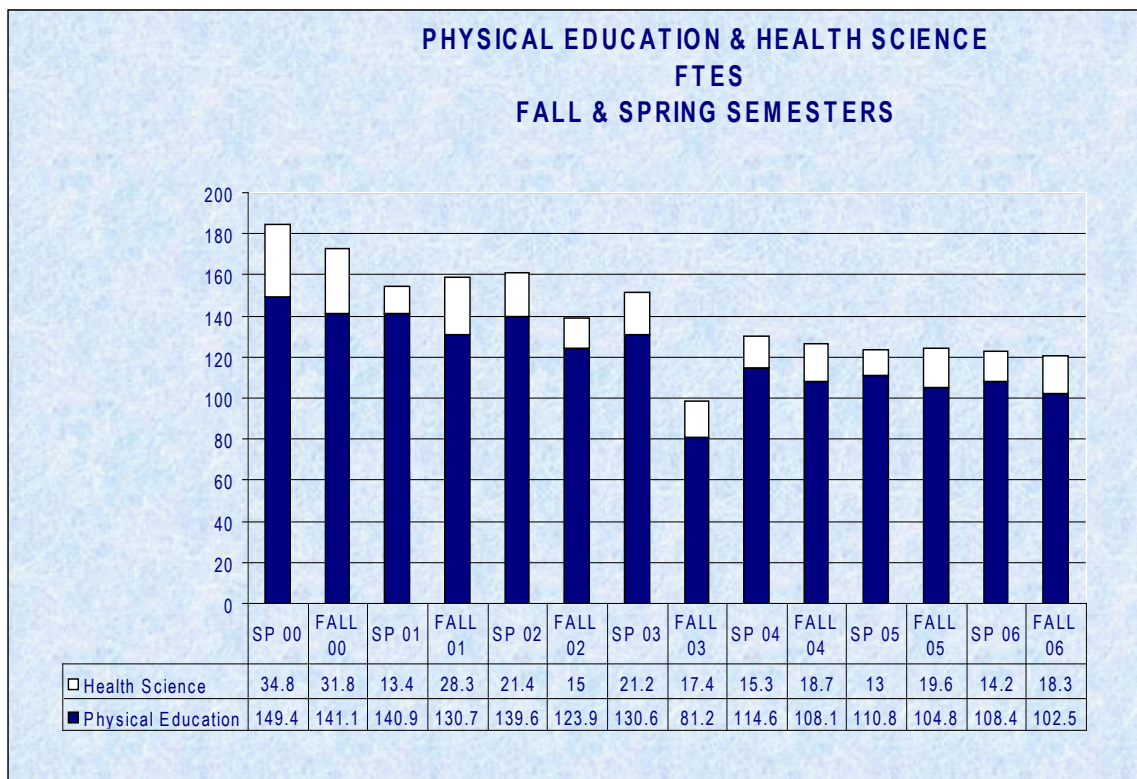
of wireless internet, class room space (1 class with internet/projector/TV ability,) and materials (desks, pencil sharpeners ECT) create a barrier to further enhancing the learning environment.

STAFF NEEDS

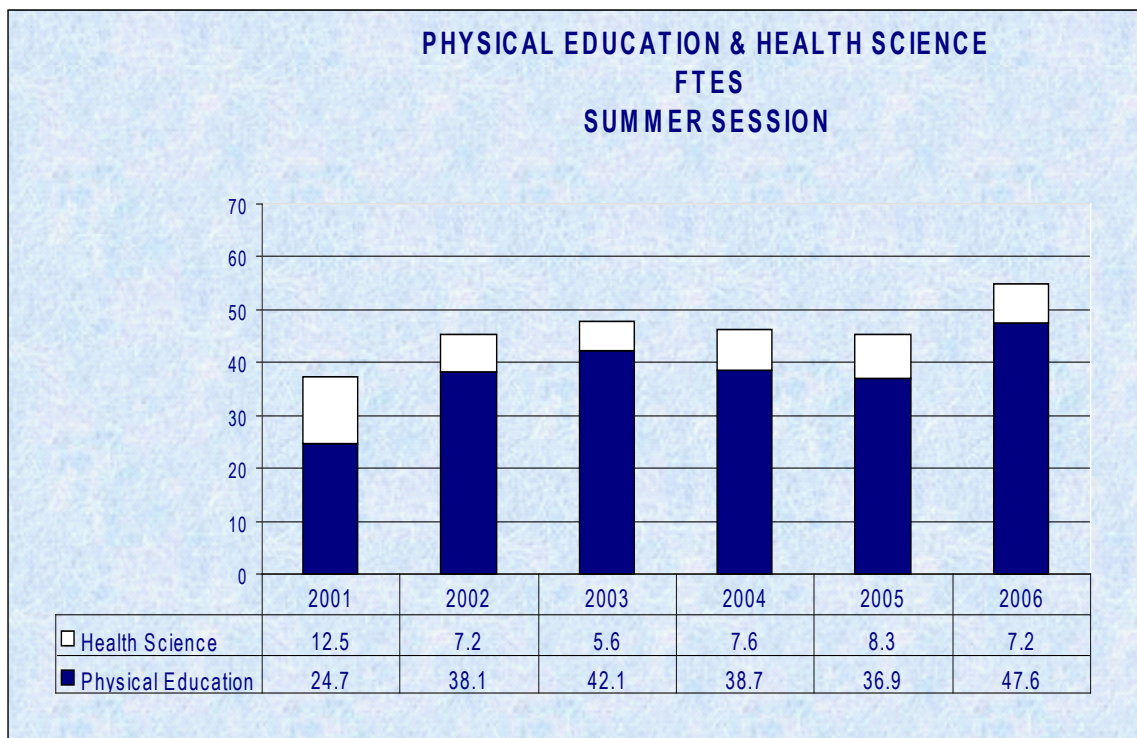
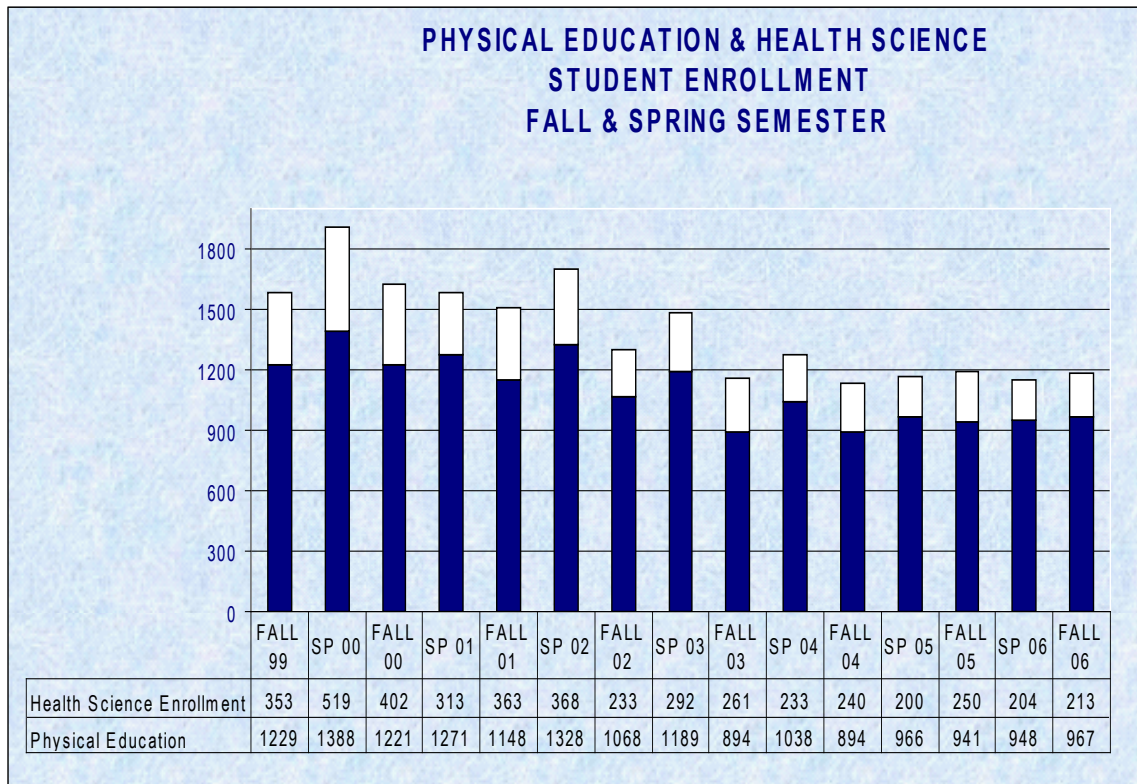
The Health and Physical Education Department is in need of a 19 hour a week permanent position to maintain fields for physical education classes as well as athletic events and to assist the Physical Education and Athletic departments in a variety of other tasks.

The Health and Physical Education Department will have a need to replace a full time faculty member within 5 years. We will request a replacement position. Additionally there is an ever growing need for a new full time position to fulfill our site needs.

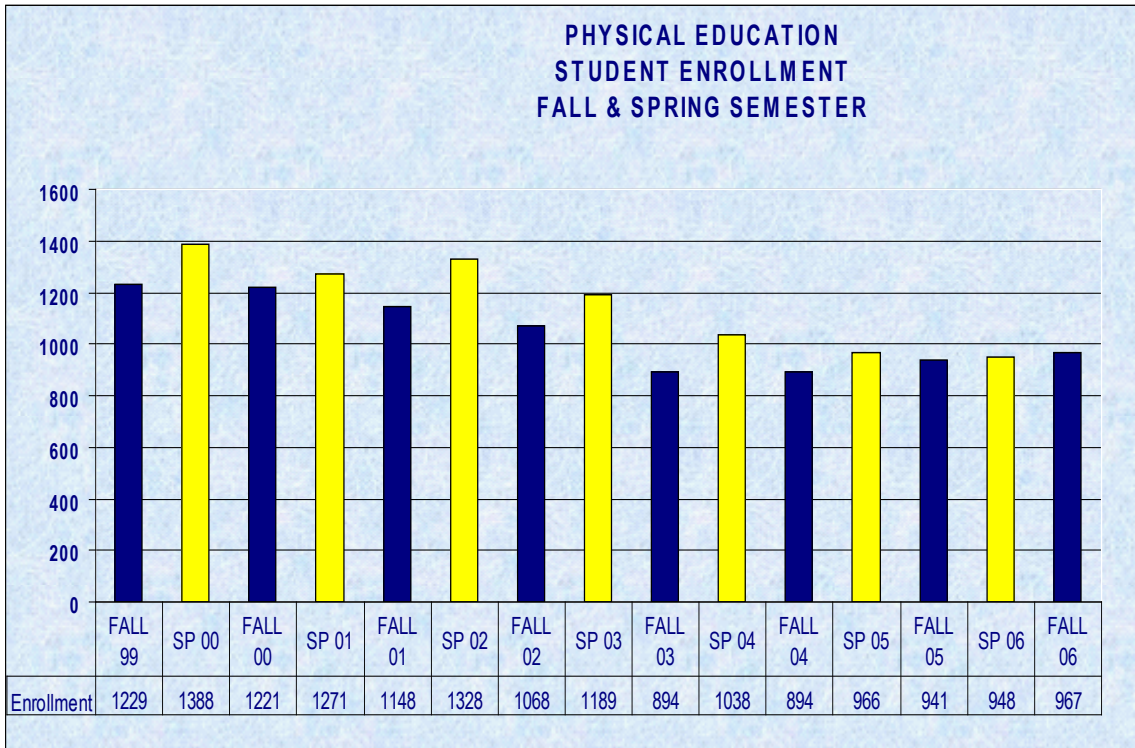
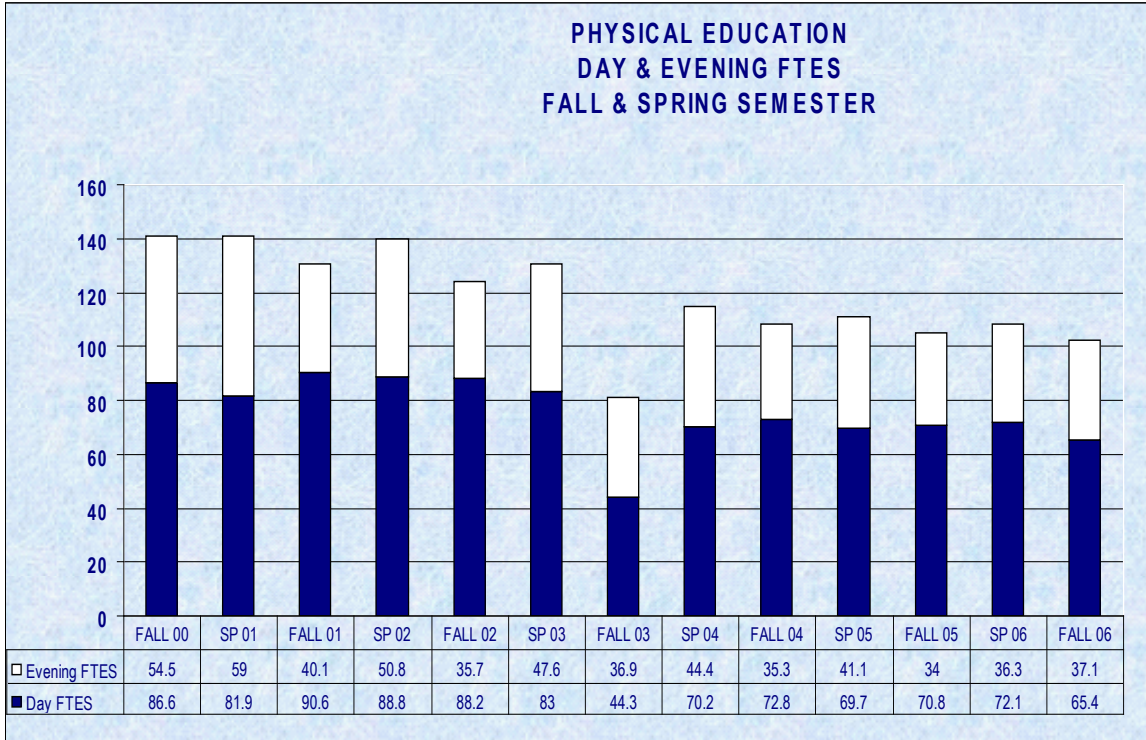
6. TRENDS



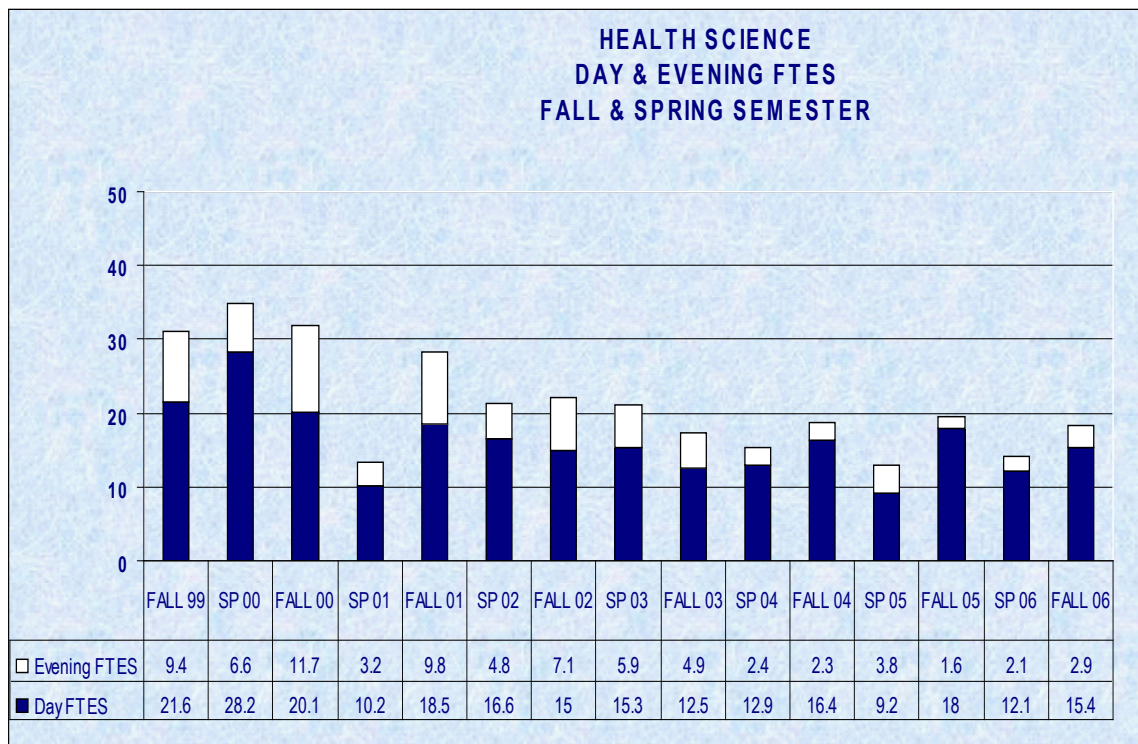
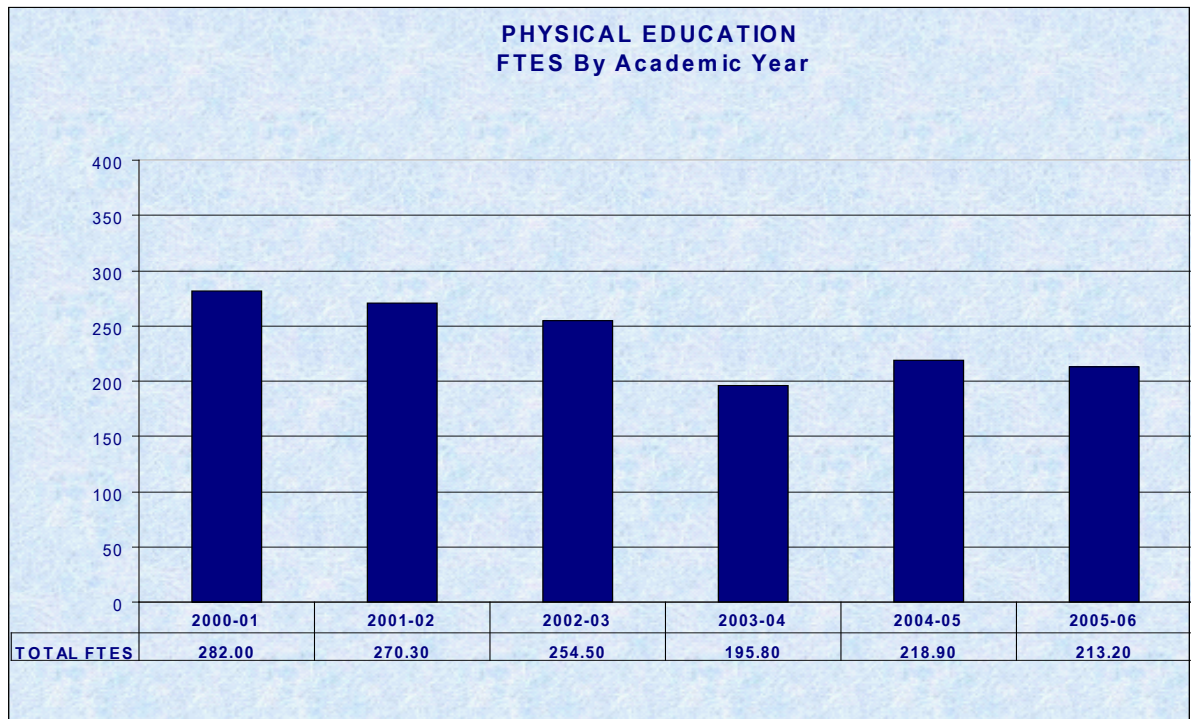
PHYSICAL EDUCATION/HEALTH SCIENCE DEPT.



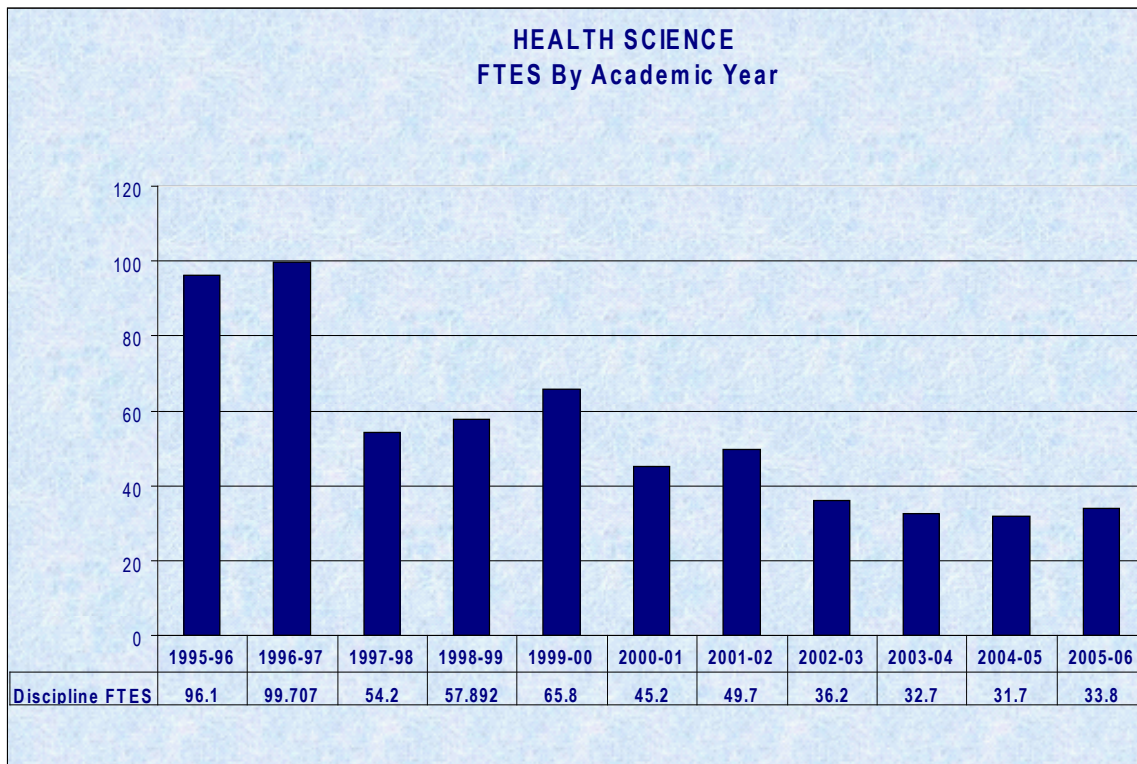
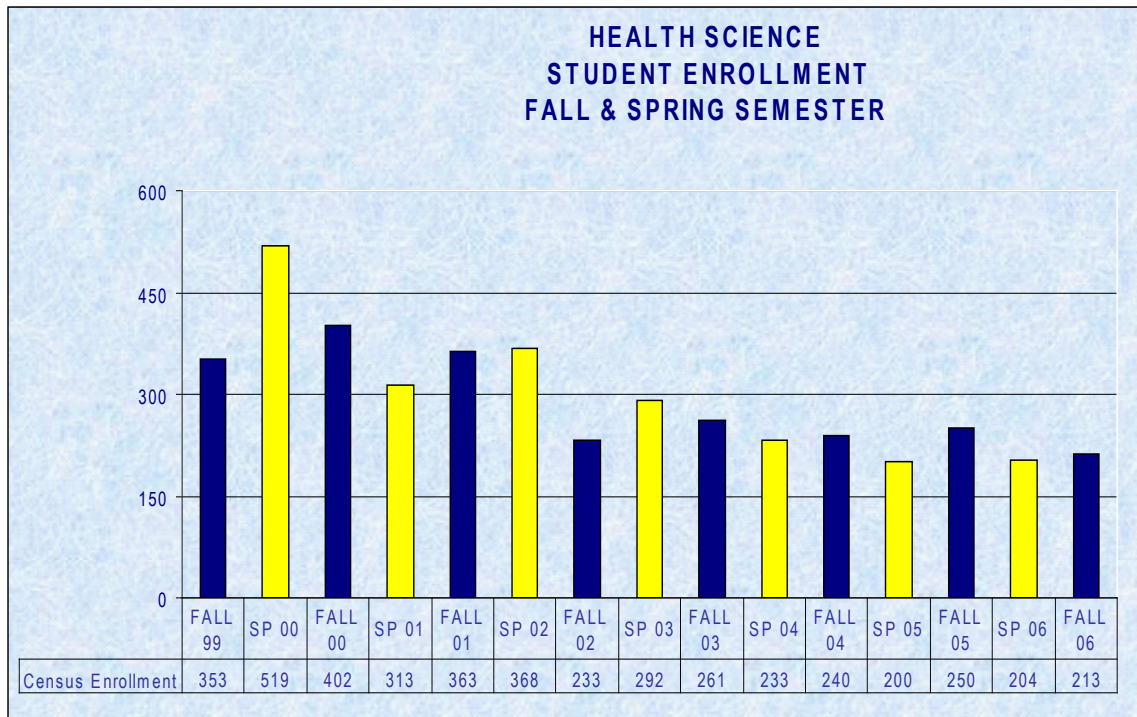
PHYSICAL EDUCATION/HEALTH SCIENCE DEPT.



PHYSICAL EDUCATION/HEALTH SCIENCE DEPT.



PHYSICAL EDUCATION/HEALTH SCIENCE DEPT.



PRINT SHOP / GRAPHICS

PRINT SHOP / GRAPHICS

1. MISSION

The mission of the Print Shop/Graphics Office is to produce printed materials, posters, flyers, forms, etc. to support the needed instructional and student learning environment for all areas of the College. All paper needs (envelopes, letterhead, pads, copy paper, specialty paper, etc.) for the entire College and all off site locations is also provided by this Office.

2. PROGRAM SERVICE DESCRIPTION

This office communicates key messages to a variety of internal and external target audiences including staff, students, the business community, and the community at large through printed materials that are used and distributed.

The Print Shop/ Graphics Office designs and produces single and multi-color publications for faculty use in instruction, student matriculation, instructional program promotion, support of Foundation and ASCC fundraising, and to connect the institution to its larger communities. Individual assistance on all jobs is provided to the staff by the Print Shop/Graphics Office employee. This employee also acts as the College photographer.

3. FUTURE DEVELOPMENT STRATEGIES

The Print Shop/Graphics Office will explore available technology and equipment to enhance Print Shop efficiency.

4. REQUIRED RESOURCES

Facilities: The Print Shop/Graphics Office will be remodeled and or relocated during the Main Building Modernization that will occur in 2010.

Equipment needs: Will need a desk, chair, file cabinet, etc for the Public Information Specialist/Print Graphics Designer staff member. Two newer and faster black and white large copiers are needed. An upgraded new computer is needed to facilitate the jobs. A new industrial stapler is sorely needed; the present stitcher is over 35 years old.

Staffing needs: The Print Shop/Graphics Office is woefully understaffed. The office was staffed for years with two full time staffers, but budget cuts eliminated the Graphics/PR position when the staffer retired. The reinstatement/addition of a full time Public Information Specialist/ Print Graphics Designer will reduce turn around time for print and graphic jobs better meeting staff expectations.

PUBLIC INFORMATION

**PUBLIC INFORMATION / FOUNDATION /
ALUMNI RELATIONS****1. MISSION**

The mission of the Public Information/Foundation/Alumni Relations area is to inform students and the public about Cerro Coso Community College; its programs, services, events, and resources. The educational goal is to contribute to student learning and success. To inform employees about issues and events that help them be effective in their roles to support student learning. To keep the communities Cerro Coso serves aware of the College so that community members will support the College, augment traditional

funding sources and participate in partnership opportunities. Continue to enhance our image and ensure the communication of the image through branding and marketing.

2. PROGRAM DESCRIPTION

Under the direction of the college president, the Director of Information, Development and Alumni Relations implements a college-wide program of public information and community relations.

- To provide adequate information to the public in order to assist current & prospective students to make informed decisions regarding enrollment in college programs.
- To maintain open communication with the communities served providing information on Cerro Coso's exceptional class offerings, caring faculty, academic excellence and supportive learning environment.

This office communicates key messages to a variety of internal and external target audiences including employees, students, the business community, local and state elected officials, and the community at large to expand broader financial support and increase awareness and revenue to meet college needs.

The Foundation generates private gifts, scholarships, return on investments, individual and staff fundraising and bequests that enable the College to expand access and opportunity for students of all ages; improve the quality and diversity of instructional programs; support the professional development of faculty; purchase leading edge technology for classrooms and learning laboratories; and enhance the College environment.

The Cerro Coso Alumni Association offers programs and services that are designed to support students and graduates in maximizing their long-term career potential by providing scholarships, recognition, and social and cultural events that enhance learning.

PUBLIC INFORMATION

3. FUTURE DEVELOPMENT STRATEGIES

Will continue to combine and coordinate development and foundation activities while increasing the balance sheet.

We will seek to establish additional scholarships for students.

The Foundation Board Members will attempt to generate additional funding through fundraising activities and events. A significant level of unrestricted funding needs to be raised so that the Foundation can provide additional opportunities for students, as well as to leverage funding from local, state, and federal sources. The Foundation needs to encourage involvement and support throughout the College community through monthly payroll deductions, and maximizing faculty and staff participation in fundraising events and activities.

The Foundation Board may need to be restructured in order to become more effective in fundraising. With Board recruitment focusing on community members associated with a higher level of private and corporate philanthropy that are willing to actively raise funds to benefit students.

Continual implementation of the Cerro Coso Enrollment Management and Marketing Plan ever striving for greater visibility, increasing direct community outreach, engaging in numerous marketing activities that interests and recruits students. The Marketing Plan will continue to build a positive impression of the College, enhance student services, stimulate student interest and involvement, and build our student client base.

4. REQUIRED RESOURCES

FACILITIES NEEDS

The Foundation Board has requested reinstatement of a Foundation Office on campus.

EQUIPMENT NEEDS

A desk, chair and file cabinet would be needed for the Public Information Specialist staff member.

STAFFING NEEDS

The Public Information Office needs an additional staff member to generate press releases, assist with fundraising activities, photography, marketing and recruitment activities and events, and to assist the Director.

Once the Foundation becomes a self-supporting entity, hiring of a Foundation Development Officer dedicated to pursuing increasing involvement of Cerro Coso Alumni will serve to pave the way for increased giving to the College, Foundation Board training, and establishment of an annual fund.

PUBLIC SAFETY PROGRAMS DEPARTMENT

PUBLIC SAFETY PROGRAMS DEPARTMENT

1. MISSION

Professionalism and ethics are a priority of the Public Safety Programs Department. We are committed to providing all students with the technical/vocational skills and knowledge to facilitate assimilation into the economic community. The students, the employers and the college mutually benefit from an interactive partnership created within the areas of public safety.

2. PROGRAM DESCRIPTIONS

ADMINISTRATION OF JUSTICE

The mission/function of the Administration of Justice Program is a two-fold program. The first services the core training requirements for an Associates Degree and the second offers certified training for employment within the law enforcement community.

The purpose of the Administration of Justice Degree Tract Program is to provide quality core courses required for completion of an AS degree, which will further a students potential employment within the criminal justice system. This facet of the program is a vital link to the vocational educational component of the college.

The Certification portion of the program has the most direct link to the vocational education component. Through these programs students can gain employment as police officers, detention/correctional officers, and private security officers. This program additionally attempts to meet the in-service training needs of current law enforcement officers.

EMERGENCY MEDICAL TECHNOLOGY & INDUSTRIAL SAFETY TECHNOLOGY

The mission/function of the Emergency Medical Technician Program is to provide the core training requirements for EMT Certification. This facet of the program is a vital link to the vocational educational component of the college and has the most direct link to the vocational education component. Through these programs students can gain employment as an EMT. This program additionally attempts to meet the in-service training needs of current EMT personnel.

The mission/function of the Industrial Technology Program is to provide the core training requirements for MSHA Certification. This facet of the program is a vital link to the vocational educational component of the college and has the most direct link to the vocational education component. Through these programs students can gain employment as in the mining industry. This program additionally attempts to meet the in-service training needs of current mine workers.

PUBLIC SAFETY PROGRAMS DEPARTMENT

FIRE TECHNOLOGY

The mission/function of the Fire Technology Program is a two-fold program. The first services the core training requirements for an Associates Degree and the second offers certified training for employment within the fire fighting community.

The purpose of the Fire Technology Degree Tract Program is to provide quality core courses required for completion of an AS degree, which will further a students potential employment within the fire fighting community. This facet of the program is a vital link to the vocational educational component of the college.

The Certification portion of the program has the most direct link to the vocational education component. Through these programs students can gain employment as firefighters. This program additionally attempts to meet the in-service training needs of current firefighters.

3. CLOSING-THE-LOOP

UPDATE FROM SPRING 2005 UNIT PLAN

ADMINISTRATION OF JUSTICE

As a direct result of working closely with law enforcement agencies many new partnerships have been forged that will result in greater course offerings. This is very evident in the recent partnership with the Kern County Sheriff's Department to offer Basic Peace Officer Academies at their Bakersfield Facility. It has also produced the offering of many in-service courses that bring a high level ongoing training to the law enforcement community. These in-service courses have been offered in all areas of the college service area.

The degree online program has grown to offer at least five of the degree courses each semester. New adjunct instructors have been found and developed into excellent facilitators of online learning.

EMERGENCY MEDICAL TECHNOLOGY & INDUSTRIAL SAFETY TECHNOLOGY

The EMT Certification Program has continued to be a robust program that reaches out to all of the college service areas. The program was recertified to meet the changes enacted at the first of the year and now include National Registry Training Standards.

The Industrial Technology Program has sustained a slight setback with the loss of a certified instructor, but steps are being taken to meet the requirements needed to teach MSHA courses.

FIRE TECHNOLOGY

This program has recently received some renewed interest from the U.S Forest Service and the Mammoth Lakes Fire Department. This has resulted in new offerings with both agencies. This relationship will continue to grow in the coming year.

PUBLIC SAFETY PROGRAMS DEPARTMENT

STUDENT LEARNING OUTCOMES ASSESSMENT:

In the past year many new Administration of Justice courses have been developed and course outlines of record completed. The Administration of Justice will be updating all degree outlines of record during the coming year. As a result, all student learning outcomes were developed for the program.

As referenced above, the Emergency Medical Technology Program wrote new outlines of record for the EMT Course and the EMT Refresher Course. These outlines established new outcomes and will be reviewed again next year.

The review and establishment of new outcomes for the Industrial Safety Programs will be conducted in the next year and new outlines will be written.

In the next year Fire Technology curriculum will be updated as will the program. Program review will be done with the help of experts in the field.

4. FUTURE DEVELOPMENT STRATEGIES

ADMINISTRATION OF JUSTICE

The future for this program is strong and everything is on track. Movement will be made to hire a fulltime faculty member to help ease the load on the only fulltime faculty member. If the trend continues this program could continue to grow for several years.

OTHER PROGRAMS (FIRE TECH, EMT, INDUSTRIAL SAFETY)

Development, marketing and scheduling of these programs will be done in the next year.

5. REQUIRED RESOURCES

GENERAL NEEDS

The programs will need supply budgets, travel money, adjunct resources and equipment as well as other administrative support functions in order to be successful.

IMPLICATION FOR FACILITIES

The Public Safety Programs have no dedicated space for any of their offerings. Attempts have been made to identify dedicated facilities/rooms for course offerings with little or no success. These programs generate excellent FTES and yet have been largely overlooked when space is allocated. If not for the partnerships with other agencies much of the training would not occur.

BUDGETARY NEEDS:

The Public Safety Programs Department will need the following items in the budget: materials, supplies, and equipment to sustain these programs.

PUBLIC SAFETY PROGRAMS DEPARTMENT

EQUIPMENT NEEDS:

The Public Safety Department needs the following equipment:

Laptop (2)	\$6,000
Color Laser Printer and cartridges	2,000
CPR Mannequins w/masks	6,000

STAFFING NEEDS:

The Administration of Justice Program needs an additional full time faculty member.

6. TRENDS

ADMINISTRATION OF JUSTICE

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity	Academic Yr	Yrly Productivity
200150	6	49	3.51	0.53	6.63		
200170	17	310	52.89	3.82	13.85		
200230	49	796	89.78	2.42	37.10	2001-2002	21.59
200250	4	43	2.53	1.23	2.05		
200270	16	299	42.80	2.26	18.94		
200330	48	679	61.90	5.51	11.23	2002-2003	11.91
200350	3	11	7.39	0.55	13.43		
200370	13	337	41.45	2.45	16.92		
200430	15	276	30.69	1.40	21.92	2003-2004	18.07
200450	2	29	16.85	0.69	24.42		
200470	14	349	51.14	2.46	20.79		
200530	12	235	26.26	2.44	10.76	2004-2005	16.86
200550	4	10	1.12	0.12	9.30		
200570	63	796	50.33	1.99	25.29		
200630	41	567	33.09	1.60	20.68	2005-2006	22.79
	Sum: 301	Sum: 4,786	Sum: 511.72	Sum: 29.47	17.36		

PUBLIC SAFETY PROGRAMS DEPARTMENT

EMERGENCY MEDICAL TECHNOLOGY

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity	Academic Year	Yearly Productivity
200150	1	12	2.45	0.38	6.45		
200170	8	88	16.56	2.09	7.92		
200230	6	90	14.37	2.22	6.47	2001-2002	7.12
200250	1	23	4.76	0.78	6.10		
200270	12	236	35.15	3.14	11.20		
200330	6	110	17.66	1.49	11.85	2002-2003	10.64
200370	7	175	26.20	2.08	12.60		
200430	7	166	31.64	2.35	13.46	2003-2004	13.06
200470	8	183	23.92	2.10	11.39		
200530	7	148	34.68	2.18	15.91	2004-2005	13.69
200570	6	111	25.13	2.47	10.17		
200630	6	117	21.80	2.12	10.28	2005-2006	10.22
	Sum: 75	Sum: 1,459	Sum: 254.33	Sum: 23.40	10.87		

FIRE TECHNOLOGY

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200150	2	0	0.00	0.22	0.00
200230	4	0	0.88	0.51	1.72
200330	1	1	0.10	0.20	0.52
200350	1	11	0.68	0.12	5.68
	Sum: 8	Sum: 12	Sum: 1.66	Sum: 1.05	1.58

SOCIAL SCIENCE DEPARTMENT

SOCIAL SCIENCE DEPARTMENT

1. MISSION

The mission of the Social Science Department is to promote student success and critical thinking by offering high quality course offerings that enable student to fulfill general education, major and transfer requirements.

2. PROGRAM DESCRIPTION

Through course offerings in Economics, History, Political Science, Psychology, Social Science and Sociology, the Social Science Department promotes students' understanding of themselves and other individuals in a social context and global framework. Students may earn an A.A. degree in Social Science or take individual courses to partially fulfill their general education requirements. In addition, completing social science courses assists students in transferring to four-year colleges or universities.

3. CLOSING-THE-LOOP

A. Update on Progress:

- The Department Chair met with the ESCC Director and a lead instructor in the local Human Services certificate program in Bishop to discuss the future direction of the program. The Vice President of Student Learning and Dean of Vocational Education have asked Dr. Anne Benvenuti to evaluate the Human Services offerings and prepare a proposal for state certification.
- As part of the process for preparing the 2006 – 2008 college catalog, the department reviewed the requirements for the Social Science major.
- The Social Science and Business Departments collaborated in reviewing the Economic course outlines and offerings. The results were new Course of Record outlines for the three Economics courses in the catalog and collaboration in scheduling Economics classes both at the sites and online.
- A minimum of 12 Social Science course are offered each semester in the online program. This means that all the required courses for the Social Science major are available online each semester.

B. Student Learning Outcomes Assessment:

- The CORs for the core classes in Economics, History, Political Science, Psychology and Sociology have been completed and include SLOs.
- By the end of the Fall 07 semester, all CORs for Social Science courses will be revised to include SLOs.
- By the end of the Spring 08 semester, program SLOs for the Social Science major or

SOCIAL SCIENCE DEPARTMENT

program will be completed. After completing the program SLOs, a plan for assessing Unit effectiveness will be developed.

4. FUTURE DEVELOPMENT STRATEGIES

- A. In conjunction with the Counseling Department, the Social Science faculty will align Social Science course offerings with the new CSU Lower Division Transfer Program.
- B. If the assessment by Dr. Benvenuti indicates a need for a formal Human Services major, the Social Science Department will make a formal request to the Curriculum and Instruction Committee to submit a program proposal for state approval.
- C. The department will continue to assess if the Social Science major meets student needs and determine if majors in any specific disciplines are required.

5. REQUIRED RESOURCES

EQUIPMENT NEEDS

It is important to provide Social Science instructors at all college sites computer access and multi-media capability in their classrooms. The department will work with the Director of Instructional Technology in order to meet this goal.

ITV

A number of Social Science courses have been offered through ITV. It is critical that the college identify the support services that are necessary for successful ITV course presentation and provide these resources.

TRAINING

Social Science courses are offered in the traditional classroom, online and ITV formats. It is essential to provide instructors training in how to maximize their effectiveness in all formats. Although technology training is not the only need, the college should initiate a comprehensive instructional technology-training program for instructors. This will be especially important if the college decides to designate Moodle as the supported learning platform for online classes.

STAFFING NEEDS

There are currently two full-time faculty members in the Social Science Department and four other full-time faculty members who teach Social Science courses. The retirement of Leo Girardot in May 2006 resulted in a decline in Psychology and History course offerings at IWV. The department submitted a proposal to replace Leo's position with a full-time Psychology instructor. The Academic Senate ranked the Psychology position second for this year's faculty hiring cycle, but it is unclear whether any new faculty will be hired for the 2007-2008 academic year. Anne Benvenuti's recommendations on a Human Services major will help determine the nature of any future request for a psychology position. Before next year's request for new faculty positions, the Social Science Department will review enrollment trends and future program needs to determine what new faculty positions are required to meet students' needs.

SOCIAL SCIENCE DEPARTMENT

6. TRENDS

ECONOMICS

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200150	1	15	1.543	0.2	7.714
200170	7	173	17.403	1.4	12.431
200230	5	121	12.302	1	12.302
200270	6	155	16.004	1	16.004
200330	5	121	12.490	1	12.490
200350	2	71	7.406	0.4	18.514
200370	6	176	18.194	1	18.194
200430	7	163	16.945	1	16.945
200450	2	74	6.949	0.4	17.371
200470	8	182	19.230	1	19.230
200530	3	120	12.434	0.6	20.724
200550	3	85	7.771	0.6	12.952
200570	6	183	17.707	1.2	14.756
200630	6	157	15.695	1.2	13.079
200650	3	92	8.411	0.6	14.019
	Sum: 69	Sum: 1,888	Sum: 190.48	Sum: 12.60	15.12

HISTORY

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200150	3	96	9.650	0.6	16.083
200170	14	395	40.122	2.67	15.027
200230	16	471	48.091	3.07	15.665
200250	5	136	4.32	1	4.32
200270	17	464	48.697	2.94	16.563
200330	18	466	48.892	3.34	14.638
200350	6	208	21.707	1.2	18.089
200370	13	383	40.216	2.47	16.282
200430	18	515	54.761	3.14	17.440
200450	8	276	25.229	1.6	15.768
200470	16	428	45.575	2.74	16.633
200530	17	475	50.366	3.47	14.515
200550	6	197	18.423	1.2	15.352
200570	16	438	44.405	3.01	14.753
200630	15	411	41.970	2.81	14.936
200650	5	178	16.206	1	16.206
	Sum: 181	Sum: 5,537	Sum: 558.63	Sum: 36.26	15.41

SOCIAL SCIENCE DEPARTMENT

POLITICAL SCIENCE

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200150	2	42	4.303	0.4	10.757
200170	4	127	12.7	0.8	15.875
200230	5	131	13.910	1	13.910
200250	1	25	2.469	0.2	12.343
200270	6	174	17.981	1.2	14.984
200330	5	161	16.610	1	16.610
200350	3	71	6.994	0.6	11.657
200370	6	220	22.735	1.2	18.946
200430	6	173	18.316	1.2	15.263
200450	2	71	6.674	0.4	16.686
200470	6	193	20.267	1.2	16.889
200530	6	157	16.670	0.8	20.838
200550	2	85	7.863	0.4	19.657
200570	6	179	17.798	1.1	16.180
200630	6	164	16.149	1.2	13.457
200650	3	109	9.474	0.6	15.790
	Sum: 69	Sum: 2,082	Sum: 210.91	Sum: 13.30	15.86

PSYCHOLOGY

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200150	2	64	6.425	0.4	16.062
200170	16	376	38.427	3.27	11.751
200230	13	274	28.959	2.66	10.887
200250	2	39	3.909	0.4	9.771
200270	15	372	38.410	2.6	14.773
200330	14	325	33.381	2.8	11.922
200350	5	144	15.330	1	15.330
200370	14	350	37.509	2.43	15.436
200430	13	391	41.170	2.6	15.834
200450	4	102	9.638	0.8	12.048
200470	13	383	40.179	2.6	15.453
200530	13	301	32.114	2.27	14.147
200550	4	126	12.234	0.8	15.293
200570	9	275	27.581	1.8	15.323
200630	13	341	33.829	2.6	13.011
200650	5	140	13.051	1	13.051
	Sum: 151	Sum: 4,003	Sum: 412.14	Sum: 30.03	13.72

SOCIAL SCIENCE DEPARTMENT

SOCIOLOGY

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200150	1	37	3.701	0.2	18.505
200170	6	144	14.802	1.2	12.335
200230	6	157	16.131	1	16.131
200250	2	45	1.337	0.4	3.343
200270	8	243	25.250	1.4	18.035
200330	6	168	17.280	1.2	14.400
200350	4	112	11.627	0.8	14.533
200370	7	199	21.510	1.4	15.365
200430	10	248	25.783	1.6	16.114
200450	5	172	16.000	1	16.000
200470	9	277	28.617	1.8	15.898
200530	9	247	25.570	1.6	15.981
200550	6	173	16.514	1	16.514
200570	9	265	25.387	1.4	18.133
200630	9	253	24.145	1	24.145
200650	4	133	12.160	0.6	20.267
	Sum: 101	Sum: 2,873	Sum: 285.81	Sum: 17.60	16.24

SPECIAL SERVICES

SPECIAL SERVICES: EOPS/CARE/DSPS

1. MISSION

Using a holistic approach and by modeling appropriate and effective behavior, the Special Services Program (DSPS-EOPS/CARE) and staff support students with special needs. The program staff reinforces students' personal growth, promotes emotional mastery, and assists with developing self-responsibility to accomplish academic, career, and life goals.

2. PROGRAM – SERVICE DESCRIPTION

The Special Services Program at Cerro Coso is an integrated services program, which provides holistic services to EOPS-CARE, and both private and Vocational Rehabilitation clients, and other students with Disabilities (DSPS). In addition there is a close working relationship with the CalWORK's and TRiO programs to maximize benefits and avoid duplication of services.

The Special Services program assists and meets the needs of all eligible students with grants and services such as: assessment, counseling, peer counseling, career development, academic monitoring, priority registration, tutoring, child care, and transportation. Without this economic and academic assistance these students would be highly challenged in meeting the financial and academic demands of academia.

Extended Opportunity Programs and Services (EOPS) support low-income and the educationally disadvantaged. The Program staff reinforces students' personal growth, promote emotional mastery and assist with developing self-responsibility to accomplish , career, and life goals to ensure retention and success.

Cooperative Agencies Resources for Education (CARE) program is available to EOPS students that are single head of household receiving AFDC. The program collaborates with Agencies in the Community and Cal Work's program to advance development in self-responsibility and advocacy to accomplish career and life goals for single parents while reducing their dependence on welfare. CARE students can receive supplemental grants, supplies, counseling and workshops to aid in the retention and successful completion of their educational goal.

EOPS/CARE are categorical programs funded by the Chancellor's Office. EOPS students are referred through the financial aid process. Students are also recruited during High School outreach in the spring, College Night and collaboration with community resources such as Tribal TANF program. All first year EOPS students must be enrolled as full time college students and meet BOGW A or B criteria and criteria for "educationally disadvantaged" as set forth in Title V regulations. The program staff serves over 600 students annually. These students are provided "in addition to" and "over and above" counseling services. Each student meets a minimum of 3 times with an assigned counselor each semester. A detailed 6 semester education plan is developed mutually between counselor and student

SPECIAL SERVICES

by the end of their 2nd semester on EOPS. A comprehensive orientation in small group format is provided to each new EOPS so they may take advantage of all EOPS services. Additional services include academic, career and personal counseling, peer mentoring, progress monitoring, tutoring assistance, assistance with transportation, book services, transfer assistance, and priority registration.

CARE students enter the program via the acceptance into the EOPS program and by providing proof of receiving AFDC for themselves or their child that is under the age of fourteen. In addition to the services available through EOPS, CARE students receive a supplemental cash grant, gas cards and meal tickets and can receive reimbursement for child care, transportation repairs and supplies for classes. Further, single parents can attend the CARE/CalWORK's Club to interact with fellow students, participate in student government activities on campus as well as events with their children. They are also encouraged to participate in workshops and conferences that develop life and leadership skills that support academic retention and completion of their goals. Students are recruited at the alternative high school where a parenting class is offered in which the CARE staff present the program and enroll students in college. In addition, presentations about the program are given at Preview Day, College Night and information meetings for parents and high school juniors and seniors in the service area.

Disabled Student Program and Services (DSPS) ensures a “level playing – field” for the disabled student. The program introduces, educates, and promotes student personal success, assist with developing self-responsibility, self advocating to accomplish career and life goals to ensure retention and success.

DSPS are self identified and verified by a physician or other licensed professional. Students may also self-refer to the Learning Disability Program to determine if they have a learning disability using the eligibility criteria and testing format set up through the Chancellor's office. Outreach through bulletins, disbursement of pamphlets and basic skills class orientations are provided to bring awareness of these services on campus. Within the program students gain awareness of their disability(s), both strengths and limitations, and gain advocacy skills which will transfer to other educational and vocational settings. Services that provide support include academic, vocational and personal counseling with emphasis on specialized disability counseling, one on one orientation to the DSPS program, learning disability evaluation, assistive technology access and training, alternative media production, interpreting services, testing accommodations and bus transportation to and from the college. DSPS currently provides services to over 280 students with verified disabilities.

3. CLOSING-THE-LOOP

UPDATE FROM SPRING 2005

The 2005-2006 school year served 605 EOPS students of which 127 were also CARE students. Thirty four students graduated with Associate Degrees and 49 received certificates of completion/awards. The average grade point average earned was 2.22. Fifty-two stu-

SPECIAL SERVICES

dents received honors (3.75). Four students transferred to 4 year colleges.

The students' compliance with the EOPS contract reflected 81% of students completed the required 3 counseling contacts. Eighty-nine percent of students have completed and updated Education Plans. Students also had the opportunity to participate in priority registration with counseling provided prior to their registering for classes.

Outreach is a vital component of the EOPS program to ensure students accessing the program. The EOPS program conducted a highly successful Bridge Program between the college and the Owens Valley Career Development (OWVCD) Tribal TANF Program. This was a collaborative endeavor in which OWVCD provided lap top computers to each student completing the program.

The program consisted of students enrolling in the PDEV 101 Becoming a Master Student class and INST 51 Becoming a Successful Online Student at the college with the instruction provided initially at the OWVCD site for the first three weeks and the last 5 weeks on the Cerro Coso campus. This allowed the students to become comfortable with taking classes in their environment and bringing them across the "bridge" into the campus environment. Of the 23 students who initially enrolled in the Bridge Program, 19 students successfully completed and registered for the Fall 06 semester. The average grade point of the students in this program was a 3.1.

Two hundred eight-nine DSPS students are also served under the Special Services umbrella of which 95 students are intergraded in both the DSPS and EOPS program. Services provided included: 92 note takers; 2 mobility aids; 70 students served with bus passes; 112 students pieces of equipment checked out (i.e. tape records, Daisy Players, Reader Pens, etc.); 3 scribes provided; 40 books on tape; 66 E-texts; 5 enlarged font for textbooks; 5 MP3 books and 30 requests filled for tables and padded chairs. Forty-seven students were tested for a Learning Disability. Twenty-five were found eligible, 5 were found eligible as Developmentally Delayed Learners (DDL) and 17 students were not eligible.

STUDENT LEARNING OUTCOMES ASSESSMENT

- a. An initial SLO was developed for EOPS:
 - Students will understand the goals, mission and contractual agreement between the student and the EOPS program.
 - Initial assessment used a pre and post test at the time the Orientation was presented. Assessment results indicated a 75% increase in understanding of the program after the Orientation was completed.
- b. SLO outcome for CARE will include:
 - Understanding services and support available to single parents provided by a detailed orientation so that they can fully utilize them in overcoming challenges in order to make satisfactory progress in coursework and successfully complete academic and career goals.

SPECIAL SERVICES

- c. The program staff will meet and student learning outcome statements for next year to include DSPS as well, along with a plan for assessing outcomes for EOPS, CARE and DSPS.

4. FUTURE DEVELOPMENT STRATEGIES

EOPS/CARE and the DSPS program depend on funding from the state each year to continue providing services. For 2006 - 07, the budget looks similar to that of a year ago. New state mandates for the EOPS program requires a director dedicated solely to that program for programs over 500 students. Since the EOPS program has over 600 students we will need to come into compliance by the beginning of the 2006 – 07 school year. Though the EOPS director will no longer be able to function as the DSPS coordinator the staff will continue to be integrated under the Special Services umbrella. This means the staff will continue to serve EOPS/CARE and DSPS holistically. With this redistribution of staff a classified EOPS employee may be needed to assist the EOPS Director in implementing the CARE program. In addition, the Bishop/Mammoth campuses do not have any onsite support services which need to be developed this coming school year. There has been a steady increase of students self-identifying for services that are not being adequately served. There is no longer an EOPS/CARE program and all DSPS services are provided through e-mail or the telephone at these centers. The High Tech Center at the IWV campus has only two part time Learning Disabled Assistants. This does not cover the full duration of time that the center is open. In addition proctoring DSPS students has been added to their job duties.

- At a minimum the EOPS Coordinator needs to be assigned solely to the EOPS program
- To provide adequate services at the Bishop/Mammoth campus a Special Services Accommodations Technician needs to be hired.
- A full-time Special Services Accommodations Technician be hired for the IWV High Tech Center to cover the needs of students for the full time the center is open and provide needed proctoring.
- A full-time classified employee may be needed to coordinate the CARE program at the IWV campus.
- Develop/Update the Special Services Web page

5. REQUIRED RESOURCES

- At the Bishop/Mammoth campus the Special Services Accommodations Technician will need will need a desk chair and table. Two student computers and updated software for the High Tech component of the program will need to be provided.
- Work space and a desk, chair and computer will need to be provided if a CARE full time classified employee is hired

SPECIAL SERVICES

6. TRENDS

EOPS STUDENTS

	Students Served	Persisted	Percent Persisted	Associate Degree	Certificates/Awards	Average GPA	Transferred	%Couns. Contacts (3)	% Ed Plan Completed
05-06	605	523	86%	34	49	2.22	4	81%	89%
04-05	732	656	90%	23	10	2.28	2	xxxx	xxxx
03-04	654	613	93%	44	12	2.36	3	xxxx	xxxx
02-03	793	695	88%	40	29	2.38	3	xxxx	xxxx
01-02	732	614	84%	42	27	2.55	3	xxxx	xxxx

DSPS STUDENTS ALL SITES

Year	Students Served	Degrees	Certificates/Awards	GPA
05-06	289	16	8	2.68
04-05	305	18	3	2.65
03-04	311	7	4	2.50

DSPS STUDENTS BISHOP/MAMMOTH SITE

Year	Students Served
05-06	8
04-05	10
03-04	5
02-03	9
01-02	1

DSPS STUDENTS ALL SITES

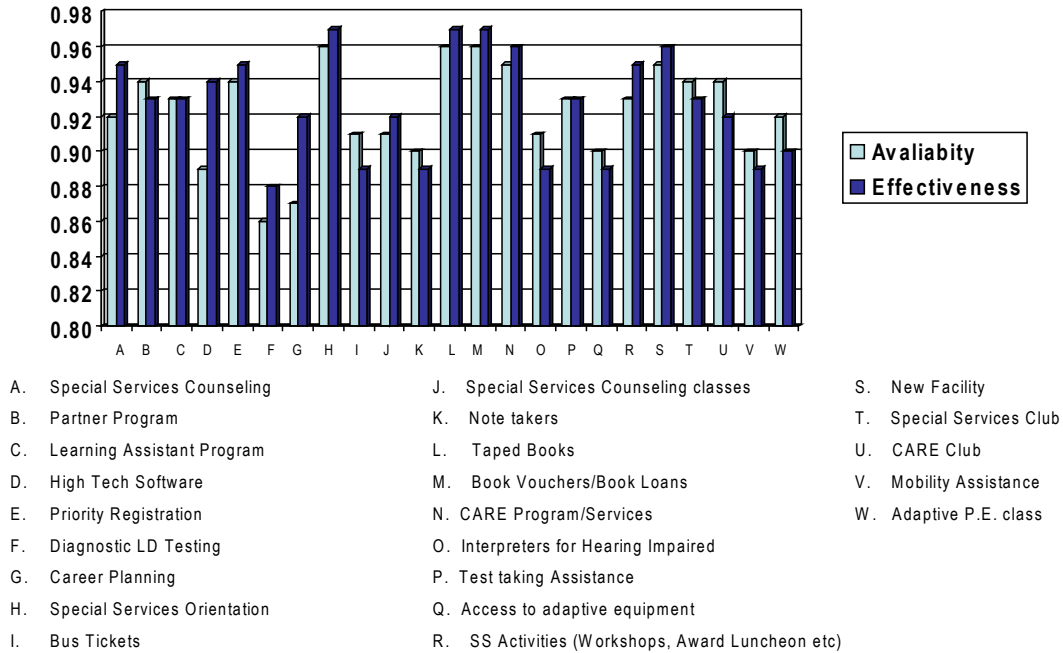
Serve	HI	AB	LD	VI	MI	OI	DD	SI	PD
05-06	11	8	85	5	35	33	18	1	31
04-05	12	6	80	9	49	32	20	1	21
03-04	7	11	80	7	48	24	15	0	28
02-03	8	8	142	3	58	36	12	0	34

HI – Hearing Impaired
 AB – Acquired Brain Injury
 LD – Learning Disability
 VI – Visual Impairment
 MI – Mobility Impaired
 OI – Other Impairment
 DD – Developmentally Delayed Learner
 SI – Speech Impairment
 PD – Psychological Disability

SPECIAL SERVICES

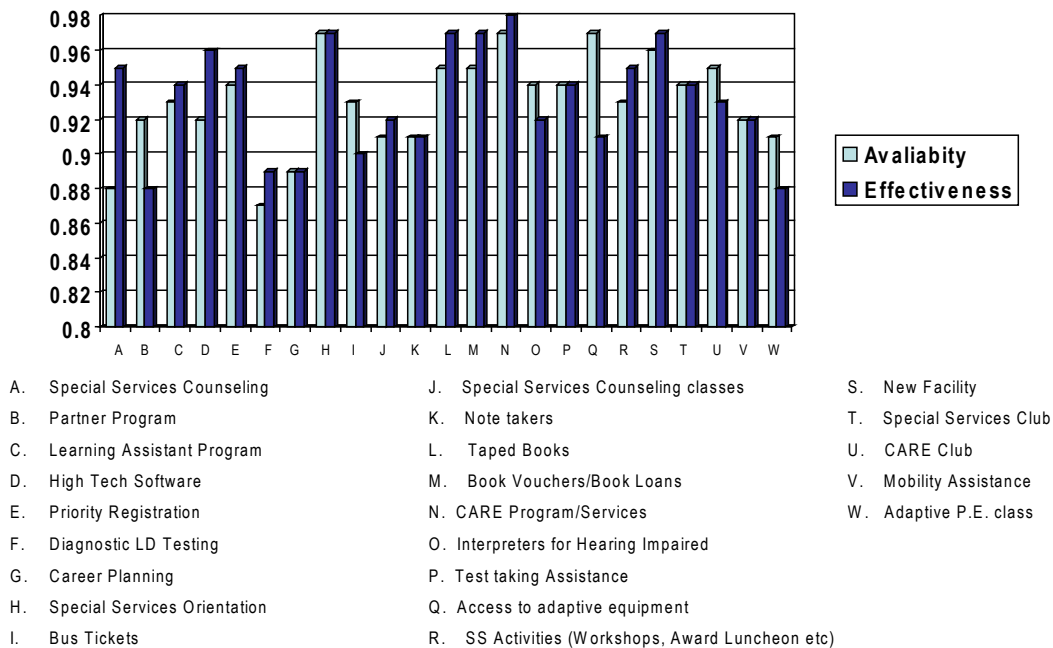
SPECIAL SERVICES - ALL CAMPUSES

Special Services -- All Campus Results



SPECIAL SERVICES - INDIAN WELLS VALLEY

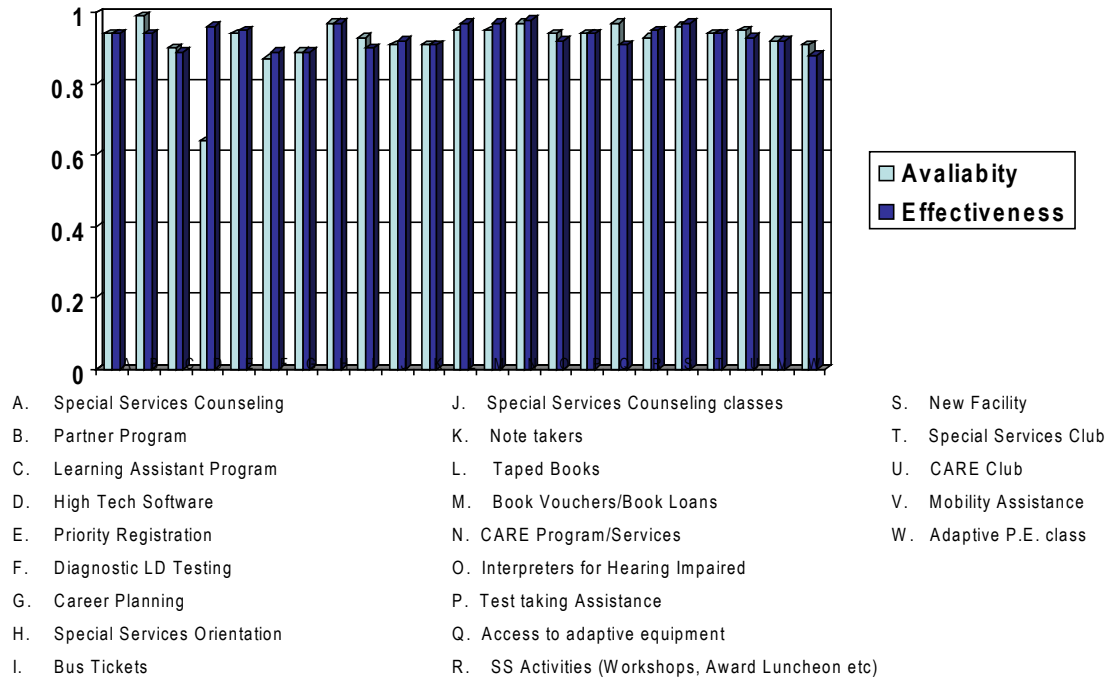
Special Services -- IWV Results



SPECIAL SERVICES

SPECIAL SERVICES - KERN RIVER VALLEY

Special Services -- KRV Results



STUDENT ACTIVITIES

STUDENT ACTIVITIES

1. MISSION STATEMENT

The purpose of the Student Activities Program is to provide students with an environment in which to enhance identification, affiliation, friendship, and responsibility; to assist with the delivery of services which will facilitate the completion of educational goals; and to provide students with an organization, the Associated Students of Cerro Coso (A.S.C.C.), through which they may have self-governance and participate in co-curricular and extra-curricular activities.

To create a safe and welcoming environment for students to have a campus voice, support all active clubs that meet the A.S.C.C. requirements and provide a variety of programming that enhances student life. The Student Activities Office also supports the A.S.C.C. in its function as the Cerro Coso's Student Senate and the participation of the Senators in the participatory governance process at Cerro Coso. Student Senate participation ensures that student views and concerns are heard at all levels of governance at Cerro Coso. Additionally, the Student Activities Office supports the Student Senators who participate in Regional (Region IX) meetings and in State (California Community Colleges Student Senate) meetings. Through participation at the Regional and State Level, Cerro Coso Student Senate members ensure that the views and concerns of small rural colleges and Cerro Coso in particular are being presented at the Regional and State levels.

2. PROGRAM-SERVICE DESCRIPTION

Student Activities and the A.S.C.C. provide learning, leadership and service opportunities outside the classroom. Recent research, including Atkins Involvement Theory, suggests that students involved in activities outside of the classroom are more likely to persist and graduate. The Student Activities office and the A.S.C.C. supports the Cerro Coso Community College strategic initiatives by contributing to student access, retention and success and by contributing to effective learning and earning pathways via the leadership and service opportunities provided. Student Activities supports the institutional goal of increasing FTES by making a concerted effort to recruit, train, and retain students for the clubs, student government, and other student activities. In addition to supporting clubs whose primary focus is community service and outreach and clubs whose aims is to foster a sense of academic identity and pride like A.R.T.S. Action, Phi Theta Kappa, Science and Theatre Arts, the Student Activities Office also supports clubs that create an environment of school pride, student networking, self-advancement and advocacy, technical skills development such as the Athletics, KRV A.S.C, C.A.R.E., Media Arts, Music, Special Services, Students Intrigued by Technology (S.I.T.) clubs. Additionally, the Student Activities Office supports the use of technology as a platform for on-line student involvement, like the Creative Writing Community (a fully on-line club) and as means to allow campus wide participation across a service area of 18,000 square miles (A.S.C.C. meetings are conducted via ITV and CCC Confer to allow all sites, including On-line, to participate.)

STUDENT ACTIVITIES

3. CLOSING-THE-LOOP

The Student Activities office has had a productive year. The Student Activities Advisory Committee awarded faculty, clubs and the Student Activities Office student development monies to provide a variety of cultural experiences for Cerro Coso Community College students. Activities varied and included the development of the musical *Seussical*, the publication of a student literary publication, "Metamorphoses," and showing the works of a variety of professional artists. Student development funds were also used to present the musical works of the "Men of Worth," whose repertoire consists of Irish Classical and Contemporary selections (FALL) and the Cal-Poly, Pomona Jazz Band (SPRING), it augments funds for the High Schools' Preview Day and is continuing to provide resources for Student Ambassadors. The Student Activities office supported student learning through coordinating student development activities, A.S.C.C. activities and club activities that provided students the opportunity to explore topics relating to diversity, Physical Sciences, leadership, volunteerism, English and more. The Student Activities Office also supported the A.S.C.C. and various clubs in developing forums for students to engage in relevant discussion of both academic, workforce related, college wide, state wide and recreational topics that were student directed. The Student Activities Office supported students by providing notification of various scholarships available and referring students to the appropriate offices necessary to apply for scholarships.

The A.S.C.C. Executive Board attended the Fall State Student Assembly and the CCCSAA Leadership conference. Student leaders have then returned to campus and provided club leaders, SPCH C101 students, and the student body information and demonstrations on conducting meetings in accordance with Brown Act requirements and Robert's Rules of Order and leadership skills. Additionally, student leaders have provided administrators, faculty and staff information on the State Student views on legislation affecting the California Community College system, Cerro Coso Community College and students. Cerro Coso's current State Student Senator authored a State Student Senate Resolution that was presented to the House of Representatives. The resolution quickly became a bill that passed in the House and is now a Senate Bill awaiting approval. Once approved it is expected to become law before the end of the year (2007).

Student representatives from Cerro Coso Community College also attended the Student Government Association (SGA) Conference hosted by Bakersfield College and have been able to access data and step-by-step guidelines to effective student participation in Cerro Coso's Participatory Governance process. This has led to a better representation of student concerns and student participation in the various governance committees.

Student clubs are growing in number as well. Three new clubs started in the FALL term and one during the SPRING term. Additionally, A.S.C.C. made a site visit this SPRING to support the growth and restructuring of the student club at that site. A.S.C.C. is piloting a self-sustaining business enterprise that will result in increased A.S.C.C. funds. Initial response has been favorable and has resulted in community support of the effort. The A.S.C.C provided students at the IWV campus Welcome Back refreshments the first week

STUDENT ACTIVITIES

of each term. A.S.C.C. and the Student Clubs collaborated to make RUSH WEEK a fun and informative event for students. The faculty supported RUSH WEEK activities by volunteering to take turns in the “Dunk Tank” as well as encouraging students to participate. The A.S.C.C. spearheaded a collaboration between the Administration, the California Schools Employees Association (C.S.E.A.) and volunteers from A.S.C.C., Clubs, Classified Personnel, Administration and Cerro Coso students to create and complete the first “Spirit Day” campus wide clean-up event at the IWV campus. The event included picking up trash and dried vegetation that had been blown around campus and the parking lot, painting the curbs in front of the main building at the IWV campus and brightening the look of the campus entrance. Clubs also provided community outreach through food bank donations, community service participation and parade participation. Clubs supported the initiative of student access, retention and success by providing students with opportunities for involvement outside the classroom. A.S.C.C provided participating students with opportunities to develop and hone leadership skills and support student learning.

Unit challenges consist of improving communications, developing a proactive approach to student concerns and creating a student center and student government areas that increase student access to the college and student government. Recent employee turn over has contributed to a lack of planning and follow through. Delivering consistent quality services is the goal of the Student Activities Office for 2007-2008.

STUDENT LEARNING OUTCOMES ASSESSMENT

The Student Activities Office in conjunction with the A.S.C.C. and the Student Services Department are currently developing Student Learning Outcomes for Student Activities, Student Development and the A.S.C.C.

4. FUTURE DEVELOPMENT STRATEGIES

The A.S.C.C. will continue to improve the quality and services available to the students in the current Student Center and prepare for the modernization and expansion of the new Student Center occurring as a part of the main building modernization project.

Provided students approve the Student Center Fee during the SPRING 2007 elections, the Student Activities Office will begin development of the Student Center Budget and strategic planning for the enhancement of the Center using the new income generated. The Student Center Fee will be assessed at the IWV Campus first, to generate funds that will be used to equip and furnish new Student Center. The other campus locations will not charge a Student Center Fee until that campus has a permanent location designated as the campus Student Center.

The Student Activities Office will continue supporting the A.S.C.C. as they add to the value of the A.S.C.C. Coyote Card.

The Student Activities Office will continue supporting our students’ participation in Region IX and the State Student Senate. This includes accessing the appropriate funds needed to

STUDENT ACTIVITIES

attend regional meetings (or using CC Confer to attend when travel is not possible) and continued attendance at the FALL and SPRING General Assemblies of the State Student Senate. We will continue to support our students that have been appointed as student representatives to the Financial Oversight Committee of the Board of Governors and other statewide committees.

The Student Activities Office will begin implementing Faculty, Advisor and Club orientations to improve the development and stability of campus clubs and increase the number of Area Reps.

The A.S.C.C. will begin to work with Student Services, Counseling and Student Ambassadors to improve outreach to service area high school students interested in Student Government and Leadership.

The Student Activities office will continue to work within the Student Services Executive Council to enhance recruitment, retention, service awareness and development of programmatic and unit SLOs.

5. REQUIRED RESOURCES

IMPLICATIONS FOR FACILITIES

- Based on surveys conducted during the FALL 2006 term research will begin on the best practices for enhancement of the current Student Center, including collaboration with the TRT Committee and the IT Director to provide Wi-Fi capabilities that will move readily to the planned Student Center incorporated in the Building Modernization. This will include purchasing a Wi-Fi system that can be used by the SPRING 2008. Estimated Cost: \$10,000(**Priority number one**).
- Through the Modernization Project we will receive additional space for the Student Center and the Student Activities Office. The Student Activities Office is currently operating in 182 sq. ft. where work space is limited by the need for storage, ID operations and filing space. The A.S.C.C. is limited to one student workstation with no workspace designated for developing banners, projects or activities. The Student Activities Office will continue to participate in the development of the modernization so that student needs for recreational, discussion/forum and entertainment needs are met.

EQUIPMENT/SUPPLIES/TRAVEL NEEDS

- Travel costs for three students to visit colleges to research best practices. Estimated Cost: \$3,500.
- Implementation of best practices gleaned from other community colleges. Estimated Cost: \$6,000.
- Computers and related equipment for A.S.C.C. offices. Estimated Cost: \$10,000.
- Purchase Arcade Equipment for the Student Center. Estimated Cost: \$5,000.

STUDENT ACTIVITIES

- Funds for booths, banners and table skirts for Rush Week, an event held at the start of each term, to publicize and recruit students for clubs, student government, and other student activities. Estimated Cost: \$2,000
- Funds for ceiling banners to create an environment conducive to Campus Life in the Student Center. Estimated Cost: \$5,000.

6. TRENDS

Coyote Cards/Validation Stickers Sold:

Fall 05	Spring 06	Fall 06	Spring 07
\$5,268.00	\$3,564.02	\$4,156.00	\$3,451.00

Due to the current trends of development and expansion and that funds are currently stable with no signs of immediate increase it is expected that the A.S.C.C. will currently utilize reserve funding to establish and sustain a student business. Once profitable, that business will ultimately result in funding increases in the future. Additionally, it is hoped the students at the IWV campus will approve the Student Center Fee which will provide additional funds expressly for the expansion and modernization of the Student Center as planned in the Building Modernization Project.

TRIO

1. MISSION

TRiO is a federally funded program, under the Student Support Services grant. TRiO's goal is to assist students with their academic endeavors, whether it is to graduate from Cerro Coso Community College and/or transfer to a four-year university. In 2006-2007, TRiO was funded to serve a total of 250 students from Indian Wells Valley (IWV) and from Kern River Valley (KRV) campuses.

2. PROGRAM – SERVICE DESCRIPTION

Services are designed to enhance study skills, strengthen student leadership capabilities and reinforce their college survival skills, all necessary to be an effective and successful college student.

TRiO services include: advising (personal, career, transfer, financial and academic), technical and transfer workshops, cultural enrichment events, tutoring, honor grant and campus tours. In order to qualify for the program a student must meet at least one of the following requirements: be low-income (according to federal guidelines), be first generation (neither parent has a Bachelor's degree) and/or have a verified learning and/or physical disability. In addition, the student must also meet all of the following criteria: be a US Citizen or Legal Resident, have a FAFSA on file, currently attending CCCC with a minimum of 6 units and working towards a degree or planning to transfer to a four-year college; as well as have an academic need. To apply to the program the student must complete a one-page application which can be picked up at the TRiO office, located in the Counseling Department at IWV or in the Student Services Office at KRV or download an application from the CCCC website.

3. CLOSING-THE-LOOP

TRiO hired a part-time Educational Advisor for the IWV site. The Ed Advisor's responsibilities include advising students with their academic endeavors, coordinating events and activities, recruiting and retention.

As part of the 06/07 school year, TRiO offered the following events:

CAMPUS TRIP:

Fall '06 – CSU San Bernardino, 35 students attended (KRV & IWV)

CAREER WORKSHOPS

Spring '07 – "Career Choices," presented by the Counseling Department, 5 students attended (IWV), KRV Student Club Meeting, 25 students attended

TRIO

Spring '07 - Criminal Justice Workshop, 12 students attended (IWV)

Fall '06 – KRV Student Club Meeting, 15 students attended

Fall '06 – A Career in Firefighting, 10 students attended (IWV)

CULTURAL EVENTS

Spring '07 – The Museum of Tolerance trip, 35 students in attendance (KRV & IWV)

Fall '06 – Mi Familia Mi Cultura, (My Family, My Culture), 30 students in attendance (KRV)

ORIENTATIONS

Spring '07 – 43 KRV students attended

25 IWV students attended

Fall '06 – 47 students attended at KRV

16 students attended at IWV

In addition, 120 students completed the UC Transfer Binder, which contained five sections: Unofficial Transcripts, Scholarship Search, Ed Plan, Career Search and UC Application. Last, TRiO awarded \$30,087 in the Honor Grant to a total of 63 students.

4. FUTURE DEVELOPMENT STRATEGIES

Objective 1: Sixty percent of the Student Support Services participants will persist toward completion of their chosen academic program through two semesters.

Objective 2: Seventy percent of the Student Support Services participants will maintain academic performance levels sufficient to remain in good academic and financial aid standing.

Objective 3: Twenty-five percent of program participants will complete their chosen academic program within 4 years of first enrollment at the college.

Objective 4: Five percent of students participating in the Student Support Services program, who graduate from Cerro Coso Community College, will transfer to a four-year college or university.

Objective 5: Comprehensive files will be kept on 100% of the program participants indicating the basis for determining eligibility for services as well as records for all services received.

Objective 6: Inform students, faculty and staff at Cerro Coso Community College of the goals and objective of the Student Support Services program and the eligibility requirements for participation in the program.

5. REQUIRED RESOURCES

Equipment Needs: Both the Educational Advisor and Director are in need of a new com-

puter and printer. The current computers are very slow and are constantly freezing, which greatly disturbs the flow of students counseling appointments.

Staff Needs: To better serve the students and meet current objectives, TRiO needs a part-time Department Assistant at the KRV site. Currently, TRiO shares the Department Assistant (50%) with EOPS (50%), which at times has been difficult to do especially during simultaneous peak times.

6. TRENDS

Persistence: Sixty percent of participants will persist toward completion of their chosen academic program through two semesters.

Term	Proposed number of students to serve	Actual Number of students served	Actual Percentage served
2005-2006	150	177	71%
2004-2005	96	134	84%
2003-2004	96	99	62%
2002-2003	96	102	64%
2001-2002	71	49	69%

Good Academic Standing: Seventy percent of students will maintain academic performance levels sufficient to remain in good academic and financial aid standing.

Term	Proposed number of students to serve	Actual Number of students served	Actual Percentage served
2005-2006	175	176	71%
2004-2005	112	156	98%
2003-2004	112	153	96%
2002-2003	112	148	93%
2001-2002	71	66	93%

Graduation: Twenty-five percent of participants will complete their chosen academic program within 4 years of first enrollment at the college.

Term	Proposed number of students to serve	Actual Number of students served	Actual Percentage served
2005-2006	63	28	9%
2004-2005	40	35	22%
2003-2004	40	12	8%
2002-2003	40	24	15%
2001-2002	18	13	18%

Transfer: Five percent of students who graduate will transfer to a four-year college or university.

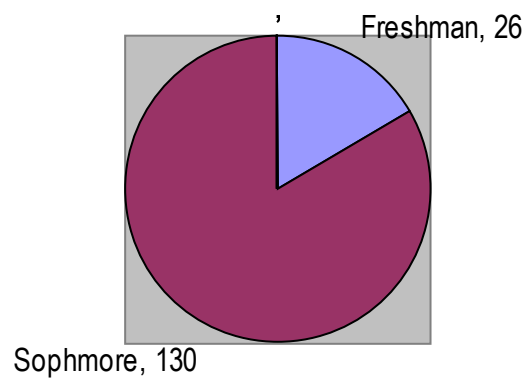
TRIO

Term	Proposed number of students to serve	Actual Number of students served	Actual Percentage served
2005-2006	13	11	24%
2004-2005	8	15	9%
2003-2004	8	6	4%
2002-2003	8	5	3%
2001-2002	4	1	1%

ETHNICITY 2005-2006

Ethnicity	Participants
American Indian or Alaska Native	10
Asian	0
Black or African American	3
Hispanic or Latino	21
White	116
Native Hawaiian or Pacific Islander	2
More than one race reported	4
No response/Unknown	0

Class Standing 2005-2006



ELIGIBILITY 2005-2006

Eligibility	Participants
Low Income and 1st Generation	121
Low Income Only	0
1st Generation Only	21
Disabled	4
Disabled and Low Income	10

ACADEMIC SUPPORT 2005-2006

Support	Hours	Participants
Peer Tutoring	689	37
Counseling		
Personal	2	5
Academic	31	49
Financial Aid	12	43
Transfer	134	47
Career	2	7

ACTIVITIES 2005-2006

Event	Hours	Participants
Cultural Enrichment	213	105
Campus Visits	656	38
Informational Workshops	34	22
Career Workshops	501	74
Orientation	162	84
Campus Visits	656	38

VETERANS AFFAIRS

VETERANS AFFAIRS

1. MISSION

The **mission** of the Veterans Affairs Office (VAO) is to provide excellent quality service to our stakeholders who are students, faculty, staff, and the community. This service is characterized by friendliness, problem solving, accuracy, efficiency, fairness, and effective communication.

2. PROGRAM DESCRIPTION

- The services provided by the VAO serve as a linkage between the Veterans Affairs (VA – Department of Veterans Affairs, the federal government), counseling/advisers, and the office of Admissions and Records (A&R).
- The VAO serves to inform Vets of the methodology of receiving educational services from Cerro Coso Community College (CCCC) that are available from the VA, and, at the same time, expediting the processing time in the receipt of their educational pay.
- The VAO serves to inform veterans of their program status, e.g., change of educational goals; change of addresses in order to avoid delays in processing of checks.
- Veterans are reminded to complete a Veterans Program Approval each semester with a counselor/adviser to ensure that courses will apply toward their Major and not “Repeats” of successfully completed courses.
- All veteran student files are maintained in A&R, with status information with program approvals kept in the VAO; students are reminded that they have to maintain a 2.0 GPA in their declared major in order to receive educational benefits.
- The VAO is mandated by the VA to monitor veterans’ status and to have their files available for audit.

3. CLOSING-THE-LOOP

It is anticipated that the demand for VAO services will continue to grow as veterans return from efforts in the Middle East and Afghanistan. Historically, the fall of each year has seen a larger number of vets serviced: **Fall 2005** 137 vs. **Fall 2006** 124; whereas **Spring 2006** 111 was slightly lower than **Spring 2007** 121. CCCC serviced 68 vets in **Summer 2006**.

Goals that have been accomplished include:

- Veterans have been attributed in Banner using SGASTDN. This baseline database will reduce the time in analyzing the vets’ program/units status at any time. It is hoped that this database can be used in the processing of deficiency letters.
- The VAO will continue to educate incoming veterans about the necessity of utilizing counseling services so that their military education can be evaluated and credit can

VETERANS AFFAIRS

be granted after a minimum of 12 semester units have been satisfactorily completed at CCCC.

4. FUTURE DEVELOPMENT STRATEGIES

A continuous improvement mindset attempts to enhance the services to veterans and their family members. Right now, this service relies on explaining the rules for obtaining their educational benefits. Some of these vets know their way around the federal system and could be a resource for “new to the system” VETS.

Strategies for ‘07/08 include:

1. Provide the opportunity for veterans who are familiar with the federal system to mentor (through a sharing of their experiences) “new to the system” VETS. This sharing would include accessing The WAVE (internet website for evaluating and viewing the progress of the veteran’s educational pay and outcomes).
2. Employ veterans in the VAO in a clerical capacity.
3. Ancillary to A&R needs for helping students help themselves in the application/update process, it is anticipated that VETS would appreciate being able to access the WAVE for viewing their veterans’ online accounts; so computer availability with internet access is anticipated.

5. REQUIRED RESOURCES

The VAO will continue to utilize the resources offered by the VA in training of the nuances of administering the educational benefits of the VA. This will require the attendance at all available training that the VA schedules each year. At the current level of VET processing, it is not anticipated that additional resources of manpower will be needed.

VISUAL AND PERFORMING ARTS DEPARTMENT

VISUAL AND PERFORMING ARTS DEPARTMENT

1. MISSION

The Visual and Performing Arts Department at Cerro Coso Community College is an essential part of the College's commitment to being a comprehensive college environment. The mission of the Visual and Performing Arts Department is to provide opportunities in art making and exhibition, music and drama performance, and multi-cultural learning through course offerings and extended activities. Additionally, this program is dedicated to providing an academic atmosphere for an aesthetic, intellectual, emotional, and cultural and multi-cultural environment of the college community and the local service community.

GOALS

- To provide a comprehensive program in academic, art, and performance disciplines that integrates the various forms of the visual and performing arts into the lives of our students and the community.
- To provide the opportunity for our students and community to share an aesthetic awareness and appreciation of the arts.
- To involve each of our students in the enjoyment, understanding, creation, exhibition, and performance of art, music, and theater.
- To foster in our students self-actualization, critical thinking, team work, and communication skills.
- To develop in our students the effective use of verbal and non-verbal language, the ability to listen critically, and the mastery of self- the physical, vocal, emotional, intellectual, and spiritual- as the keys to the creative process.
- To develop self-discipline in time and resource management.
- To provide our students with excellence in training and education leading to success in their future education goals and lives.
- To establish and strengthen a connection between Cerro Coso Community College and the local service community through quality public exhibitions and performances.

2. PROGRAM DESCRIPTION

The Visual and Performing Arts department provides classes and programs that simultaneously prepare our students for AA degree, vocational and transfer options. The courses provided by the disciplines of Art, Music, and Theater, lend themselves to instruction in a wide variety of modalities and are especially suited for developing the whole person through Gardner's theory of multiple areas of intelligence: verbal/ linguistic, logical/ mathematical, visual/ spatial, musical/ rhythmic, bodily-kinesthetic, interpersonal, and intrapersonal.

The Arts serve to attract, educate, and provide a service for students who might not oth-

VISUAL AND PERFORMING ARTS DEPARTMENT

erwise attend college and provides them with a supportive, cooperative learning environment. Art, Music, and Theater activities are excellent “hands on” learning environments for building skills and encouraging teamwork, research, critical thinking, problem-solving, and time and resource management.

High quality exhibits of art and performances of music and theater increase the positive visibility of the college and strengthen the college’s connection to the service community.

Building skills and experience in any of these arts can lead the student to various career directions with or without further training and education.

VISUAL ART

The Visual Art program provides support for students interested in an AA degree, transfer to a four year institution, and those wishing to pursue personal enrichment.

There is an established Art Major, AA degree. The Visual Arts courses also contribute to the Fine Arts Major, the Humanities Major, General Education Degree, and Web Design. The program supports a Fine Arts Gallery and a Sculpture Park. Currently a complete program of visual arts courses are offered at the main, Indian Wells Valley campus with a separate building/facility of studios for classes in Two Dimensional, Sculpture/ shop, Ceramics, and a Black and White Photography Chemical Darkroom. There are strong offerings of arts courses at the Bishop and Mammoth campuses of the Eastern Sierra Center College and the campus at Kern River Valley as well.

The Visual Arts has two full time faculty at IWV, two adjunct faculty at KRV, four adjunct faculty at BESCC, and two adjunct faculty at MESCC.

MUSIC

The Music Program provides both academic and performance opportunities for students. The program promotes diverse musical experiences that cross cultural boundaries, the use of technology, and interaction within the community. The program offers curricula at various levels appropriate to the needs of students pursuing the General Ed. and Fine Arts degrees, transferring to UC/CSU campuses, and students who are seeking creative outlets or personal growth in music. Course offerings in music provide students with both solo performance opportunities, as well as ensemble performance opportunities. Public performances are an integral part of the program, and allow students the opportunity to share their art with fellow students and the community, and encourage the community to attend college performances and view the college as a cultural center for musical performance. The program also includes a music technology component which offers students vocational experience in media arts and the recording arts. Music technology courses can also be applied towards the certificate in Media Arts.

THEATRE

The Theatre Program prepares students to transfer to colleges and universities offering

VISUAL AND PERFORMING ARTS DEPARTMENT

bachelor's degrees in Theatre/Dramatic Arts. Courses in the Theatre Program lead to an Associate of Arts degree in Theatre. Additionally, courses in the Theatre Program fulfill requirements in the Fine Arts, General Education, Humanities and Web Design Programs. The Theatre Program also offers students a variety of performance opportunities. In addition to providing students the opportunity for creative expression and practical application of theatrical skills, public theatrical performances draw the community to the college.

3. CLOSING-THE-LOOP

REVISITING PRIOR ANNUAL UNIT PLAN:

As this is the first Annual Unit Plan of Cerro Coso Community College Visual and Performing Arts Department this will be skipped (see Future Development Strategies below).

STUDENT LEARNING OUTCOMES ASSESSMENT:

Student Learning Outcomes: Common among the Visual and Performing Arts

- A. Use artistic terminology.
- B. Demonstrate an understanding of the social and historical significance of art.
- C. Evaluate artistic works.
- D. Describe and demonstrate appropriate methods in the artistic process, including, but not limited to mastery of tools and techniques, collaboration, safety, and/or use of technology.

The Visual and Performing Arts department is so diverse that course level outcomes are more appropriate than unit level outcomes. The Visual Arts offers an AA degree as Art Major. All three disciplines are included in the General Ed, Humanities, and Fine Arts degrees.

In general, the best way to assess the success of our program is in the quality of the exhibits and performances.

4. FUTURE DEVELOPMENT STRATEGIES

We are creating a narrative to describe the addition of course offerings in the Visual and Performing Arts.

VISUAL ART

With the number of new Art class offerings being taught at KRV and ESCC, Bishop and Mammoth, there is a need to augment the instructional supply budget in order to correctly fund the supplies and materials necessary for student needs and maintaining studio facilities in four locations. The number of course offerings in visual arts has doubled in just the last two years.

VISUAL AND PERFORMING ARTS DEPARTMENT

THEATER

Continued recruitment of theatre students from Burroughs High School is the main strategy for future development of on-campus theatre courses. The members of the Theatre Arts Club also assist in publicity and recruitment through participation in community outreach activities such as the Fall Festival and Spring Faire, Richmond Career Day, the High School Arts Workshop, Preview Day, and College and University Night. Theatrical workshops and productions also serve as a recruitment tool for on-campus classes. Introduction to Play Reading has been very successful online and a second theatre course, Introduction to Theatre, has been approved for online delivery.

MUSIC: FUTURE DEVELOPMENT STRATEGIES

Enrollment in music classes has consistently been high due to the diverse music course offerings both on-campus and online. Future development strategies include expanding on-campus offerings in traditional music classes, as well as expanding courses offered in the fast growing field of music technology and the commercial music industry. By expanding traditional music courses, specifically performance courses, more on-campus performances can be offered, which brings the community up to the college and in turn, increases enrollment in courses across the campus. Development is also underway for expanding course offerings online. History of American Popular Music has already been approved for online delivery and is scheduled to be offered in Fall 2007. This type of course will attract both those students who need to fulfill general degree requirements, as well as those interested in the commercial music business.

5. REQUIRED RESOURCES

VISUAL ARTS

The Visual Arts facility at IWV is preparing for a planned and budgeted, \$4.5 million, major building remodel. This project will require that courses will be taught in an alternative space to be created in a wing of the occupational curriculum building. Having just lost one full time faculty to retirement there is the anticipation of needing to rehire the position after the building remodel has been completed.

Due to an increase of art course offerings at the KRV, BESCC, and MESCC campuses (each of which have a student fee amount) the Visual Arts will seek some augmentation to the supplies and materials budgets. GU001 4310- 100200 accounts.

THEATER

Renovations to the existing classroom space are necessary. Currently, the theatre students have access to the college Lecture Center for classes and performances. Temporary space is also provided for storage. A theatre with appropriate curtains, rigging, and lighting and sound systems is necessary in the long term. Additional space is required for set construction and storage, costume construction and storage, prop storage, changing rooms, a make-

VISUAL AND PERFORMING ARTS DEPARTMENT

up room, and a green room. The Lecture Center floor is in need of repair as are the seats in the audience. The audience has a steep rake and the stairs need hand rails or strip lighting for safety's sake.

Music: Music courses that include a performance element require a performance venue. Renovations are needed for Cerro Coso's only performance venue, the Lecture Center. A theatre with appropriate curtains, rigging, lighting, and sound system is a necessity. The Lecture Center floor is in need of repair as are the seats in the audience. The audience has a steep rake and the stairs need handrails and strip lighting for safety's sake.

In order to offer more advanced courses in music technology and the recording arts, a sound-proof booth or room is required. There is no facility available on campus to do any type of serious audio recording.

STAFFING

This need is supported by both the Theater and the Music areas.

The college is in need of a technical assistant for the Lecture Center. This assistant would be a college-wide employee, overseeing the technical needs for all Lecture Center events as well as providing technical support to classrooms. Currently, the college does not have a single person trained in advanced audio-visual equipment. Several community groups are in need of a performance space and the Lecture Center would be a more attractive option if the college had a technical assistant on hand. Facility rental could provide additional financial income for the college.

6. TRENDS

THEATER

In order to offer a Theatre major, it is necessary to offer some specialized courses such as Voice and Movement courses. These lower enrollment courses are balanced out with higher enrollment courses such as Theatre Production and online Theatre courses. The online Introduction to Play Reading course has been quite successful and a second online course, Introduction to Theatre, has been approved for online delivery.

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200630	11	129	12.03	1.42	8.47
200670	10	97	19.15	1.75	10.94
	Sum: 21	Sum: 226	Sum: 31.18	Sum: 3.17	9.84

VISUAL ARTS

The number of course offerings continues to grow at the KRV, BESCC, and MESCC campuses. An expanded program is expected at the IWV campus as the building remodel is completed and a third full time faculty member is hired.

VISUAL AND PERFORMING ARTS DEPARTMENT

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200130	38	549	81.82	6.52	12.55
200150	8	155	13.13	3.28	4.00
200170	37	538	82.62	6.92	11.94
200230	40	554	89.91	6.19	14.53
200250	13	148	13.81	5.98	2.31
200270	33	493	83.83	7.25	11.56
200330	33	508	86.65	6.74	12.86
200350	12	119	18.51	2.50	7.40
200370	34	483	81.71	6.99	11.69
200430	38	529	82.36	6.99	11.78
200450	5	79	14.31	1.40	10.22
200470	32	547	77.74	6.03	12.89
200530	36	581	87.63	6.66	13.16
200550	8	94	10.68	1.53	6.98
200570	35	532	86.45	8.55	10.11
200630	38	682	94.32	9.49	9.94
200650	5	106	8.63	0.82	10.53
200670	35	553	92.95	7.06	13.17
	Sum: 465	Sum: 7,250	Sum: 1,107.08	Sum: 100.90	10.97

MUSIC

Term Code	Sections	Census Enroll.	FTES	FTEF	Productivity
200130	41	445	40.41	3.45	11.71
200150	11	70	8.71	1.15	7.58
200170	46	471	43.85	4.40	9.97
200230	51	561	52.04	8.95	5.81
200250	10	130	3.30	2.01	1.64
200270	35	423	41.21	3.04	13.56
200330	32	401	39.90	2.82	14.15
200350	22	155	9.42	0.94	10.02
200370	30	389	39.69	3.46	11.47
200430	35	434	43.56	3.39	12.85
200450	15	111	6.35	0.49	12.97
200470	35	440	43.90	3.59	12.23
200530	37	384	38.92	3.39	11.48
200550	18	147	12.05	0.78	15.45
200570	30	370	34.45	2.65	13.00
200630	33	343	31.54	2.71	11.64
200650	35	241	17.70	0.82	21.58
200670	37	411	36.86	3.66	10.07
	Sum: 521	Sum: 5,926	Sum: 543.87	Sum: 51.70	10.52

