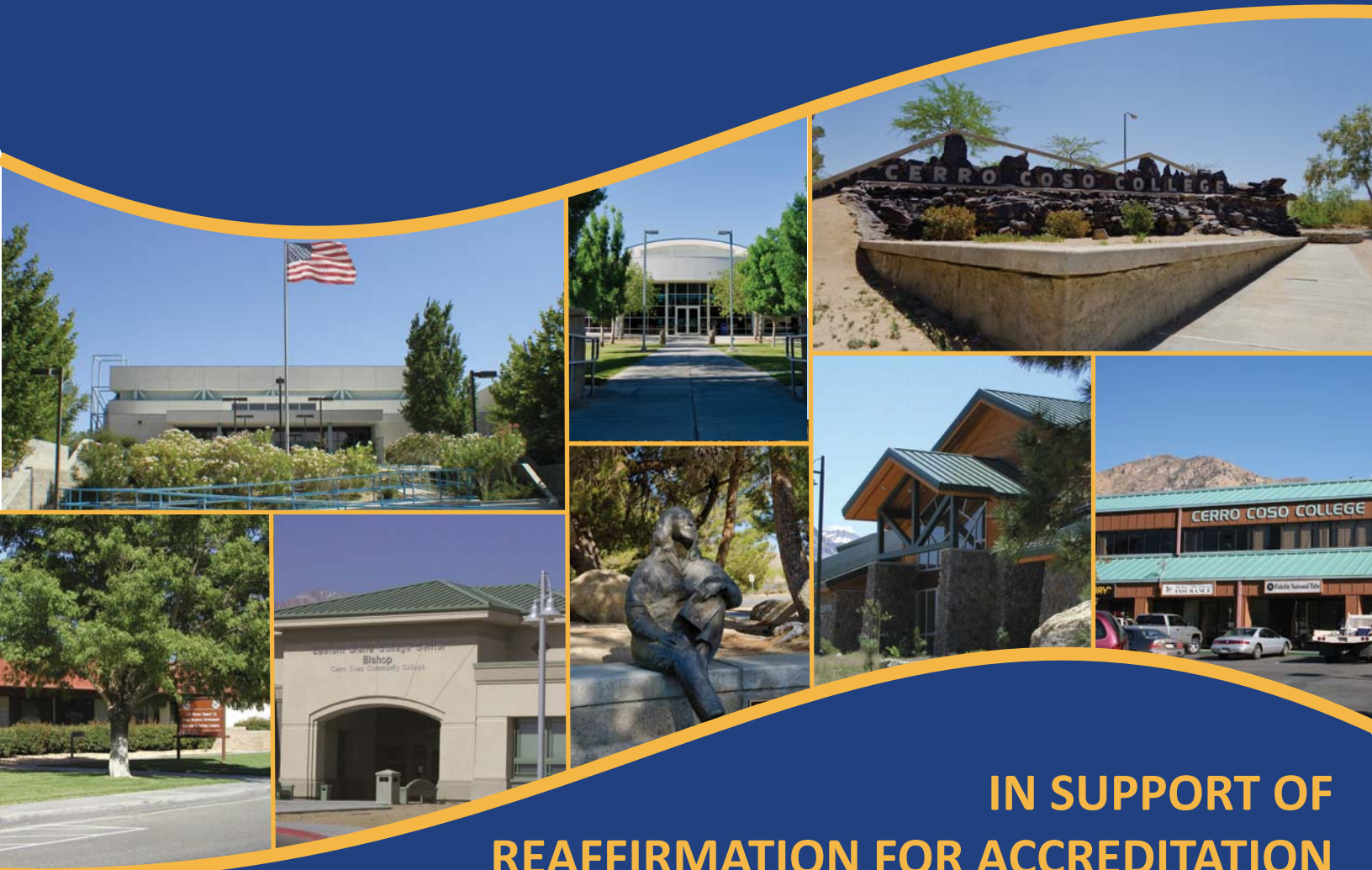


# CERRO COSO COMMUNITY COLLEGE INSTITUTIONAL SELF EVALUATION REPORT

2012



IN SUPPORT OF  
REAFFIRMATION FOR ACCREDITATION



PREPARED FOR THE  
Accrediting Commission for  
Community and Junior Colleges  
Western Association of  
Schools and Colleges

August 15, 2012

# **Cerro Coso Community College**

## **Self Evaluation Report of Educational Quality and Institutional Effectiveness**

In support of  
Reaffirmation of Accreditation

Submitted by:

Cerro Coso Community College  
3000 College Heights Boulevard  
Ridgecrest, California 93555

To:

Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**August 15, 2012**



EDUCATE•INNOVATE•INSPIRE•SERVE



## CEO Certification

Date: August 15, 2012

To: Accrediting Commission for Community and Junior College,  
Western Association of School and Colleges

From: Jill Board, President  
Cerro Coso Community College  
3000 College Heights Boulevard  
Ridgecrest, CA 93555-9571

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signed:

  
\_\_\_\_\_  
*Jill Board, President, Cerro Coso Community College*

  
\_\_\_\_\_  
*Sandra V. Serrano, Chancellor, Kern Community College District*



## Board of Trustees Certification

Date: August 15, 2012

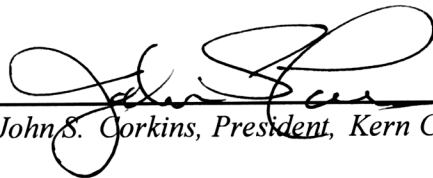
To: Accrediting Commission for Community and Junior College,  
Western Association of School and Colleges

From: Jill Board, President  
Cerro Coso Community College  
3000 College Heights Boulevard  
Ridgecrest, CA 93555-9571

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that we read the final Institutional Self Evaluation Report and that we were involved in the self evaluation process.

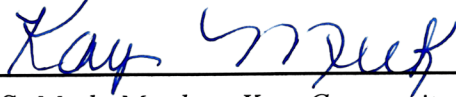
Signed:



*John S. Corkins, President, Kern Community College District Board of Trustees*



*Rose Marie Bans, Member, Kern Community College District Board of Trustees*



*Kay S. Meek, Member, Kern Community College District Board of Trustees*



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# Introduction



**History and Background of the College**  
**Institutional Data**

# History and Background of the College

## Overview

Cerro Coso Community College was established in 1973 as one of three colleges within the Kern Community College District (KCCD). Cerro Coso provides educational services to a population of about 85,000 distributed over a service area of 18,000 square miles – the largest community college service area in California. Each year Cerro Coso offers instruction to approximately 9,000 students and generates FTES of about 3,250.

Such a large area requires multiple sites to provide quality learning. The 320-acre Indian Wells Valley (I WV) campus, at Ridgecrest, California, is located in the upper Mojave Desert, 160 miles northeast of Los Angeles and 120 miles east of Bakersfield. Ridgecrest is the largest single municipality in the service area with a population of 28,000. The IWV campus is the main campus of the College. It serves about half of the student population and houses most of the college administration. The Eastern Sierra College Center serves the communities of Inyo and Mono counties. The center operates two campuses, one in Bishop, 120 miles north of Ridgecrest, the other in Mammoth Lakes, an additional 40 miles to the northwest. Forty-five miles west of the Indian Wells Valley is the Kern River Valley campus. This site serves the incorporated and unincorporated communities near Lake Isabella. The South Kern Center is 70 miles south of the Indian Wells Valley 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 of California City, Mojave, and Boron.

In an effort to respond to the needs of students who cannot attend classes at one of the five physical locations, the College has established CC Online as a sixth, virtual campus. At CC Online, students can choose from over 30 programs in 100% online mode, including entire transfer degrees and lower-unit certificates and awards. Each semester, CC Online offers over 125 courses in 175 sections with complete online support services, including matriculation and textbook purchasing. This comprehensive program was the first of its kind in California and has been recognized and imitated by many community colleges.

Cerro Coso Community College provides ample curriculum with traditional support services. The College's transfer program produces graduates who are academically prepared to succeed in the demanding environment of four year schools. Career Technical Education programs are tailored to the employment needs of the local communities and provide graduates with the education and training needed to gain employment in their chosen career fields. Cerro Coso also offers a supportive and extensive basic skills program at all campus locations to assist students for college level work. Learning and support services include tutoring, learning disabilities testing, and special counseling. The College responds to the needs of students moving from Welfare-to-Work through its CalWORKs Program. Student support services include the operation

of a one-stop career development center in cooperation with other community service agencies, counseling, childcare programs, and job placement activities.

## **Significant Developments Since the Last Institutional Self-Evaluation**

### **Enrollment Changes in the Online Program**

In the last six years, the online program at Cerro Coso Community College has grown and declined. In Fall 2006, the College ran 122 online courses in 160 sections with an enrollment of over 5,000 students and FTES of approximately 430. By Fall 2010, those numbers had grown to 145 courses offered in 213 sections with enrollment of over 7,000 students and FTES of 720. But by Spring 2012, the numbers were back down to 181 sections, 6,000 enrollments, and 620 FTES. For Fall 2012, 166 sections are scheduled.

Fall semester of 2010 semester represents the peak of CC Online activity. The decline is explained not only by an overall decrease in headcount and FTES college-wide caused by the state budget situation but also by the College responding to the role online instruction plays in providing educational services to Cerro Coso's service area. As the institutional data indicates, success and retention are lower for online students than corresponding onsite students, and many more students in online courses are from outside Cerro Coso's service area.

Increases in the online program—though resulting in greater income—mean more human and financial resources going to support the program in the areas of instruction, student support, and infrastructure. Online student enrollments affect application in-take, transcript analysis, and potential contacts with advising services, admissions staff, support personnel, and financial aid in a way that outpaces enrollments from onsite students: a large number of online students take fewer than three units and have no plans to persist with the institution beyond the single semester. For these reasons, the College has it as a goal of its most recent educational master plan to look critically at balancing the competing priorities of online education.

### **Turn-Over of Chief Instructional Officers**

Since the last site visit six years ago, the College has had four vice presidents of Academic Affairs in interim and full-time capacities. In comparison, during that same time, it has had only three individuals in the two positions of president and of vice president of Student Services, and one dean of Career Technical Education. The College understands that hiring personnel is a matter of the right fit on the long-term and that separation can be initiated by either side for good reasons. But this lack of stabilization is part of an ongoing pattern at Cerro Coso—seven CIO's in ten years, ten in 16—and it has prevented Academic Affairs from maintaining a consistency of focus in areas like instructional initiatives, divisional priorities, and agreed-upon levels of professional obligation for faculty and classified staff.

## **District-Wide Consolidation of Services**

Since 2006, the Kern Community College District has moved to centralize many of the services not required to be located at the colleges 100%. Parts of human resources, business services, information technology, and institutional research have been consolidated at the District Office, and this has resulted in uniformities and efficiencies gained in services such as payroll, contract inspection and sign-off, maintenance of the email system, key components of the distance learning infrastructure, management information systems (MIS) reporting, and human resources forms and processes.

## **Budget Reductions in Categorical Programs**

Since 2009, a tectonic shift in the California's approach to highly specialized student support programs (known as categorical programs) has resulted in significant cuts. Because of the previously stable history of the categorical funds, Cerro Coso Community College, like a lot of other California community colleges, had put a large portion of labor on these budgets. The College and the District provided some resources to backfill a percentage of the losses, which helped to provide some stability for these programs. However, lay-offs were still required to address the level of cuts suffered by such programs as Matriculation. Since this was true of all of the colleges within KCCCD, it caused a further domino effect, as 'bumping' rights were triggered district-wide. As a result, additional college staff members were lost through bumping by more senior personnel at Bakersfield and Porterville. These categorical cuts, associated lay-offs, and the effects of the 50% law on non-instructional programs resulted in Student Services having to weather multiple cycles of reductions.

## **Changes to the State Allocation Model**

With the passage of Senate Bill 361, KCCCD realized a significant increase in funding. Following its passage, KCCCD underwent a review of its internal allocation model. The resulting district model provided additional funding to Cerro Coso that provided resources to support its defined centers. The new model reflects Senate Bill 361 in allocating base funding plus per-FTES funding to each college. In years of growth funding from the state, additional resources are allocated to the colleges in the year following the year that growth is achieved. This mechanism prevents obligating resources that might not be realized. The model also has two funding stabilization features. One stabilizes the College's revenue that would be the result of an FTES decline. The other stabilizes the College's revenue based on an overall funding decline due to deficit funding from the state. The stabilization funding allows the College time to strategically adapt to the economic change.

## **Augmentation of the Institutional Research Function**

One important theme in the recommendations of the 2006 Educational Quality and Institutional

Effectiveness Review was the need for more consistent and robust institutional research. Cerro Coso Community College hired an research analyst full time in 2010 and now has a dedicated position to work with faculty and staff to improve data design and collection. In addition, key components of institutional research have been consolidated at the district level in the District Institutional Research Team (DIRT). The results have been more consistent MIS reporting and the creation of better functional reports. The completion of several special research projects have taken place informing and supporting the College's ongoing self-reflective dialogue, including a SPAR study in 2011 that looked at the best predictors of student success among a host of matriculation and instructional factors. But more than just providing data and reports, this expansion of the research function has meant the institution now has reliable information about the College's programs and services and evidence on how well the institution is meeting student needs.

# Institutional Data

## Six-Year Student Enrollment Distribution Trend 2006-12

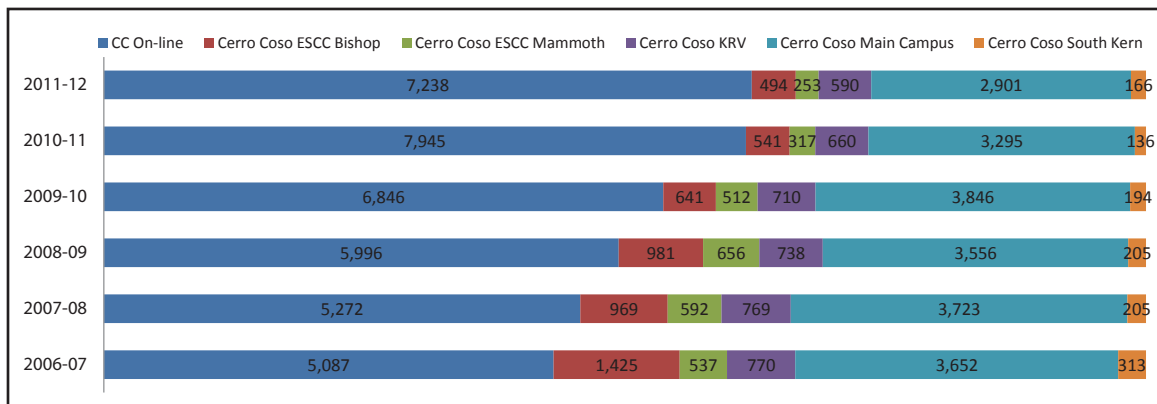
### By Campus

Between the 2006-7 and the 2011-12 academic years, the nature of enrollment at Cerro Coso has seen marked shifts. Overall headcount has moved very little between the first and last year of this evaluation period; however, there have been fluctuations, such as the peak enrollment which occurred in Fall 2010 dropping 10.4% by Fall 2011.

One of the most marked changes is seen in the chart below. Enrollments have declined at all physical campuses but have increased in CC Online. Percentage change of enrollments from 2006-7 to 2011-12 at the physical sites have declined by 66.5% at Bishop, 52.9% at Mammoth, 23.4% at Kern River Valley, and 47% at South Kern. Online enrollments have increased 42.3% in the same period.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2006-7 to 2011-12 %age Change
<b>CC On-line</b>	5,087	5,272	5,996	6,846	7,945	7,238	42.3%
<b>Main Campus</b>	3,652	3,723	3,556	3,846	3,295	2,901	20.6%
<b>Kern River Valley</b>	770	769	738	710	660	590	23.4%
<b>ESCC Bishop</b>	1,425	969	981	641	541	494	65.3%
<b>ESCC Mammoth</b>	537	592	656	512	317	253	52.9%
<b>South Kern (Edwards)</b>	313	205	205	194	136	166	47.0%
<b>Sum</b>	<b>10,191</b>	<b>9,937</b>	<b>10,235</b>	<b>11,053</b>	<b>11,341</b>	<b>10,164</b>	<b>-0.3%</b>

*Note: while sums are unduplicated, campus totals may be duplicated to account for students enrolling at multiple campuses.*



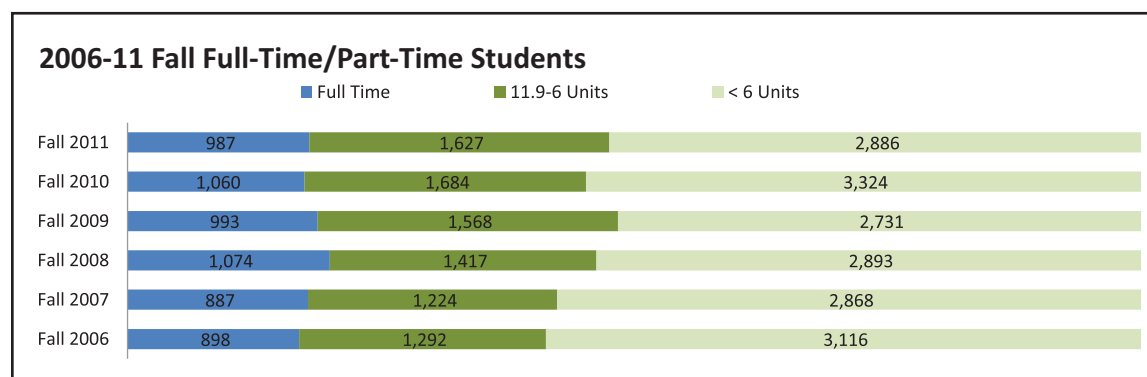
### Institutional Research

Source: Unduplicated Students Institutional Research  
3/15/2012

## 2006-11 Fall Full-Time/Part-Time Students Fall

The proportion of students attending part time at Cerro Coso has remained relatively consistent over the period of the study. In Fall 2006, 16.9% of students were enrolled full time, with 83% part time. By Fall 2011, the percentage of full-time students had increased one point to 17.9% though this may reflect normal variation. In each fall semester, more than half of all students were enrolled in less than 6 units.

More pronounced, however, is a shift within the part-time group. The number of students enrolled in less than 6 units decreased from 58.7% to 52.5% while the group enrolled in 6-11.9 units saw an increase from 24.3% to 29.5%. This may be due in part to the economic downturn encouraging more traditional students to seek baccalaureate degrees and non-traditional students to prepare for a new career.



	Full-Time		Part-Time				Semester Total
	12 or more units		11.9-6 units		Less Than 6 units		
	Students	% of Sem	Students	% of Sem	Students	% of Sem	
Fall 2011	987	17.9%	1,627	29.5%	2,886	52.5%	5,500
Fall 2010	1,060	17.4%	1,684	27.7%	3,324	54.8%	6,068
Fall 2009	993	18.7%	1,568	29.6%	2,731	51.5%	5,292
Fall 2008	1,074	19.9%	1,417	26.3%	2,893	53.7%	5,384
Fall 2007	887	17.8%	1,224	24.6%	2,868	57.6%	4,979
Fall 2006	898	19.9%	1,292	24.3%	3,116	58.7%	5,306

### Institutional Research

Source: ODS>CC View-Term Units>Alt 4/4/2012

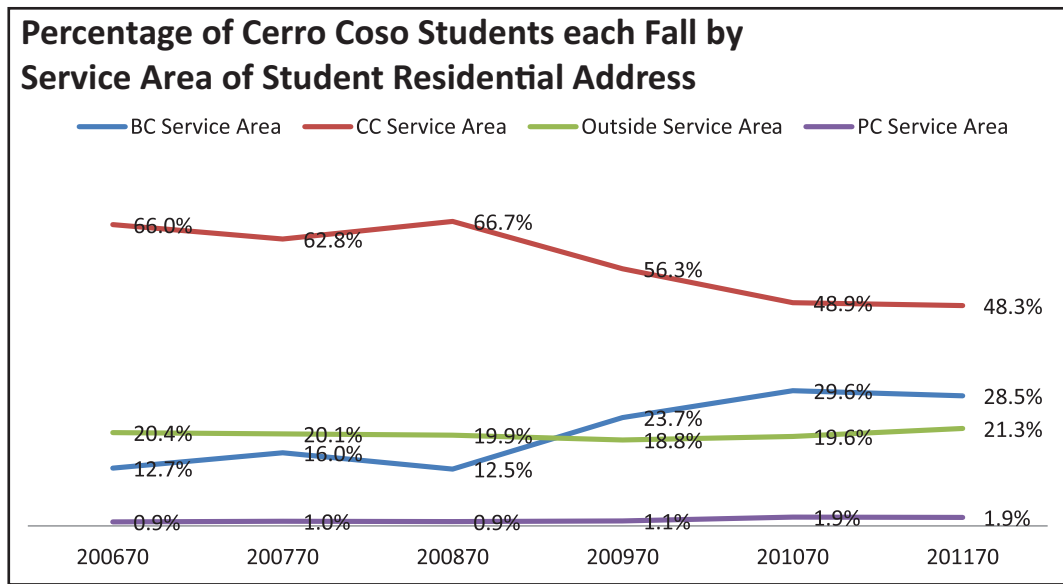
File: Unit Load distribution 2006-2012



## Who Does Cerro Coso Community College Serve?

### 2006-11 Enrollments by Service Area

During this period, an increasing number of students at the two other district colleges of Bakersfield College (BC) and Porterville College (PC) have drifted to CC Online. As seen in the chart below comparing fall enrollments, the percentage of BC students has more than doubled from 2006 to 2011 from 12.7% to 28.5%, mostly online. The number of students from outside our service area has increased slightly (as a proportion of overall enrollment) while the number of students from the Cerro Coso service area has decreased as a proportion of overall enrollment from 66% to 48.3%.



### Student Headcount by Service Area

	200670		200770		200870		200970		201070		201170	
	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students
BC Service Area	718	12.7%	877	16.0%	728	12.5%	1,476	23.7%	1,941	29.6%	1,637	28.5%
CC Service Area	3,744	66.0%	3,443	62.8%	3,897	66.7%	3,502	56.3%	3,204	48.9%	2,770	48.3%
Outside Service Area	1,160	20.4%	1,104	20.1%	1,163	19.9%	1,171	18.8%	1,284	19.6%	1,224	21.3%
PC Service Area	51	0.9%	55	1.0%	53	0.9%	67	1.1%	125	1.9%	107	1.9%
<b>Sum</b>	<b>5,673</b>		<b>5,479</b>		<b>5,841</b>		<b>6,216</b>		<b>6,554</b>		<b>5,738</b>	

### Enrollments by Service Area

	200670		200770		200870		200970		201070		201170	
	Enrollmt Count	% of Enrollmts	Enrollmt Count	% of Enrollmts	Enrollmt Count	% of Enrollmts	Enrollmt Count	% of Enrollmts	Enrollmt Count	% of Enrollmts	Enrollmt Count	% of Enrollmts
BC Service Area	1,167	8.7%	1,385	11.0%	1,176	8.4%	2,371	17.3%	2,943	21.1%	2,455	20.4%
CC Service Area	9,457	70.4%	8,812	69.9%	10,297	73.2%	8,796	64.2%	8,224	58.8%	7,085	59.0%
Outside Service Area	2,730	20.3%	2,333	18.5%	2,499	17.8%	2,420	17.7%	2,619	18.7%	2,326	19.4%
PC Service Area	81	0.6%	84	0.7%	95	0.7%	123	0.9%	193	1.4%	152	1.3%
<b>Sum</b>	<b>13,435</b>		<b>12,614</b>		<b>14,067</b>		<b>13,710</b>		<b>13,979</b>		<b>12,018</b>	

### Institutional Research

Source: ODS> Zip analysis

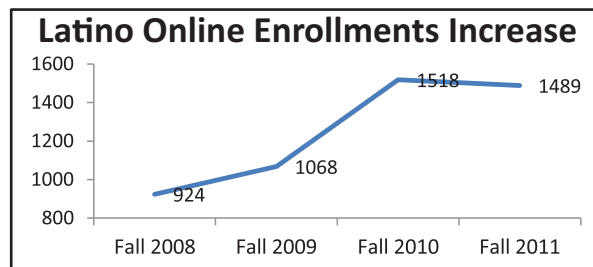
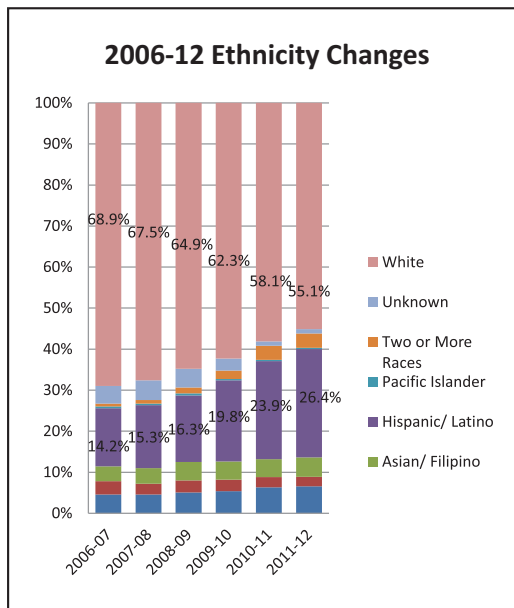
File: CC Service Area 2006-2011

## 2006-12 Ethnicity Trends

Over a relatively short period of time, there has been at least one demographic trend of note in the changing student body at Cerro Coso: Latino /Hispanic students have increased from 14.2% in 2006-7 to 26.1% in 2011-12 which represents a 88% increase. From 2008-11 Latino online enrollments increased 61.1% with the biggest jump between Fall 2009 and Fall 2010.

Upon closer examination, this increase seems strongly linked to online enrollments from the Bakersfield service area and to low enrollment intensity in those same students (students from Bakersfield are taking very few units).

Another change is the increase in students selecting Two or More races. The number of students selecting this option has increased 386% from 74 to 360. The growth in these areas represents increases in ethnic diversity, with online populations most affected.



	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Students	%age	Students	%age	Students	%age	Students	%age	Students	%age	Students	%age
African American	471	4.6%	460	4.6%	517	5.1%	598	5.4%	714	6.3%	672	6.6%
American Indian	322	3.2%	255	2.6%	294	2.9%	314	2.8%	279	2.5%	231	2.3%
Asian/ Filipino	378	3.6%	382	3.8%	458	4.5%	485	4.4%	502	4.4%	478	4.7%
Hispanic/ Latino	1,429	14.2%	1,525	15.3%	1,666	16.3%	2,184	19.8%	2,711	23.9%	2,684	26.4%
Pacific Islander	48	0.4%	41	0.4%	51	0.5%	36	0.3%	39	0.3%	28	0.3%
Two or More Races	74	0.7%	85	0.9%	139	1.4%	228	2.1%	384	3.4%	360	3.5%
Unknown	444	4.3%	477	4.8%	472	4.6%	320	2.9%	125	1.1%	115	1.1%
White	7,025	68.9%	6,712	67.5%	6,638	64.9%	6,888	62.3%	6,587	58.1%	5,596	55.1%
<b>Sum</b>	<b>10,191</b>		<b>9,937</b>		<b>10,235</b>		<b>11,053</b>		<b>11,341</b>		<b>10,164</b>	

### Institutional Research

Source: ODS>ODS>Demographics (Unduplicated Students): Ethnicity Demog of Students Enrolled at Census College 4/3/2012  
 File: New Demog-2006-2011

## 2006-12 Ethnicity Distribution by Campus

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%
<b>CC Online</b>												
African American	341	3.3%	358	3.6%	395	3.9%	456	4.1%	604	5.3%	572	5.6%
American Indian	125	1.2%	136	1.4%	200	2.0%	207	1.9%	192	1.7%	168	1.6%
Asian/Filipino	227	2.2%	245	2.5%	312	3.0%	354	3.2%	403	3.6%	380	3.7%
Hispanic/Latino	791	7.8%	895	9.0%	1,103	10.8%	1,442	13.0%	1,993	17.6%	1,984	19.5%
Pacific Islander	34	0.3%	30	0.3%	36	0.4%	26	0.2%	27	0.2%	21	0.2%
Two or More Races	49	0.5%	52	0.5%	92	0.9%	154	1.4%	302	2.7%	260	2.6%
Unknown	265	2.6%	224	2.3%	219	2.1%	155	1.4%	35	0.3%	40	0.4%
White	3,255	31.9%	3,331	33.5%	3,639	35.6%	4,052	36.7%	4,389	38.7%	3,768	37.0%
<b>ESCC Bishop</b>												
African American	9	0.1%	7	0.1%	11	0.1%	8	0.1%	7	0.1%	8	0.1%
American Indian	149	1.5%	73	0.7%	107	1.0%	111	1.0%	105	0.9%	93	0.9%
Asian/Filipino	32	0.3%	19	0.2%	20	0.2%	11	0.1%	12	0.1%	11	0.1%
Hispanic/Latino	119	1.2%	95	1.0%	116	1.1%	76	0.7%	86	0.8%	106	1.0%
Pacific Islander	3	0.0%	3	0.0%	1	0.0%	1	0.0%				
Two or More Races	4	0.0%	7	0.1%	9	0.1%	11	0.1%	13	0.1%	13	0.1%
Unknown	48	0.5%	41	0.4%	46	0.4%	12	0.1%	4	0.0%	3	0.0%
White	1,061	10.4%	724	7.3%	671	6.6%	411	3.7%	314	2.8%	252	2.5%
<b>ESCC Mammoth</b>												
African American	3	0.0%	1	0.0%	4	0.0%	8	0.1%	7	0.1%	3	0.0%
American Indian	8	0.1%	11	0.1%	9	0.1%	3	0.0%	4	0.0%	6	0.1%
Asian/Filipino	17	0.2%	18	0.2%	17	0.2%	9	0.1%	1	0.0%	4	0.0%
Hispanic/Latino	63	0.6%	67	0.7%	57	0.6%	63	0.6%	73	0.6%	49	0.5%
Pacific Islander									1	0.0%		
Two or More Races	2	0.0%	4	0.0%	7	0.1%	9	0.1%	8	0.1%	8	0.1%
Unknown	20	0.2%	25	0.3%	30	0.3%	19	0.2%	1	0.0%	2	0.0%
White	424	4.2%	466	4.7%	532	5.2%	401	3.6%	222	2.0%	181	1.8%
<b>Kern River Valley</b>												
African American	3	0.0%	3	0.0%	3	0.0%	5	0.0%	10	0.1%	4	0.0%
American Indian	21	0.2%	23	0.2%	10	0.1%	18	0.2%	9	0.1%	8	0.1%
Asian/Filipino	4	0.0%	4	0.0%	8	0.1%	5	0.0%	6	0.1%	6	0.1%
Hispanic/Latino	46	0.5%	67	0.7%	58	0.6%	69	0.6%	85	0.7%	92	0.9%
Pacific Islander	2	0.0%			1	0.0%	1	0.0%				
Two or More Races	3	0.0%	4	0.0%	9	0.1%	20	0.2%	21	0.2%	26	0.3%
Unknown	8	0.1%	38	0.4%	39	0.4%	16	0.1%	4	0.0%	4	0.0%
White	683	6.7%	630	6.3%	610	6.0%	576	5.2%	525	4.6%	454	4.5%
<b>Main Campus</b>												
African American	170	1.7%	137	1.4%	153	1.5%	170	1.5%	150	1.3%	117	1.1%
American Indian	74	0.7%	70	0.7%	57	0.6%	63	0.6%	61	0.5%	48	0.5%
Asian/Filipino	154	1.5%	148	1.5%	152	1.5%	155	1.4%	113	1.0%	118	1.2%
Hispanic/Latino	541	5.3%	572	5.8%	571	5.6%	740	6.7%	692	6.1%	667	6.5%
Pacific Islander	20	0.2%	13	0.1%	22	0.2%	14	0.1%	15	0.1%	13	0.1%
Two or More Races	37	0.4%	43	0.4%	65	0.6%	82	0.7%	111	1.0%	101	1.0%
Unknown	139	1.4%	178	1.8%	186	1.8%	139	1.3%	84	0.7%	72	0.7%
White	2,517	24.7%	2,562	25.8%	2,350	23.0%	2,483	22.5%	2,069	18.2%	1,804	17.7%
<b>South Kern</b>												
African American	22	0.2%	21	0.2%	28	0.3%	20	0.2%	16	0.1%	21	0.2%
American Indian	4	0.0%	1	0.0%	2	0.0%			1	0.0%	1	0.0%
Asian/Filipino	13	0.1%	9	0.1%	7	0.1%	9	0.1%	6	0.1%	7	0.1%
Hispanic/Latino	48	0.5%	34	0.3%	33	0.3%	45	0.4%	32	0.3%	32	0.3%
Pacific Islander	3	0.0%	2	0.0%	4	0.0%	2	0.0%	1	0.0%	2	0.0%
Two or More Races	4	0.0%	4	0.0%	4	0.0%	5	0.0%	12	0.1%	15	0.1%
Unknown	23	0.2%	13	0.1%	6	0.1%	6	0.1%			3	0.0%
White	196	1.9%	121	1.2%	121	1.2%	107	1.0%	68	0.6%	90	0.9%
<b>Sum Total</b>	<b>10,191</b>		<b>9,937</b>		<b>10,235</b>		<b>11,053</b>		<b>11,341</b>		<b>10,187</b>	

Note: Sum total is unduplicated total. Students may be duplicated who attend multiple campuses.

### Institutional Research

Source: ODS>Demographics (Unduplicated Students): Age Demog of Students Enrolled at Census College 4/3/2012

File: New Demog-2006-2011

## Demographics by Campus & Age

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%
<b>CC Online</b>												
16 or Younger	86	0.8%	105	1.1%	138	1.3%	146	1.3%	159	1.4%	105	1.0%
17-18	315	3.1%	396	4.0%	502	4.9%	496	4.5%	508	4.5%	428	4.2%
19 - 24	1,631	16.0%	1,612	16.2%	1,899	18.6%	2,311	20.9%	2,859	25.2%	2,568	25.2%
25 - 29	826	8.1%	898	9.0%	981	9.6%	1,191	10.8%	1,394	12.3%	1,258	12.3%
30 - 39	1,063	10.4%	1,058	10.6%	1,255	12.3%	1,345	12.2%	1,575	13.9%	1,503	14.8%
40 - 49	747	7.3%	748	7.5%	724	7.1%	836	7.6%	917	8.1%	851	8.4%
50 or Older	417	4.1%	453	4.6%	496	4.8%	521	4.7%	532	4.7%	480	4.7%
Unknown	2	0.0%	1	0.0%	1	0.0%			1	0.0%		
<b>Main Campus</b>												
16 or Younger	85	0.8%	82	0.8%	138	1.3%	60	0.5%	34	0.3%	44	0.4%
17-18	290	2.8%	303	3.0%	374	3.7%	293	2.7%	245	2.2%	237	2.3%
19 - 24	901	8.8%	927	9.3%	1,037	10.1%	1,111	10.1%	989	8.7%	893	8.8%
25 - 29	446	4.4%	486	4.9%	461	4.5%	541	4.9%	504	4.4%	473	4.6%
30 - 39	727	7.1%	719	7.2%	549	5.4%	735	6.6%	680	6.0%	614	6.0%
40 - 49	614	6.0%	636	6.4%	453	4.4%	568	5.1%	484	4.3%	389	3.8%
50 or Older	587	5.8%	570	5.7%	544	5.3%	537	4.9%	359	3.2%	290	2.8%
Unknown	2	0.0%					1	0.0%				
<b>ESCC Bishop</b>												
16 or Younger	56	0.5%	48	0.5%	35	0.3%	8	0.1%	10	0.1%	16	0.2%
17-18	107	1.0%	111	1.1%	149	1.5%	81	0.7%	77	0.7%	58	0.6%
19 - 24	113	1.1%	111	1.1%	164	1.6%	131	1.2%	156	1.4%	159	1.6%
25 - 29	92	0.9%	66	0.7%	85	0.8%	71	0.6%	54	0.5%	56	0.5%
30 - 39	186	1.8%	122	1.2%	101	1.0%	82	0.7%	71	0.6%	82	0.8%
40 - 49	292	2.9%	141	1.4%	119	1.2%	98	0.9%	75	0.7%	59	0.6%
50 or Older	569	5.6%	368	3.7%	325	3.2%	169	1.5%	98	0.9%	56	0.5%
Unknown	10	0.1%	2	0.0%	3	0.0%	1	0.0%				
<b>ESCC</b>												
16 or Younger	29	0.3%	34	0.3%	36	0.4%	21	0.2%	5	0.0%	3	0.0%
17-18	40	0.4%	47	0.5%	71	0.7%	47	0.4%	48	0.4%	39	0.4%
19 - 24	135	1.3%	130	1.3%	140	1.4%	147	1.3%	151	1.3%	144	1.4%
25 - 29	44	0.4%	44	0.4%	53	0.5%	41	0.4%	40	0.4%	26	0.3%
30 - 39	70	0.7%	62	0.6%	60	0.6%	32	0.3%	27	0.2%	10	0.1%
40 - 49	67	0.7%	74	0.7%	77	0.8%	46	0.4%	21	0.2%	16	0.2%
50 or Older	151	1.5%	201	2.0%	219	2.1%	177	1.6%	25	0.2%	15	0.1%
Unknown	1	0.0%					1	0.0%				
<b>Kern River</b>												
16 or Younger	16	0.2%	11	0.1%	4	0.0%	6	0.1%	9	0.1%	5	0.0%
17-18	66	0.6%	81	0.8%	78	0.8%	64	0.6%	61	0.5%	55	0.5%
19 - 24	174	1.7%	160	1.6%	170	1.7%	196	1.8%	184	1.6%	180	1.8%
25 - 29	64	0.6%	68	0.7%	63	0.6%	82	0.7%	85	0.7%	85	0.8%
30 - 39	95	0.9%	100	1.0%	92	0.9%	88	0.8%	78	0.7%	84	0.8%
40 - 49	116	1.1%	100	1.0%	87	0.9%	82	0.7%	89	0.8%	72	0.7%
50 or Older	239	2.3%	249	2.5%	244	2.4%	192	1.7%	154	1.4%	113	1.1%
<b>South Kern</b>												
16 or Younger	34	0.3%	1	0.0%	1	0.0%	5	0.0%	3	0.0%	2	0.0%
17-18	30	0.3%	12	0.1%	9	0.1%	14	0.1%	7	0.1%	11	0.1%
19 - 24	61	0.6%	60	0.6%	77	0.8%	59	0.5%	56	0.5%	62	0.6%
25 - 29	57	0.6%	47	0.5%	36	0.4%	40	0.4%	28	0.2%	33	0.3%
30 - 39	54	0.5%	44	0.4%	48	0.5%	32	0.3%	22	0.2%	42	0.4%
40 - 49	50	0.5%	30	0.3%	24	0.2%	27	0.2%	13	0.1%	13	0.1%
50 or Older	27	0.3%	11	0.1%	10	0.1%	17	0.2%	7	0.1%	8	0.1%
<b>Sum</b>	<b>10,191</b>		<b>9,937</b>		<b>10,235</b>		<b>11,053</b>		<b>11,341</b>		<b>10,187</b>	

Note: Sum total is unduplicated total. Students may be duplicated who attend multiple campuses.

### Institutional Research

Source: ODS>Demographics (Unduplicated Students): Age Demog of Students Enrolled at Census College : 'CC', Acad Yr (SFS) 4/3/2012  
File: New Demog-2006-2011

## 2006-12 Gender Distribution by Campus

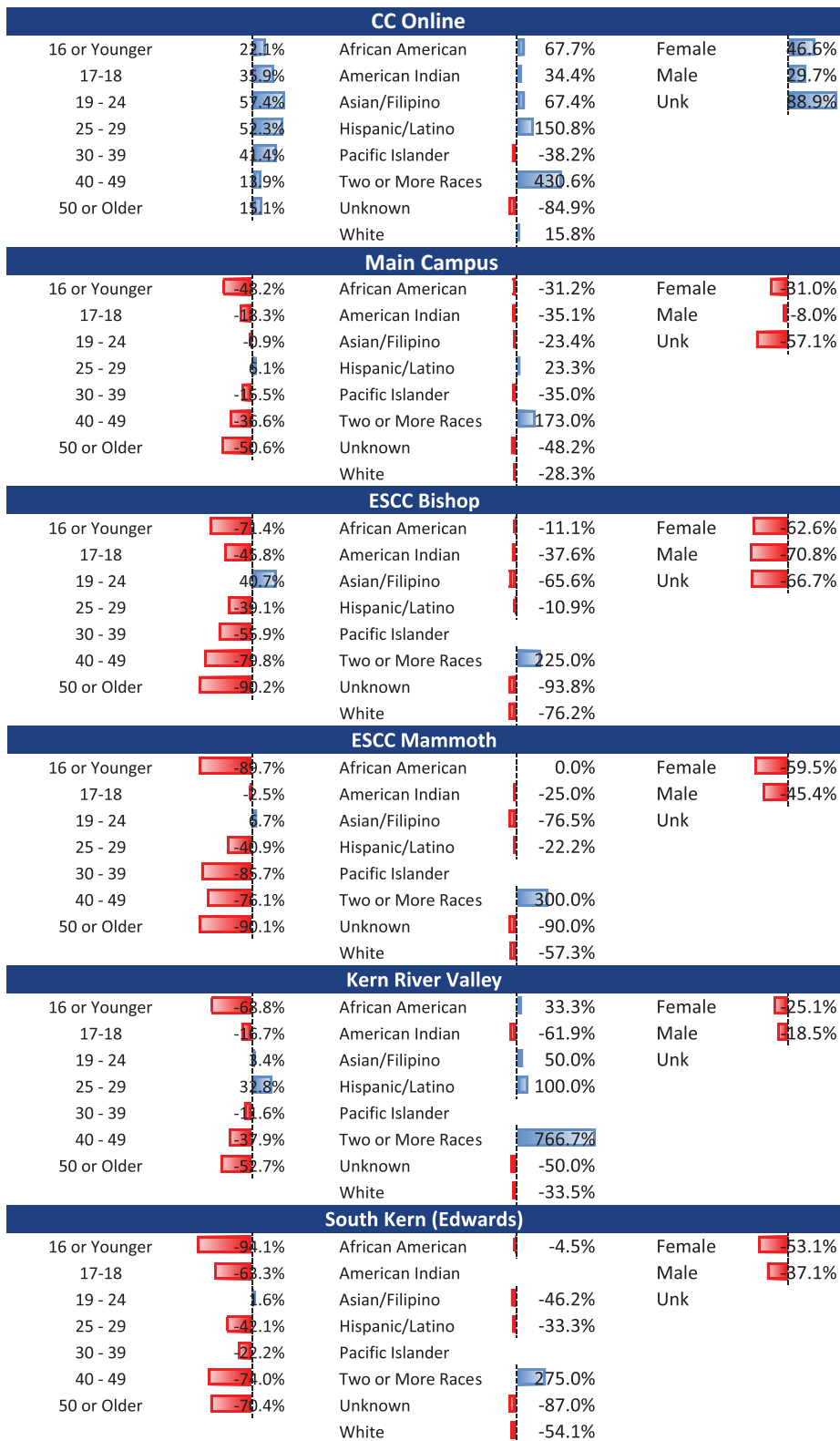
	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%
<b>CC Online</b>												
Female	3,500	68.8%	3,629	68.8%	4,193	69.9%	4,714	68.9%	5,509	69.3%	5,130	71.3%
Male	1,578	31.0%	1,629	30.9%	1,791	29.9%	2,119	31.0%	2,424	30.5%	2,046	28.4%
Unk	9	0.2%	13	0.2%	12	0.2%	13	0.2%	12	0.2%	17	0.2%
subtotal	5,087		5,271		5,996		6,846		7,945		7,193	
<b>ESCC</b>												
Female	847	59.4%	607	62.6%	650	66.3%	429	66.9%	364	67.3%	317	65.2%
Male	575	40.4%	360	37.2%	330	33.6%	212	33.1%	177	32.7%	168	34.6%
Unk	3	0.2%	2	0.2%	1	0.1%					1	0.2%
subtotal	1,425		969		981		641		541		486	
<b>ESCC</b>												
Female	299	55.7%	343	57.9%	370	56.4%	288	56.3%	169	53.3%	121	47.8%
Male	238	44.3%	249	42.1%	286	43.6%	224	43.8%	147	46.4%	130	51.4%
Unk		0.0%							1	0.3%	2	0.8%
subtotal	537		592		656		512		317		253	
<b>Kern River</b>												
Female	522	67.8%	545	70.9%	535	72.5%	473	66.6%	433	65.6%	391	65.8%
Male	248	32.2%	224	29.1%	203	27.5%	235	33.1%	225	34.1%	202	34.0%
Unk							2	0.3%	2	0.3%	1	0.2%
subtotal	770		769		738		710		660		594	
<b>Main</b>												
Female	1,770	48.5%	1,693	45.5%	1,755	49.4%	1,668	43.4%	1,344	40.8%	1,222	41.6%
Male	1,854	50.8%	2,005	53.9%	1,782	50.1%	2,164	56.3%	1,935	58.7%	1,706	58.0%
Unk	28	0.8%	25	0.7%	19	0.5%	14	0.4%	16	0.5%	12	0.4%
subtotal	3,652		3,723		3,556		3,846		3,295		2,940	
<b>South Kern</b>												
Female	162	51.8%	81	39.5%	98	47.8%	89	45.9%	66	48.5%	76	44.4%
Male	151	48.2%	123	60.0%	107	52.2%	105	54.1%	70	51.5%	95	55.6%
Unk			1	0.5%								
subtotal	313		205		205		194		136		171	
<b>Sum</b>	<b>10,191</b>		<b>9,937</b>		<b>10,235</b>		<b>11,053</b>		<b>11,341</b>		<b>10,187</b>	

Note: Sum total is unduplicated total. Students may be duplicated who attend multiple campuses.

### Institutional Research

Source: ODS>Demographics (Unduplicated Students): Age Demog of Students Enrolled at Census College : 'CC', Acad Yr (SFS) 4/3/2012  
File: New Demog-2006-2011

## 2006-12 Percentage Change of Students by Campus & Demographics



**Institutional Research**

Source: ODS>Demographics (Unduplicated Students) 4/2/2012

File: New Demog-2006-2011

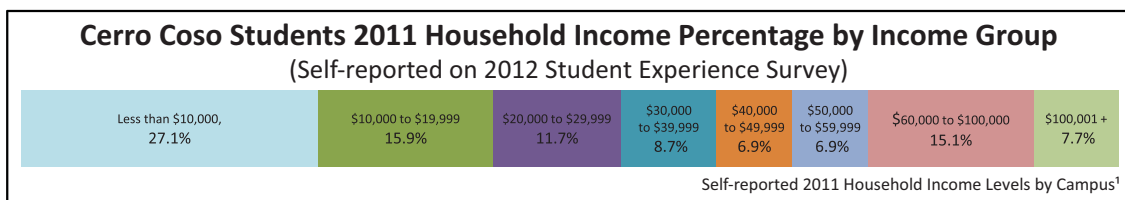
## 2012 Student Socio-Economic Status

Socio-economic status (SES) is commonly thought as a product of income, education, and occupation. Parental education and household income are often used as measures of college student SES. Educational attainment is strongly related to wealth and household income, and SES is strongly related to educational attainment.

In Spring 2012, Cerro Coso administered a survey that gathered a large enough sample of data from which to make some generalizations. Household income and detailed parental education information was gathered. In the first graphic below, nearly one-third of respondents reported income levels below \$100,000<sup>1</sup>. More than half (54.7%) reported incomes below \$30,000.

Differences in student income by campus were very evident. Online students had the largest response rate, and this increases in our confidence in generalizing the data for online students. Nearly half (48.4%) of online students were below \$30,000, and 26% were in middle income groups, while 27.6% were in the upper income brackets. More than half of the main campus students (55.8%) were in the lower bracket, a fifth were in the middle brackets, and a quarter (24.1%) were in the upper brackets. At KRV the majority of students (89.5%) are in the lowest groups, with nearly 60% having household incomes below \$10,000. Household income levels at the last three campuses are not dissimilar to the main campus, while the lower responses rates from students at those campuses must be interpreted with more caution in making assumptions.

1. 81 of 690 respondents who made it to the end of the survey did not complete this question. Therefore, response is based on 609 responses.



	Online	Indian Wells Valley	Kern River Valley	Mammoth	Bishop	South Kern
Less than \$10,000	20.3%	28.9%	57.9%	26.7%	26.3%	15.8%
\$10,000 to \$19,999	12.7%	17.6%	22.8%	13.3%	21.1%	15.8%
\$20,000 to \$29,999	13.4%	9.3%	8.8%	13.3%	10.5%	21.1%
\$30,000 to \$39,999	9.4%	7.8%	5.3%	0.0%	7.9%	26.3%
\$40,000 to \$49,999	8.0%	5.9%	0.0%	0.0%	13.2%	15.8%
\$50,000 to \$59,999	8.7%	6.4%	1.8%	20.0%	2.6%	0.0%
\$60,000 to \$100,000	17.8%	17.2%	3.5%	13.3%	10.5%	0.0%
\$100,001 +	9.8%	6.9%	0.0%	13.3%	7.9%	5.3%

<sup>1</sup> Small response rates from Mammoth, Bishop and South Kern must be interpreted with caution.

### Institutional Research

Source: 2011 Student Experience Survey Data 6/18/2012

File: SES data.xlsx

## 2006-12 Student Educational Level

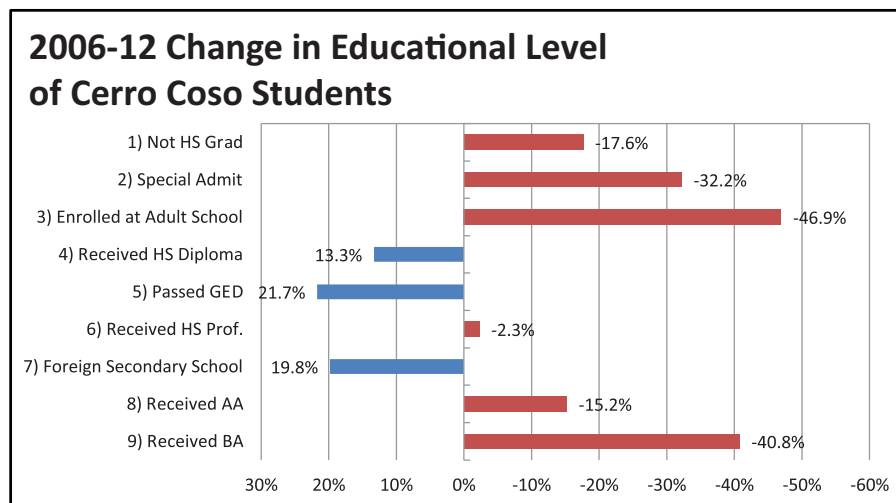
Over the period of this study, there has been a decline in students without a high school credential and an increase in enrolled students who possess a HS diploma or passed the GED. The number of those enrolled who received a HS diploma increased 26%<sup>1</sup> from 2006-7 to the year of peak enrollment at Cerro Coso, 2010-11. Meanwhile, there have been declines in enrolled students who already have an AA or BA degree. The decline in this latter category has been rather profound—40%. This may be due to decreasing enrollments in physical education classes and other lifelong learning options for older populations in the past few years.

1. From 6,043 to 7,623, a percentage change of 26%.

## 2006-12 Educational Level of Current Students

### Student-Reported Education Level

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%
1) Not HS Grad	392	4%	425	4%	522	5%	419	4%	393	3%	322	3%
2) Special Admit	596	6%	603	6%	744	7%	555	5%	452	4%	403	4%
3) Enrolled at Adult School	136	1%	115	1%	81	1%	97	1%	86	1%	72	1%
4) Received HS Diploma	6,043	59%	5,727	58%	5,608	55%	6,770	61%	7,623	67%	6,830	67%
5) Passed GED	645	6%	658	7%	673	7%	785	7%	803	7%	783	8%
6) Received HS Prof.	79	1%	90	1%	69	1%	79	1%	81	1%	77	1%
7) Foreign Secondary School	82	1%	67	1%	79	1%	86	1%	97	1%	98	1%
8) Received AA	953	9%	994	10%	968	9%	987	9%	828	7%	806	8%
9) Received BA	1,513	15%	1,540	15%	1,556	15%	1,318	12%	990	9%	894	9%
Unknown	21	0%	16	0%	25	0%	12	0%	15	0%	10	0%
<b>Sum</b>	<b>10,191</b>		<b>9,937</b>		<b>10,235</b>		<b>11,053</b>		<b>11,341</b>		<b>10,164</b>	



### Institutional Research

Source: ODS> Unduplicated Student Demographics 3/8/2012

File: R&S DE v Trad AcaCTEBS(draft).xlsx>Ed Lvl change



## Fall First-Time Student/All Student Entry Services Matriculation, Educational Goal and Financial Aid Awarded

	Fall 2007				Fall 2008			
	First Timer	%age	All Students	%age	First Timer	%age	All Students	%age
Total Student Count	1,171	21.3%	5,493	n/a	1,338	22.8%	5,857	n/a
<b>Counseling</b>								
Exempt	21	1.8%	505	9.2%	15	1.1%	452	7.7%
No	689	58.8%	1,797	32.7%	743	55.5%	1,827	31.2%
Yes	461	39.4%	3,190	58.1%	580	43.3%	3,577	61.1%
<b>Assessment</b>								
Exempt	21	1.8%	545	9.9%	15	1.1%	472	8.1%
No	715	61.1%	2,017	36.7%	779	58.2%	2,086	35.6%
Yes	435	37.1%	2,930	53.3%	544	40.7%	3,298	56.3%
<b>Orientation</b>								
Exempt	21	1.8%	607	11.1%	15	1.1%	533	9.1%
No	724	61.8%	2,240	40.8%	832	62.2%	2,366	40.4%
Refused	0	0.0%	7	0.1%	1	0.1%	4	0.1%
Yes	426	36.4%	2,638	48.0%	490	36.6%	2,953	50.4%
<b>Ed Plan</b>								
Exempt	21	1.8%	505	9.2%	15	1.1%	452	7.7%
No	747	63.8%	2,324	42.3%	830	62.0%	2,412	41.2%
Yes	403	34.4%	2,663	48.5%	493	36.8%	2,992	51.1%
<b>Financial Aid Awarded</b>								
No	838	71.6%	3,945	71.8%	894	66.8%	4,035	68.9%
Yes	333	28.4%	1,547	28.2%	444	33.2%	1,821	31.1%
<b>Educational_Goal_Desc</b>								
Associate degree w/o trans	16	1.4%	102	1.9%	6	0.4%	112	1.9%
BA after completing AA	338	28.9%	1,668	30.4%	377	28.2%	1,763	30.1%
BA w/o completing AA	64	5.5%	270	4.9%	77	5.8%	321	5.5%
Discover career interests	59	5.0%	205	3.7%	56	4.2%	248	4.2%
Earn vocational certificate	16	1.4%	67	1.2%	24	1.8%	83	1.4%
Educational development	78	6.7%	477	8.7%	115	8.6%	592	10.1%
GED preparation	13	1.1%	62	1.1%	41	3.1%	100	1.7%
Improve basic skills	5	0.4%	18	0.3%	16	1.2%	37	0.6%
Job advancement	114	9.7%	444	8.1%	112	8.4%	327	5.6%
Maintain certificate/license	23	2.0%	54	1.0%	33	2.5%	77	1.3%
Prepare for new career	102	8.7%	319	5.8%	115	8.6%	338	5.8%
Undecided	258	22.0%	911	16.6%	237	17.7%	942	16.1%
Unknown	0	0.0%	13	0.2%	58	4.3%	337	5.8%
Vocational degree w/o tran	14	1.2%	70	1.3%	14	1.0%	75	1.3%
(blank)	71	6.1%	813	14.8%	57	4.3%	505	8.6%

Note: First time student is first time enrolled at this college. Some category totals may be off by one or two as blank fields for some students are not shown.

**Institutional Research**

Data Drawn March 16-19/2012. ODS Rpts: ODS>Tutle>Persistence Extract>detail  
First Time students determined by first semester at Cerro Coso.

## Fall First-Time Student/All Student Entry Services Matriculation, Educational Goal and Financial Aid Awarded

	Fall 2009				Fall 2010			
	First Timer	%age	All Students	%age	First Timer	%age	All Students	%age
Total Student Count	1,229	19.6%	6,276	n/a	1,236	18.7%	6,594	n/a
<b>Counseling</b>								
Exempt	12	1.0%	368	5.9%	9	0.7%	239	3.6%
No	588	47.8%	1,680	26.8%	635	51.4%	1,751	26.6%
Yes	629	51.2%	4,228	67.4%	592	47.9%	4,604	69.8%
<b>Assessment</b>								
Exempt	12	1.0%	397	6.3%	8	0.6%	264	4.0%
No	679	55.2%	2,087	33.3%	645	52.2%	2,080	31.5%
Yes	538	43.8%	3,792	60.4%	583	47.2%	4,250	64.5%
<b>Orientation</b>								
Exempt	12	1.0%	471	7.5%	8	0.6%	327	5.0%
No	803	65.3%	2,537	40.4%	794	64.2%	2,685	40.7%
Refused	1	0.1%	8	0.1%		0.0%	4	0.1%
Yes	413	33.6%	3,260	51.9%	434	35.1%	3,578	54.3%
<b>Ed Plan</b>								
Exempt	12	1.0%	368	5.9%	9	0.7%	239	3.6%
No	745	60.6%	2,574	41.0%	765	61.9%	2,748	41.7%
Yes	472	38.4%	3,334	53.1%	462	37.4%	3,607	54.7%
<b>Financial Aid Awarded</b>								
No	779	63.4%	4,152	66.2%	721	58.3%	3,871	58.7%
Yes	450	36.6%	2,124	33.8%	515	41.7%	2,723	41.3%
<b>Educational_Goal_Desc</b>								
Associate degree w/o t/fer	15	1.2%	161	2.6%	8	0.6%	141	2.1%
BA after completing AA	399	32.5%	1,846	29.4%	461	37.3%	2,183	33.1%
BA w/o completing AA	84	6.8%	313	5.0%	82	6.6%	382	5.8%
Discover career interests	33	2.7%	175	2.8%	45	3.6%	190	2.9%
Earn vocational certificate	33	2.7%	106	1.7%	30	2.4%	107	1.6%
Educational development	67	5.5%	409	6.5%	69	5.6%	334	5.1%
GED preparation	15	1.2%	86	1.4%	30	2.4%	108	1.6%
Improve basic skills	6	0.5%	30	0.5%	10	0.8%	32	0.5%
Job advancement	89	7.2%	531	8.5%	76	6.1%	571	8.7%
Maintain certificate/license	21	1.7%	86	1.4%	22	1.8%	87	1.3%
Prepare for new career	105	8.5%	370	5.9%	111	9.0%	443	6.7%
Undecided	278	22.6%	1,018	16.2%	260	21.0%	1,116	16.9%
Unknown	52	4.2%	669	10.7%	14	1.1%	502	7.6%
Vocational degree w/o t/fer	18	1.5%	75	1.2%	17	1.4%	85	1.3%
(blank)	14	1.1%	402	6.4%	1	0.1%	314	4.8%

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**Institutional Research**

Data Drawn March 16-19/2012. ODS Rpts: ODS>Tutle>Persistence Extract>detail  
First Time students determined by first semester at Cerro Coso.

## Fall First-Time Student/All Student Entry Services Matriculation, Educational Goal and Financial Aid Awarded

	Fall 2011			
	First Timer	%age	All Students	%age
Total Student Count	1,108	19%	5,803	n/a
<b>Counseling</b>				
Exempt	7	0.6%	142	2.4%
No	585	52.8%	1,524	26.3%
Yes	516	46.6%	4,137	71.3%
<b>Assessment</b>				
Exempt	7	0.6%	159	2.7%
No	596	53.8%	1,835	31.6%
Yes	505	45.6%	3,809	65.6%
<b>Orientation</b>				
Exempt	7	0.6%	196	3.4%
No	664	59.9%	2,327	40.1%
Refused			3	0.1%
Yes	437	39.4%	3,277	56.5%
<b>Ed Plan</b>				
Exempt	7	0.6%	142	2.4%
No	711	64.2%	2,395	41.3%
Yes	390	35.2%	3,266	56.3%
<b>Financial Aid Awarded</b>				
No	616	55.6%	3,094	53.3%
Yes	492	44.4%	2,709	46.7%
<b>Educational_Goal_Desc</b>				
Associate degree w/o t/fer	16	1.4%	124	2.1%
BA after completing AA	452	40.8%	2,080	35.8%
BA w/o completing AA	59	5.3%	345	5.9%
Discover career interests	48	4.3%	171	2.9%
Earn vocational certificate	26	2.3%	94	1.6%
Educational development	33	3.0%	238	4.1%
GED preparation	11	1.0%	86	1.5%
Improve basic skills	8	0.7%	34	0.6%
Job advancement	77	6.9%	426	7.3%
Maintain certificate/license	15	1.4%	83	1.4%
Prepare for new career	84	7.6%	409	7.0%
Undecided	244	22.0%	1,044	18.0%
Unknown	8	0.7%	336	5.8%
Vocational degree w/o t/fer	18	1.6%	99	1.7%
(blank)	9	0.8%	235	4.0%

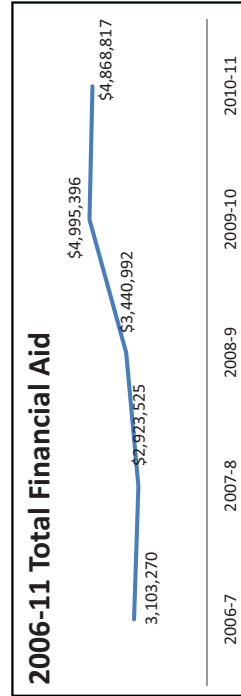
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**Institutional Research**

Data Drawn March 16-19/2012. ODS Rpts: ODS>Tutle>Persistence Extract>detail  
First Time students determined by first semester at Cerro Coso.

2007-11 Financial Aid Awarded

	2006-2007		2007-2008		2008-2009		2009-2010		2010-11	
	Student Count	Total Awards	Student Count	Total Awards	Student Count	Total Awards	Student Count	Total Awards	Student Count	Total Awards
<b>CC Total</b>	<b>1,977</b>	<b>5,830</b>	<b>1,994</b>	<b>5,477</b>	<b>2,075</b>	<b>5,896</b>	<b>2,731</b>	<b>7,328</b>	<b>2,863</b>	<b>7,616</b>
<b>Bog Fee Waiver</b>	1,936	3,359	1,926	3,221	2,016	3,625	2,587	4,412	2,728	4,822
<b>Grants Total</b>	<b>889</b>	<b>2,337</b>	<b>832</b>	<b>2,060</b>	<b>960</b>	<b>2,270</b>	<b>1,210</b>	<b>2,785</b>	<b>1,212</b>	<b>2,785</b>
Academic Competitiveness Grant	4	7	3	4	1	2	3	5	2	2
Cal Grant B	151	254	121	202	100	178	106	182	88	149
Cal Grant C	18	30	10	16	7	12	12	21	14	27
CARE Grant	78	127	72	110	74	111	56	84	49	74
EOPS Grant	165	165	109	109	8	8	21	21	158	230
Other grant: institutional source							54	56		
Other grant: non- institutional source	43	64	48	63	58	69				
Pell Grant	880	1,450	830	1,329	954	1,668	1,209	2,132	1,209	2,069
SEOG (Suppl. Ed Oppty Grant)	136	240	138	227	148	222	151	284	137	234
<b>LOANS</b>					<b>1</b>	<b>1</b>	<b>45</b>	<b>131</b>	<b>4</b>	<b>9</b>
Federal Direct									4	5
Federal Direct, unsubsidized									3	4
Stafford, subsidized										
Stafford, unsubsidized										
<b>Schp Total</b>	<b>12</b>	<b>21</b>	<b>6,800</b>	<b>96</b>	<b>75</b>	<b>96</b>	<b>28,091</b>			
Schp Institutional source	12	21	6,800	95	74	95	25,591			
Schp source unknown				1	1		2,500			
<b>Work Study Total</b>	<b>62</b>	<b>113</b>	<b>116,695</b>	<b>100</b>	<b>57</b>	<b>100</b>	<b>111,937</b>			
Federal Work Study (FWS) (Federal share)	62	113	116,695	100	57	100	111,937			



Institutional Research  
 Source: CCCC Data Mart 2.0 3/20/12  
 File: FinAid from CCCCov2.xls

## Fall 2011 Top 20 Majors by Full-Time/Part-Time Student Status

Major	Full-Time 12+ Units Students	Major	Six to 11.9 units Students	Major	Less Than 6 units Students
Undeclared	225	Undeclared	298	Undeclared	691
Nursing LVN	79	Nursing LVN	114	Administration of Justice	266
Administration of Justice	61	Business Administration	111	Child Development	147
Business	56	Child Development	96	Nursing LVN	146
Business Administration	43	Administration of Justice	72	Business Administration	144
Liberal Arts/ Social & Behavioral	43	Business	70	Registered Nursing	104
Engineering, General	40	Computer Information Systems	49	Child Development Teacher	89
Child Development	33	Liberal Arts/Arts & Humanities	48	Human Services	74
Computer Information Systems	33	Child Development Teacher	48	Business	66
Business Management	32	Registered Nursing	42	Criminal Justice	63
Liberal Arts/ Arts & Humanities	32	Paralegal Studies	36	Liberal Arts/ Arts & Humanities	61
Human Services	30	Engineering, General	35	Computer Information Systems	55
Liberal Arts/ Science	26	Art	33	Liberal Arts/ Science	44
General Science	19	Liberal Arts/ Social & Behavioral	32	Engineering, General	43
Art	17	Human Services	31	Business Management	42
Child Development Teacher	17	General Science	29	Child Development Site Supervisor	40
Liberal Arts/ Math & Science	17	Fire Technology	29	Psychology	40
Physical Education	16	Business Management	28	General Science	36
Criminal Justice	13	Business Office Technology	25	Art	33
Engineering Technology	12	Child Development Site Supervisor	25	Liberal Arts/ Social & Behavioral	31

### Institutional Research

Source ODS>CC View-Term Units>Alt  
File: Unit Load distribution 2006-2012  
Rundate: 4/4/2012

## 2006-11 Fall Persistence

The California Accountability Report for Community Colleges (ARCC) reports persistence rates for each college with a one-year lag. Persistence is measured for students who earned a minimum of six units starting in the fall with at least six units/credit hours and re-enrolling the following fall.

Compared to other similar size schools, the number of students who qualify in the cohort is less than might be expected owing to disproportionate numbers of students who enroll in less-than-6 units. Overall persistence of the cohort group went up 6.3% from Fall 2007 to Fall 2008 and declined by the same in the final year of available ARCC data.

		Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	
<b>Overall</b>	Persistence Rate	54.2%	53.3%	53.7%	60.0%	53.1%	
	Cohort size	301	334	311	402	375	
<b>Gender</b>		Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	
	Female	55.7%	55.6%	58.3%	62.0%	53.4%	
	Male	52.0%	50.0%	48.6%	58.2%	53.0%	
	Unknown		100.0%	0.0%	0.0%	0.0%	
<b>Age</b>		Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	
	19 and younger	61.8%	58.3%	63.3%	67.3%	57.1%	
	20-24	34.8%	39.0%	30.2%	33.3%	48.0%	
	25-29	41.2%	50.0%	28.6%	39.1%	45.0%	
	30-39	54.5%	28.6%	33.3%	54.8%	21.4%	
	40+	45.5%	57.1%	55.6%	52.6%	48.6%	
<b>Ethnicity</b>		Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	
	African-American Non-Hispanic	58.3%	56.3%	38.5%	62.5%	47.8%	
	American Indian/Alaskan Native	42.9%	38.5%	45.5%	50.0%	16.7%	
	Asian/Filipino/Pacific Islander	77.8%	44.4%	65.0%	71.4%	33.3%	
	Hispanic	33.3%	64.5%	59.1%	61.1%	56.6%	
	Unknown/Non-Respondent	44.4%	36.4%	41.0%	56.3%	52.5%	
	White Non-Hispanic	56.5%	54.7%	55.4%	60.8%	55.3%	

### Institutional Research

(Source: ARCC Reports: 2010, 2011, 2012 accessed June 20, 2012) 26-Jun-12

File: CC Persist (Main) final.

## Retention and Success<sup>1</sup>

The gap between traditional and online delivery success and retention for basic skills is marginal while retention and success rates have fluctuated for academic/transfer courses and even more for Career Technical Education. A partial explanation for the increase after summer 2008 was the inclusion of the DR (drop after census) grade as counting against success. This dramatically lowered success and retention rates for many courses, particularly online where drops between the 20% and 30% date are greatest.

1. Retention is calculated from the grades of students at census who finished the class (in the "Ending Enrollment" column) A,B,C,D,F,I,P/CR,NP/NC (these grades divided by): A,B,C,P/CR,D,F,I,NP/NC,W,DR (all possible outcomes) Success is further narrowing the above retention figure by pulling proportion of students with "C"s or better: A,B,C,P/CR.

2006-11 Retention and Success Gap Between Traditional Delivery & Distance Education								
	Basic Skills		Academic		Career Technical		Overall	
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
2010-2011								
Traditional	84.1%	53.0%	87.4%	71.6%	93.8%	85.9%	89.1%	74.2%
Distance Ed	84.3%	55.4%	78.2%	59.4%	77.8%	57.6%	78.2%	58.6%
Trad/DE Gap	-0.3%	-2.3%	9.2%	12.2%	15.9%	28.3%	10.9%	15.6%
2009-2010								
Traditional	79.3%	51.0%	86.2%	71.1%	93.4%	84.6%	87.9%	73.7%
Distance Ed	74.4%	50.8%	75.9%	57.5%	78.9%	59.7%	77.1%	58.3%
Trad/DE Gap	4.9%	0.2%	10.3%	13.6%	14.5%	24.8%	10.8%	15.4%
2008-2009								
Traditional	82.8%	53.2%	87.6%	71.0%	87.1%	71.5%	87.0%	69.5%
Distance Ed	75.5%	50.1%	77.7%	58.6%	81.4%	61.7%	79.1%	59.6%
Trad/DE Gap	7.3%	3.1%	9.9%	12.4%	5.7%	9.7%	7.9%	9.9%
2007-2008								
Traditional	87.9%	55.3%	92.4%	76.4%	94.8%	85.1%	92.6%	76.7%
Distance Ed	91.1%	53.3%	84.9%	62.3%	87.7%	66.6%	86.4%	63.4%
Trad/DE Gap	-3.2%	1.9%	7.5%	14.1%	7.1%	18.6%	6.2%	13.3%
2006-2007								
Traditional	87.1%	57.1%	92.7%	77.2%	95.7%	87.7%	92.9%	78.0%
Distance Ed	87.0%	49.3%	87.6%	64.0%	89.2%	67.1%	88.2%	64.5%
Trad/DE Gap	0.0%	7.8%	5.1%	13.2%	6.5%	20.6%	4.7%	13.5%

Gap Summary Between Traditional Delivery and Distance Ed Retention and Success Rates								
Basic Skills			Academic /Transfer			Career Technical Education		
	Retention Rate	Success Rate		Retention Rate	Success Rate		Retention Rate	Success Rate
2009-10	-0.3%	-2.3%	2009-10	9.2%	12.2%	2009-10	15.9%	28.3%
2008-09	4.9%	0.2%	2008-09	10.3%	13.6%	2008-09	14.5%	24.8%
2007-08	7.3%	3.1%	2007-08	9.9%	12.4%	2007-08	5.7%	9.7%
2006-07	-3.2%	1.9%	2006-07	7.5%	14.1%	2006-07	7.1%	18.6%
2005-06	0.0%	7.8%	2005-06	5.1%	13.2%	2005-06	6.5%	20.6%

Institutional Research

Source: ODS>Ret.&Succ, DE vs Trad. Rundate: 3/8/2012

File: R&S DE v TradAcaCTE-BS>Gap DE & Trad.xlsx

## Cerro Coso Community College Awards by Discipline

This chart shows degrees and certificates awarded Fall 2006 through Spring 2011. All programs are listed for the indicated time period—active, inactivated, as well as newly approved. Note that the College replaced its General Education major in 2008 with three separate Liberal Arts degrees. The numbers below reflect the phase in/out of those programs.

		Awards by Academic Year				
		2006-07	2007-08	2008-09	2009-10	2010-11
<b>Administration of Justice</b>	Associate in Science	15	3	7	12	16
	Cert. of Achievement <1 yr.	7	8	7	5	6
	<b>Sum</b>	<b>22</b>	<b>11</b>	<b>14</b>	<b>17</b>	<b>22</b>
<b>Art</b>	Associate in Arts	1			2	3
	<b>Sum</b>	<b>1</b>			<b>2</b>	<b>3</b>
<b>Automotive Technology</b>	Associate in Science	2				
	Cert. of Achievement <1 yr.	1			1	
	<b>Sum</b>	<b>3</b>			<b>1</b>	
<b>Business</b>	Associate in Arts	7	11	7		4
	Associate in Science	2	3	1	2	6
	Cert. of Achievement <1 yr.				2	1
	<b>Sum</b>	<b>9</b>	<b>14</b>	<b>8</b>	<b>4</b>	<b>11</b>
<b>Business Administration</b>	Associate in Arts			2	13	19
	Associate in Science	16	9	9	7	7
	Cert. of Achievement <1 yr.	1	1	3	1	1
	<b>Sum</b>	<b>17</b>	<b>10</b>	<b>14</b>	<b>21</b>	<b>27</b>
<b>Business Management</b>	Associate in Arts		6			
	Associate in Science	20	7	10	10	14
	Cert. of Achievement >1 <2 yr.	2	5	3	2	1
	<b>Sum</b>	<b>22</b>	<b>18</b>	<b>13</b>	<b>12</b>	<b>15</b>
<b>Business Office Technology</b>	Associate in Science	2	6		3	6
	Cert. of Achievement >1 <2 yr.	4				1
	<b>Sum</b>	<b>6</b>	<b>6</b>		<b>3</b>	<b>7</b>
<b>Child Development Assistant Teacher</b>	Certificate of Completion					
	<b>Sum</b>					
<b>Child Development Associate Teacher</b>	Certificate of Completion					
	<b>Sum</b>					



<b>Awards by Academic Year</b>						
		<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Child Development</b>	Associate in Science	13	2	5	13	13
	Cert. of Achievement >1 <2 yr.		2	1		1
	Cert. of Achievement <1 yr.					
	Certificate of Completion					3
	<b>Sum</b>	<b>13</b>	<b>4</b>	<b>6</b>	<b>13</b>	<b>17</b>
<b>Child Development Teacher</b>	Cert. of Achievement <1 yr.					
	Certificate of Completion <1 yr.		1			
	<b>Sum</b>		<b>1</b>			
<b>Child Development Master Teacher</b>	Cert. of Achievement >1 <2 yr.					
	<b>Sum</b>					
<b>Child Development Site Supervisor</b>	Cert. of Achievement >1 <2 yr.					
	<b>Sum</b>					
<b>Computer Information Systems</b>	Associate in Science	4	1	4	3	7
	Cert. of Achievement <1 yr.		1	2		1
	Cert. of Achievement >1 <2 yr.					
	<b>Sum</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>8</b>
<b>Computer Technology</b>	Associate in Science		1			
	<b>Sum</b>		<b>1</b>			
<b>Digital Animation</b>	Associate in Science	3		6	2	
	Cert. of Achievement >1 <2 yr.	1	2			
	<b>Sum</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>2</b>	
<b>Engineering Drafting Technology</b>	Associate in Science					1
	<b>Sum</b>					<b>1</b>
<b>Engineering Technology</b>	Associate in Science					1
	<b>Sum</b>					<b>1</b>
<b>Engineering General</b>	Associate in Arts					3
	<b>Sum</b>					<b>3</b>
<b>Fine Arts</b>	Associate in Arts	3	1		1	4
	<b>Sum</b>	<b>3</b>	<b>1</b>		<b>1</b>	<b>4</b>
<b>Fire Technology</b>	Associate in Science					1
	<b>Sum</b>					<b>1</b>
<b>General Education</b>	Associate in Arts	108	113	71	48	18
	<b>Sum</b>	<b>108</b>	<b>113</b>	<b>71</b>	<b>48</b>	<b>18</b>

<b>Awards by Academic Year</b>						
		<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>General Science</b>	Associate in Arts	2	3		6	4
	<b>Sum</b>	<b>2</b>	<b>3</b>		<b>6</b>	<b>4</b>
<b>Human Services</b>	Associate in Science				6	4
	<b>Sum</b>				<b>6</b>	<b>4</b>
<b>Human Services Worker</b>	Cert. of Achievement <1 yr.				1	3
	<b>Sum</b>				<b>1</b>	<b>3</b>
<b>Humanities</b>	Associate in Arts	1	12	3	3	3
	<b>Sum</b>	<b>1</b>	<b>12</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Industrial Technology: Engineering Tech.</b>	Associate in Science					1
	<b>Sum</b>					<b>1</b>
<b>Industrial Technology: Solar Technician</b>	Cert. of Achievement <1 yr.					1
	<b>Sum</b>					<b>1</b>
<b>Liberal Arts/ Arts &amp; Humanities</b>	Associate in Arts		1	2	13	33
	<b>Sum</b>		<b>1</b>	<b>2</b>	<b>13</b>	<b>33</b>
<b>Liberal Arts/ Math &amp; Science</b>	Associate in Arts			3	14	21
	<b>Sum</b>			<b>3</b>	<b>14</b>	<b>21</b>
<b>Liberal Arts/ Social &amp; Behavior</b>	Associate in Arts			28	24	74
	<b>Sum</b>			<b>28</b>	<b>24</b>	<b>74</b>
<b>Mathematics</b>	Associate in Arts					
	<b>Sum</b>					
<b>Nursing LVN</b>	Associate in Science		1	1	5	5
	Cert. of Achievement >1 <2 yr.		1	13	7	8
	Cert. of Completion >1 <2 yr.					3
	<b>Sum</b>		<b>2</b>	<b>14</b>	<b>12</b>	<b>16</b>
<b>Office Assistant I</b>	Certificate of Completion					
	<b>Sum</b>					
<b>Paralegal Studies</b>	Associate in Science		1	2	1	2
	Cert. of Achievement >1 <2 yr.		1	3	3	1
	Cert. of Achievement <1 yr.					
	<b>Sum</b>		<b>2</b>	<b>5</b>	<b>4</b>	<b>3</b>
<b>Physical Education</b>	Associate in Arts	1				
	<b>Sum</b>	<b>1</b>				
<b>Pre-Engineering</b>	Associate in Arts	1	1	2	3	4
	<b>Sum</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Small Business Management/ Entrepreneur</b>	Associate in Science	1	1	1	2	1
	<b>Sum</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>

<b>Awards by Academic Year</b>						
		<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Social Science</b>	Associate in Arts	39	37	31	21	13
	<b>Sum</b>	<b>39</b>	<b>37</b>	<b>31</b>	<b>21</b>	<b>13</b>
<b>Theatre Arts</b>	Associate in Arts					1
	<b>Sum</b>					<b>1</b>
<b>Trades Practices</b>	Associate in Arts			1	2	1
	<b>Sum</b>			<b>1</b>	<b>2</b>	<b>1</b>
<b>Web Design</b>	Associate in Science	2	2	7	4	1
	Cert. of Achievement >1 <2 yr.	4	1	2	1	1
	<b>Sum</b>	<b>6</b>	<b>3</b>	<b>9</b>	<b>5</b>	<b>2</b>
<b>Welding</b>	Associate in Science				1	
	<b>Sum</b>				<b>1</b>	
<b>Welding Processes</b>	Cert. of Achievement <1 yr.					
	Certificate of Completion					
	<b>Sum</b>					
<b>Welding Technology</b>	Associate in Science					1
	Cert. of Achievement <1 yr.			2		
	Certificate of Completion				4	3
	<b>Sum</b>			<b>2</b>	<b>4</b>	<b>4</b>
<b>Sum</b>		<b>263</b>	<b>245</b>	<b>238</b>	<b>248</b>	<b>327</b>

**Institutional Research**

Source: ODS>Awards>Awards 2006 to 2012 (inc) 4/11/12



# Overview



**Organization of the Self-Evaluation**

**Organization of the College**

**Functional Map**

**Abstract: Standards & Themes**

**Eligibility Requirements**

**Responses to Previous Recommendations**

## Organization of the Self-Evaluation

The Accreditation Steering Committee is a standing committee of the College Council charged with providing ongoing leadership for addressing accreditation recommendations and action plans as well as preparing interim reports and the Self Evaluation. It is chaired by the vice president of Academic Affairs, who is also the college Accreditation Liaison Officer. Its mission, goals, and composition are contained in the Participatory Governance Model.

### Accreditation Steering Committee

Suzanne Ama	Professor, SLO Coordinator, Co-chair Stand. II, Themes
Michael Barrett	CSEA Union President
Jill Board	President, Co-chair Standard IV
Loretta Christiansen	Student Representative
Matt Crow	Academic Senate President, Co-chair Standard III
Lisa Fuller	Professor of Child Development, Co-chair Standard IV
Michael Gleason	Community Member, Standard I
Karee Hamilton	Professor of Personal Development & Counselor, Standard II
Valerie Karnes	Dean of Career Technical Education, Standard II
Tammy Kinnan	Administrative Asst. to VPAA, Standard IV and scribe
Gale Lebsock	Director of Administrative Services, Co-chair Standard III
Corey Marvin	Vice President, Academic Affairs, Accreditation Liaison Officer, Themes
Heather Ostash	Vice President, Student Services, Co-chair Standard I & II
Solomon Rajaratnam	Community Member, Standard III
Christine Swiridoff	Professor of English, Co-chair Standard I
Tina Tuttle	Research Analyst, Standard II and Themes

### Standards Teams

#### Standard I: Institutional Mission and Effectiveness

Heather Ostash, Co-Chair	Vice President of Student Services
Christine Swiridoff, Co-Chair	Professor of English
Scott Cameron	Professor of Physical Science / Astronomy
Deanna Campbell	Director of Eastern Sierra College Center
Angela Sellers	Administrative Assistant
Michael Gleason	Community Member
Brandon McGinnis	Student Representative

**Standard II: Student Learning Programs and Services**

Heather Ostash, Co-Chair	Vice President of Student Services
Suzie Ama, Co-Chair	Professor of Digital Media Arts, SLO Coordinator
Karee Hamilton	Professor of Personal Development & Counselor
Valerie Karnes	Dean of Career Technical Education
Paula Suorez	Interim Director Student & Counseling Services
Dennis Jensen	Professor of Biological Sciences
Tina Tuttle	Research Analyst
Ben Cox	Student Representative

**Standard III: Human Resources**

Gale Lebsock, Co-Chair	Director of Administrative Services
Matthew Crow, Co-Chair	Professor, Academic Senate President
Michael Campbell	Manager of Information Technology
Jan Moline	Professor of Psychology / Sociology, Counselor
Rachel Winston	Professor of Mathematics
Crystal Leffler	Administrative Secretary
Solomon Rajaratnam	Community Member
Anderson Schmidt	Student Representative

**Standard IV: Leadership and Governance**

Jill Board, Co-Chair	President, Cerro Coso Community College
Lisa Fuller Co-Chair	Professor of Child Development
Erie Johnson	Director of Kern River Valley and South Kern
Kathy Salisbury	Administrative Assistant
Tammy Kinnan	Administrative Assistant
Anne Benvenuti	Professor of Psychology / Philosophy
Tess McDonald	Student Representative

**Themes**

Suzie Ama	Professor of Digital Media Arts, SLO Coordinator
Corey Marvin	Vice President, Academic Affairs, Accreditation Liaison Officer
Tina Tuttle	Research Analyst

## **Additional Support**

### ***Editors and Readers Group***

Corey Marvin	Vice Pres. of Academic Affairs, Accreditation Liaison Officer
Heather Ostash	Vice President of Student Services

### ***Student Readers***

Loretta Christiansen	Reader, Student Rep for Accreditation Steering Committee
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### ***Evidence Support***

Tammy Kinnan	Administrative Assistant to the Vice President of Academic Affairs
Jennifer Curtis	Administrative Assistant to the President
Crystal Leffler	Administrative Secretary
Kathy Salisbury	Administrative Assistant to the Vice President of Student Services
Angela Sellers	Administrative Assistant to the Dean of Career and Technical Education

### ***Clerical and Graphics Support***

Tammy Kinnan	Administrative Assistant to the Vice President of Academic Affairs
Deborah Gregory	Graphics Designer
Sylvia Sotomayor	Website Content Editor

## **Focus Groups**

In September 2011, the steering committee determined its process did not account for wide enough feedback from college constituencies and stakeholders. The committee had been following the same method as the 2006 Self Evaluation, in which the drafts of the descriptive summaries, self-evaluations, and action plans were written, revised, and brought to final form in committee—and only then made available to the internal and external constituencies for comment and feedback.

The committee felt this did not generate enough direct input from the college committees and operational units who knew the most about and had the biggest stake in the Standards. Consequently, a table was created that cross-referenced Standards with particular ‘focus groups’ and wider feedback was sought from the focus groups in targeted meetings.



The intent was to engage the groups twice in the process: once in November/early December to give feedback on the descriptive summaries, and once in late February/March on the self-evaluations and actionable improvement plans. Standard co-chairs met with the groups either at a regularly scheduled meeting or in a special working session, presented the draft material and facilitated dialogue.

Standard	Committee/Group
I.A (all)	College Council
I.B (all)	Institutional Effectiveness Committee
II.A.1	Faculty Chairs
II.A.2. a-d	Curriculum & Instruction Council
II.A.2. e-i	Institutional Effectiveness Committee
II.A.3	General Education Task Force
II.A.4	Faculty Chairs
II.A.5	Career Technical Education Chairs
II.A.6	Faculty Chairs
II.A.7	College Council
II.B	Student Services Executive Council
II.C	Learning Resource Center Staff
III.A. (all, except as noted below)	Human Resource manager/staff
III.A.5 a-b	Professional Development Committee
III.A.1.c	Faculty Chairs
III.A.2	College Council
III.A.4.a	College Council
III.A.6	HR and Institutional Effectiveness Committee
III.B (all, except as noted below)	Facilities Committee
III.B.2.b	Facilities and Institutional Effectiveness
III.C (all, except as noted below)	IT Staff
III.C.2	IT Staff and Institutional Effectiveness
III.D (all, except as noted below)	Budget Development Committee
III.D.1.a	Budget Dev. and Institutional Effectiveness
IV.A (all)	College Council
IV.B (all)	College Council

## Timeline

Original plans for the Institutional Self Evaluation called for an aggressive timeline: completing the final draft of the descriptive summaries in the spring of 2011—or almost eighteen months ahead of the site visit. But during Spring 2011, the College was in the midst of hiring a new vice president of Academic Affairs and so had an interim in both the positions of ALO and steering committee lead. And there was also a recognition on the part of the committee that there is such a thing as drafting too early, especially with the number of changes expected to take place in the

2011-2012 year.

Other adjustments to the process took place that pushed the timeline back. As mentioned directly above, a wholesale revision to the process happened in September when focus groups were identified for reviewing the drafts and providing meaningful input. Also, the committee had discussed developing shorter descriptive summaries for this document and lengthening the self-evaluations, and so had built some extra time into the process for writing lengthier self-evaluations. But it was decided that more detailed descriptive summaries upfront provided the necessary context for the self-evaluations and action plans. Consequently, the descriptive summaries remained the lion's share of the document, and December became the targeted month for completing this largest, most crucial piece.

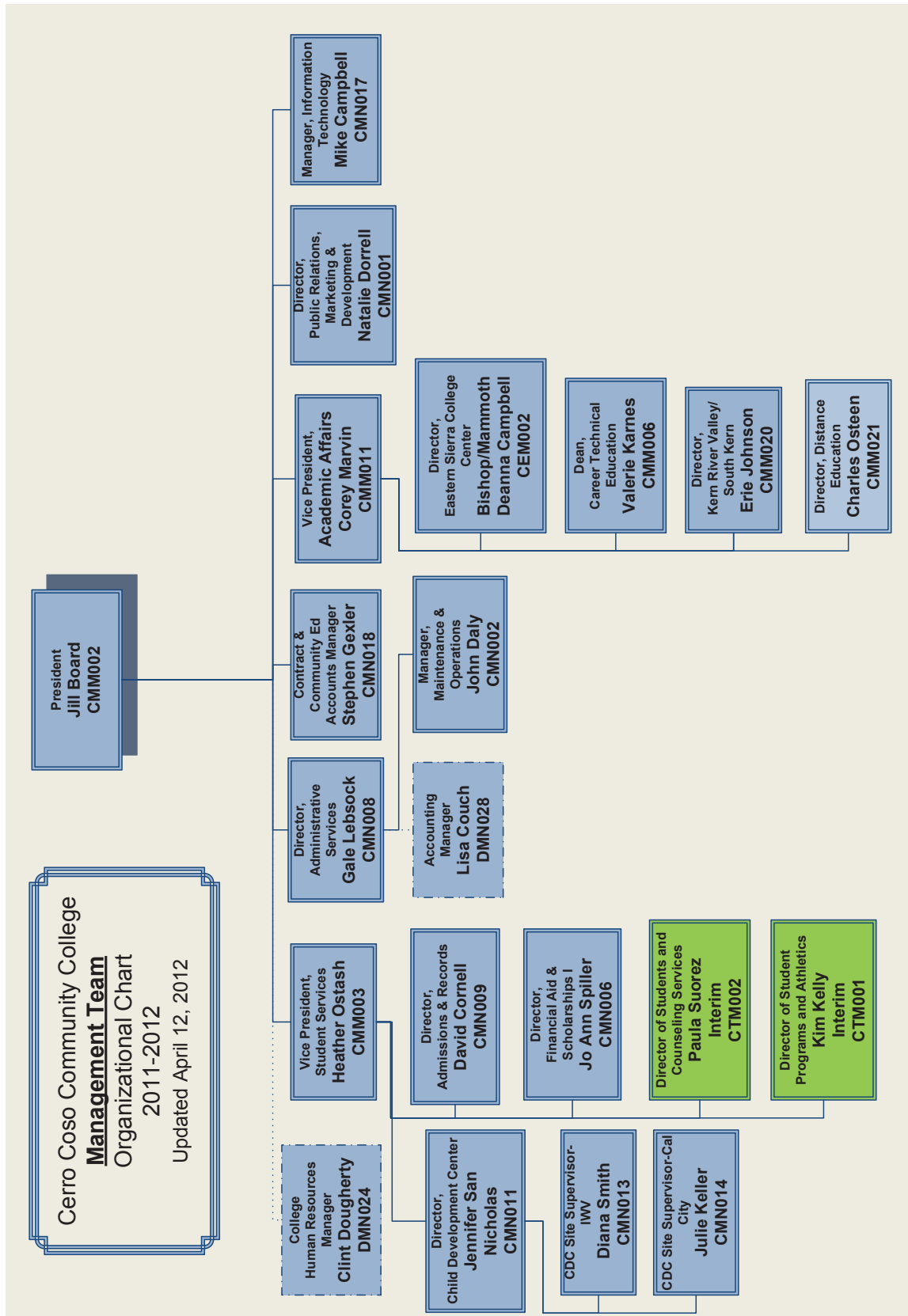
The timeline adjusted itself after that. The self-evaluations and actions plans were due in draft form by February 15. They went out to focus groups in late February and early March. The editor began working with the Standard leads in March to finalize the drafts and compile the document for the first hard deadline, April 24, 2012, when it had to be submitted to the District Office for a review by the chancellor, vice chancellor of Educational Services, and select board members. At this time the completed document was also put out for internal and external review on the college website, with notices sent by email for internal constituents and placed in local newspapers for community members.

Month	Original Timeline	Adjusted Timeline
February-March 2011	Preparation for the writing of the Self-Study	
March-April 2011	Each of the four Standard Committees develops a draft of the Descriptive Summaries and forwards them to the Steering Committee	Preparation for the writing of the Self-Study
April-May 2011	Steering Committee develops final draft of Descriptive Summaries	
May 2011	Descriptive Summaries posted on the intranet for college-wide review, discussion, and feedback	
September-October 2011	Standards Committees develop a draft of the Self Evaluations and forward them to the Steering Committee	
October-November 2011	Steering Committee Develops final draft of the Self Evaluations; Standards Committees develop a draft of the Action Plans and forward them to the Steering Committee	
November 2011	Self-Evaluations posted on college intranet	Each of the four Standard Committees develops a draft of the Descriptive Summaries and takes them to focus groups for review, discussion, and feedback.

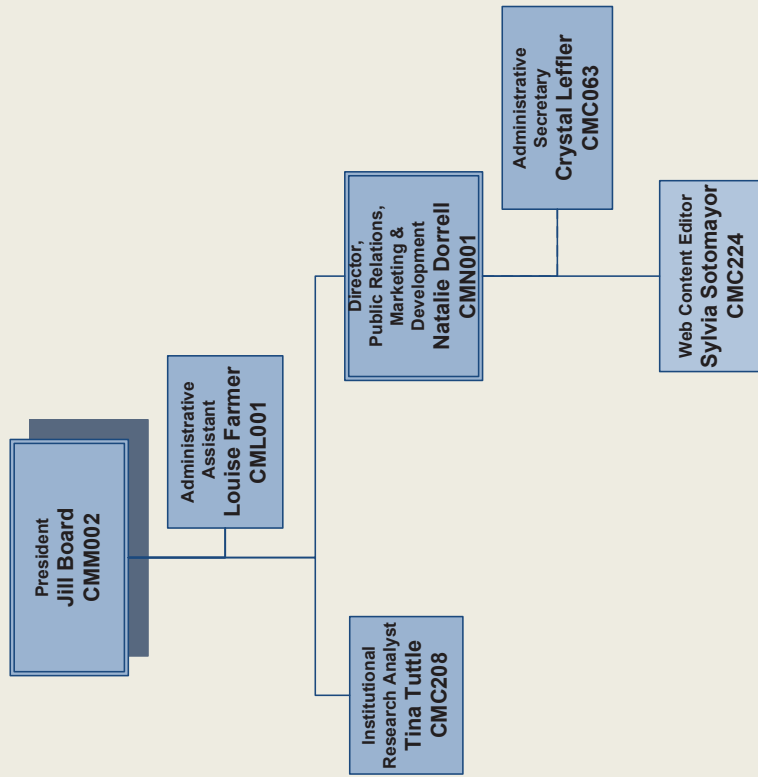
Month	Original Timeline	Adjusted Timeline
December 2011	Action Plan posted on college intranet site	
January 2012		Final Descriptive Summaries forwarded to Steering Committee
January-February 2012	Steering Committee assembles the final draft of the Self Study; a printer identified for the Self-Study document	
February-March 2012		Standard Committees develop a draft of the Self-Evaluation and Action Plan and takes them to focus groups for review, discussion, and feedback.
March-April 2012	Final draft of the Self Study made available to all for last review and recommended revisions (intranet, Library, Student Services and Instruction Offices)	Final Self-Evaluations and Action Plans forwarded to Steering Committee
April 2012	College wide hearings and input forwarded to the Steering Committee	Final draft of the Self-Study edited; April 24, 2012 – Self-Study to Chancellor, Board of Trustees sub-committee, and Vice Chancellor. April 24, 2012 – Self-Study posted to college website for internal and external review, discussion, and feedback.
May 1, 2012	Last day for submission of comments/ recommendations for the final draft of the Self Study report	
May 2012	Steering Committees' final adjustments to the Accreditation Self Study document	Period for internal/external review closes, last day for submission of comments/ recommendations for the final draft of the Self-Study report; May 29, 2012 – Feedback from Board of Trustees' sub-committee, Chancellor, and Vice Chancellor
June-July 2012		Editor's final adjustments to the Self-Study; gathered evidence compiled and organized
July 1-16, 2012		Approved Self-Study document printed
July 16, 2012		Final Self Study document to the Kern Community College District Board of Trustees for approval
Summer 2012	Preparations (facilities, motels, supporting documents, etc.) for the Accreditation Teams visit in the October 2012	Preparations (facilities, supporting documents, etc.) for the Accreditation Teams visit in the October 2012

Month	Original Timeline	Adjusted Timeline
August 2012	Approved Self-Study document printed	
August 8, 2012		Final Self Study document approved by the Board of Trustees
August 15, 2012		Self-Study document mailed to the Accreditation Team
August 27, 2012	Final Self Study document to the Kern Community College District Board of Trustees for approval	
September 2012	Self-Study document mailed to the Accreditation Team; lodging and final touches for facilities arranged for the Accreditation Team visit in October 2012	Lodging and final touches for facilities arranged for the Accreditation Team visit in October 2012
October 2012	Accreditation team visit	Accreditation team visit

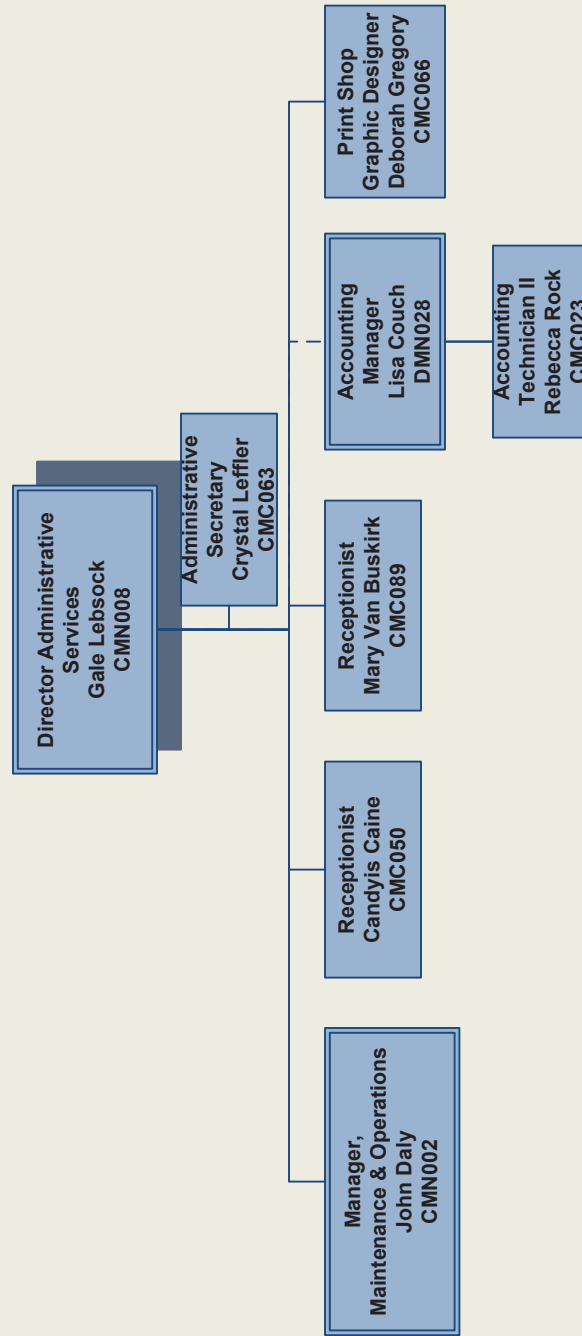
# Organization of the College

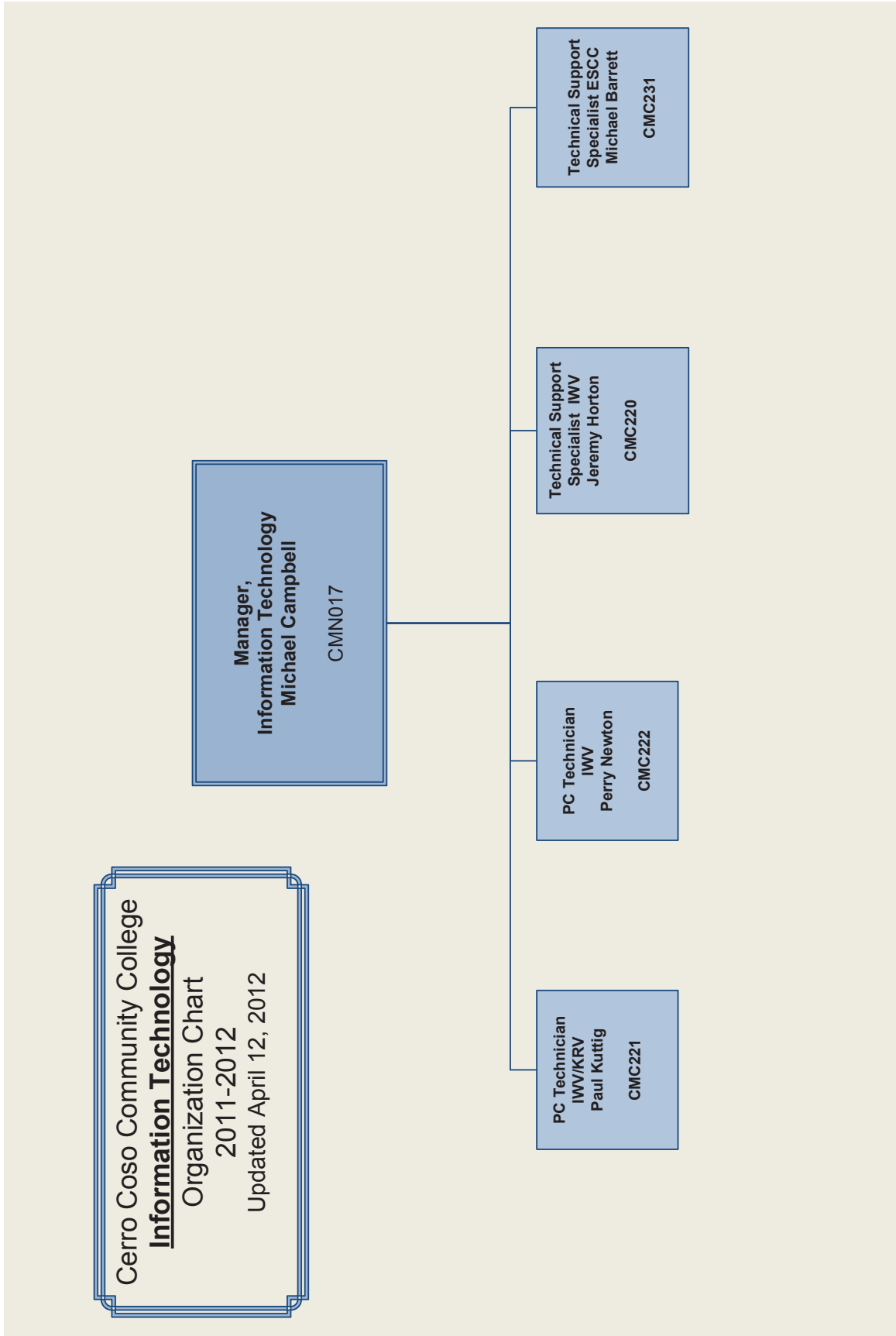


Cerro Coso Community College  
**President's Office**  
Organizational Chart  
2011-2012  
Updated April 12, 2012

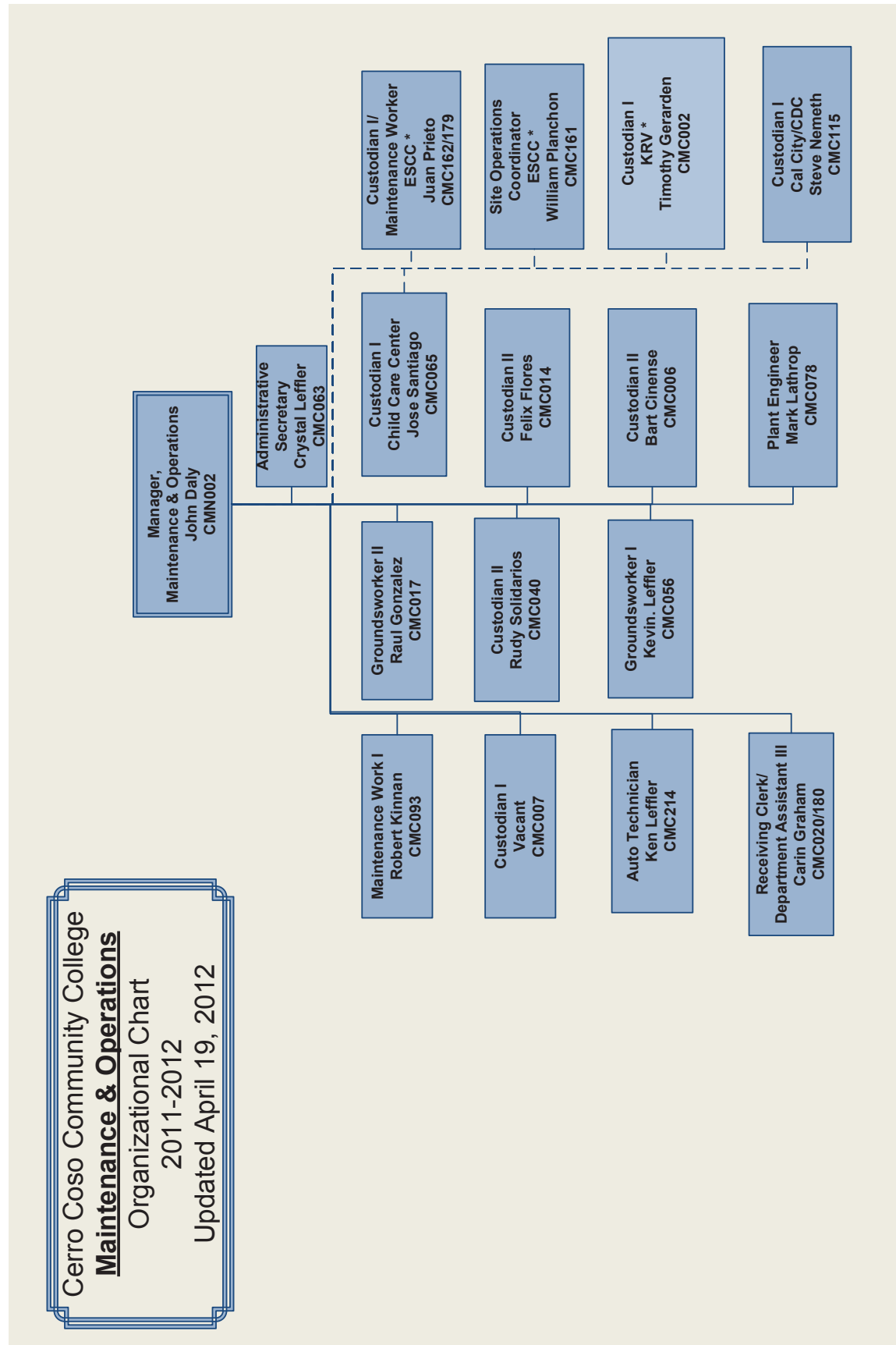


Cerro Coso Community College  
**Administrative Services**  
 Organizational Chart  
 2011-2012  
 Updated April 12, 2012

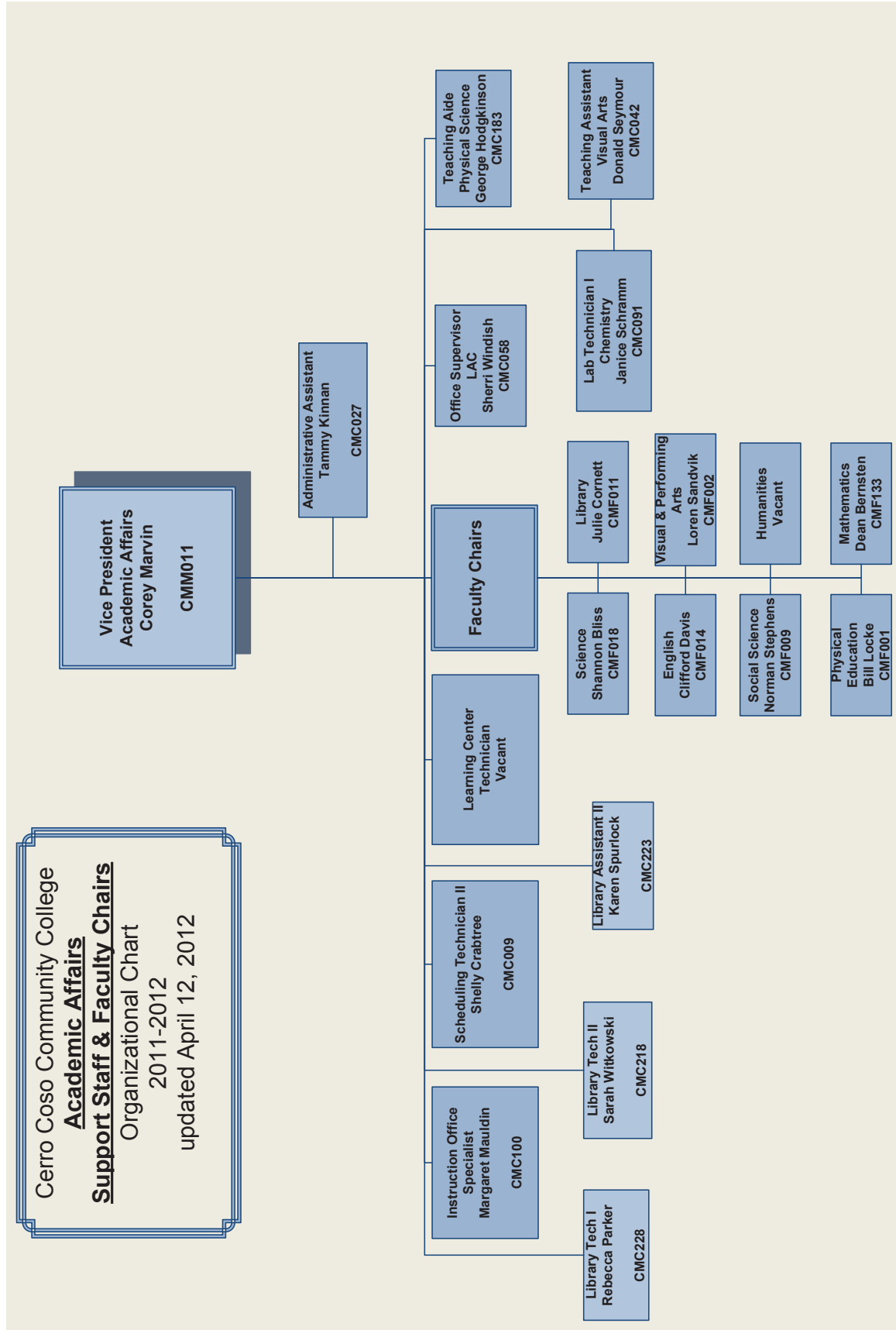


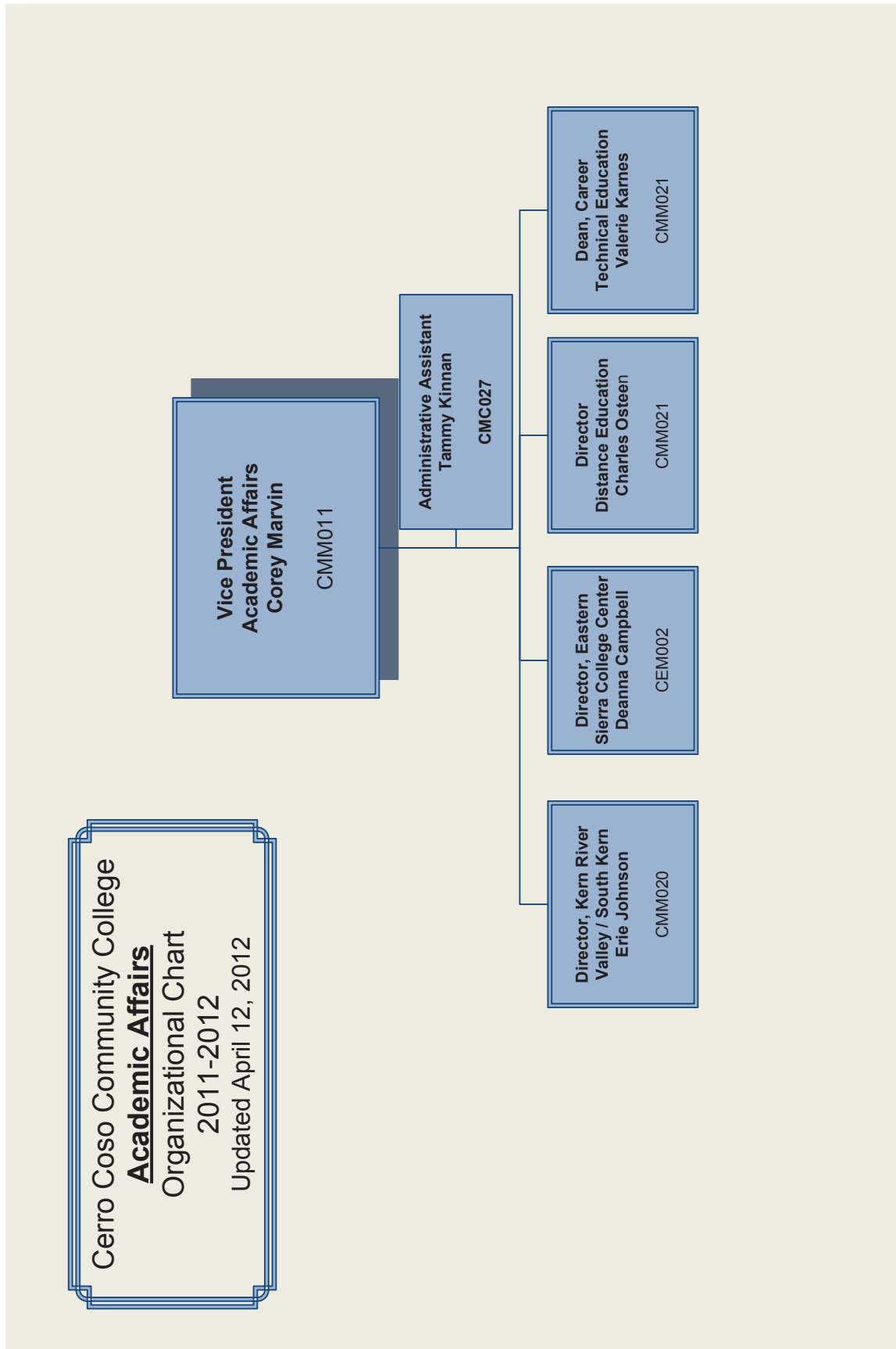


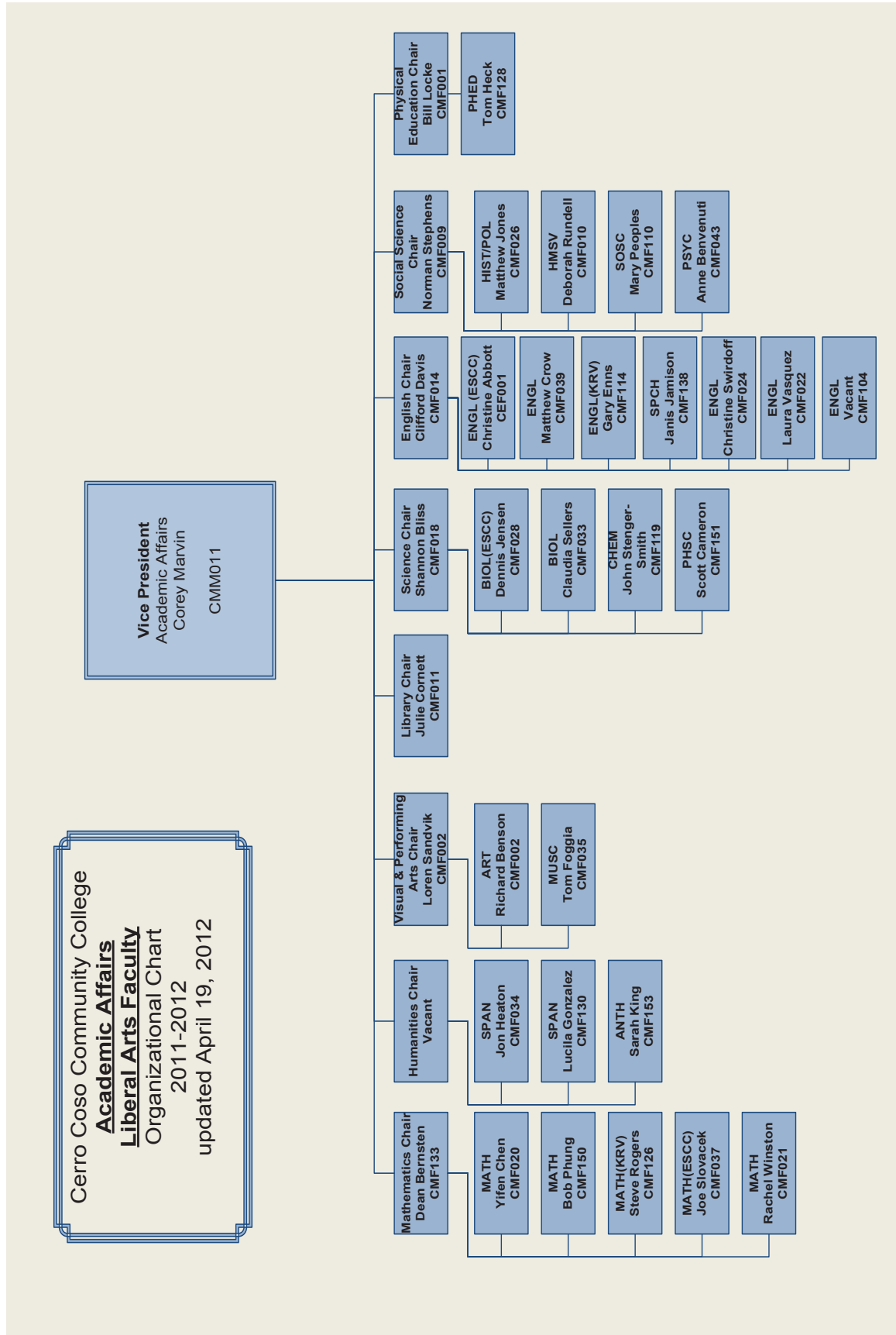


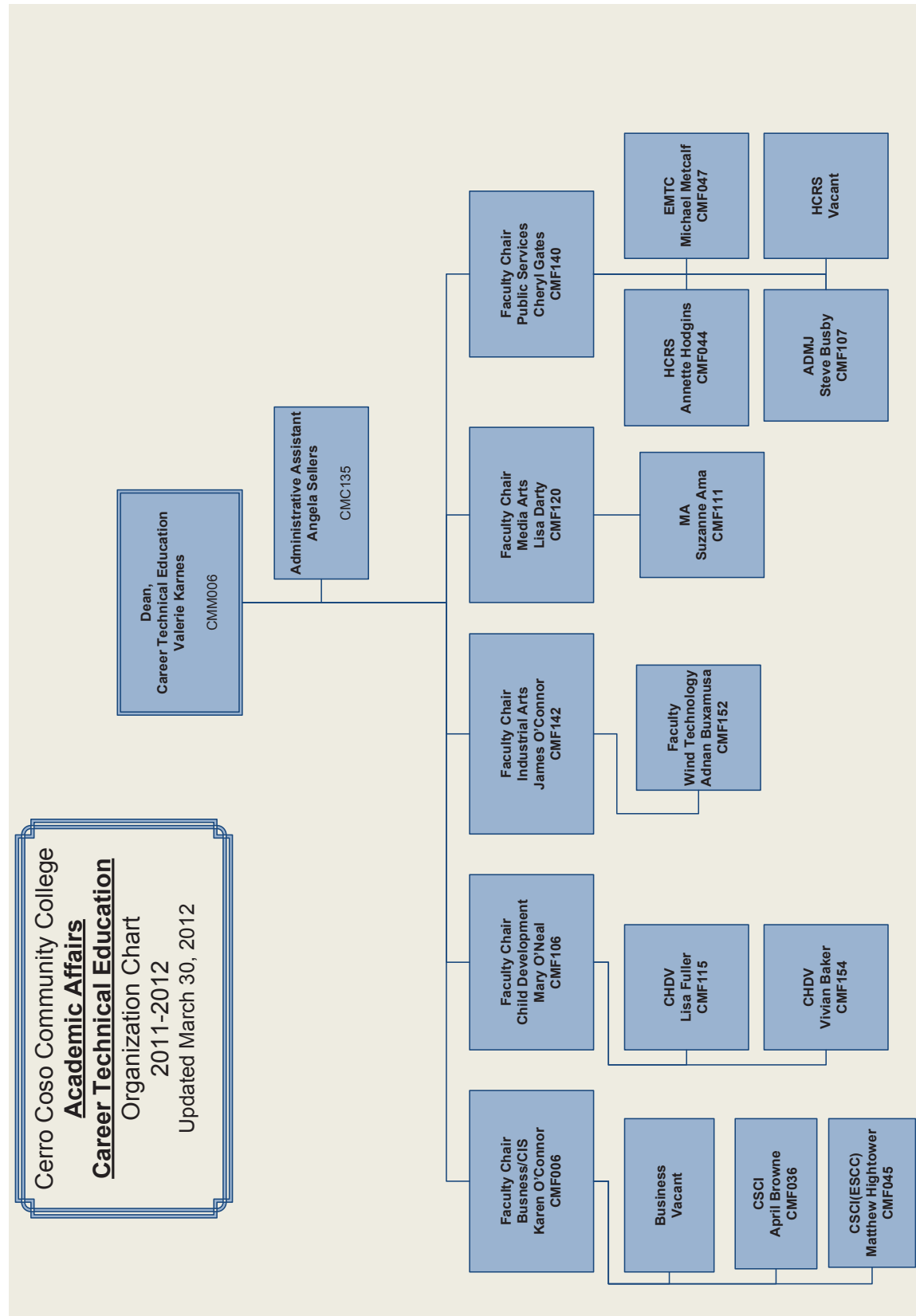


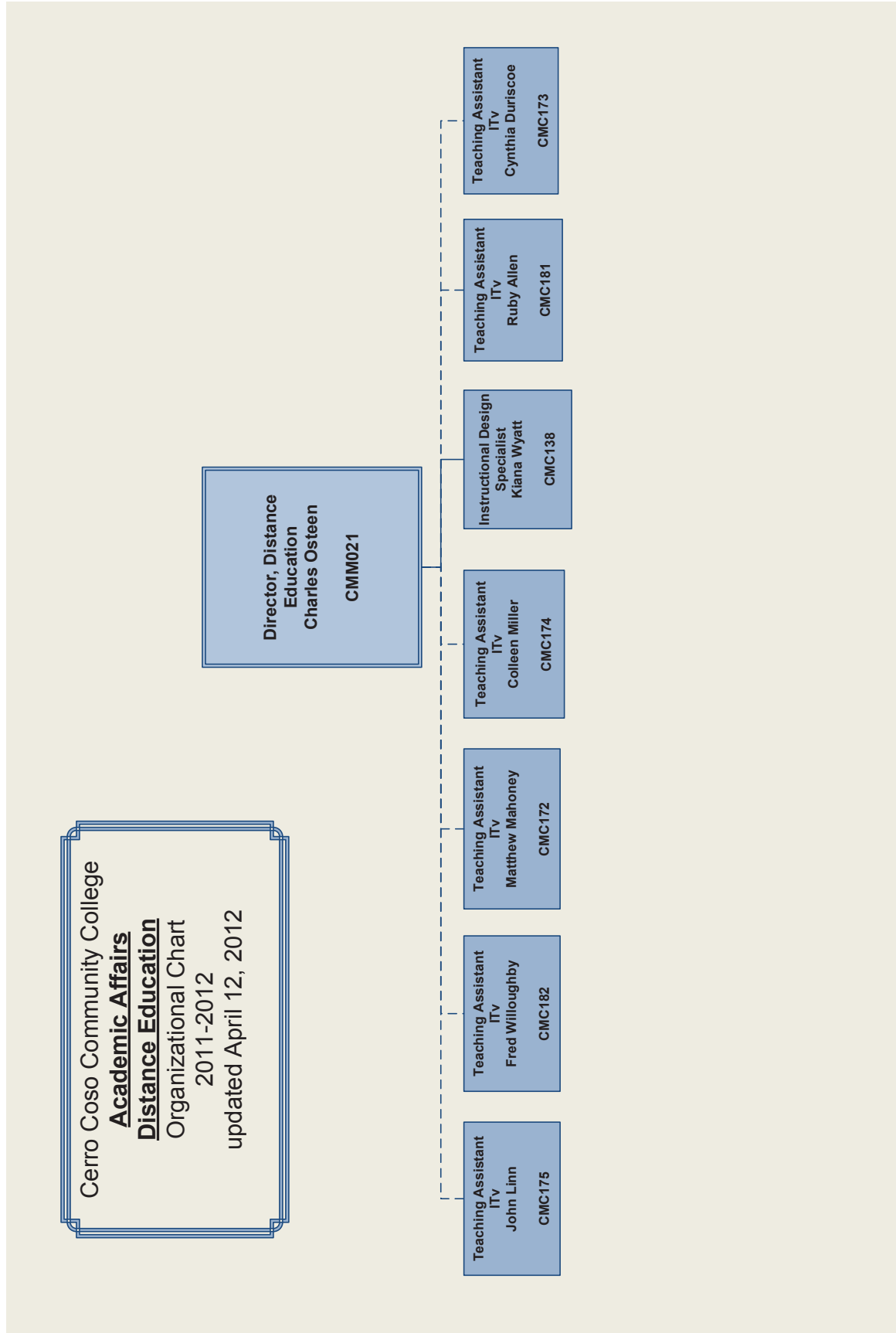
Cerro Coso Community College  
**Maintenance & Operations**  
 Organizational Chart  
 2011-2012  
 Updated April 19, 2012

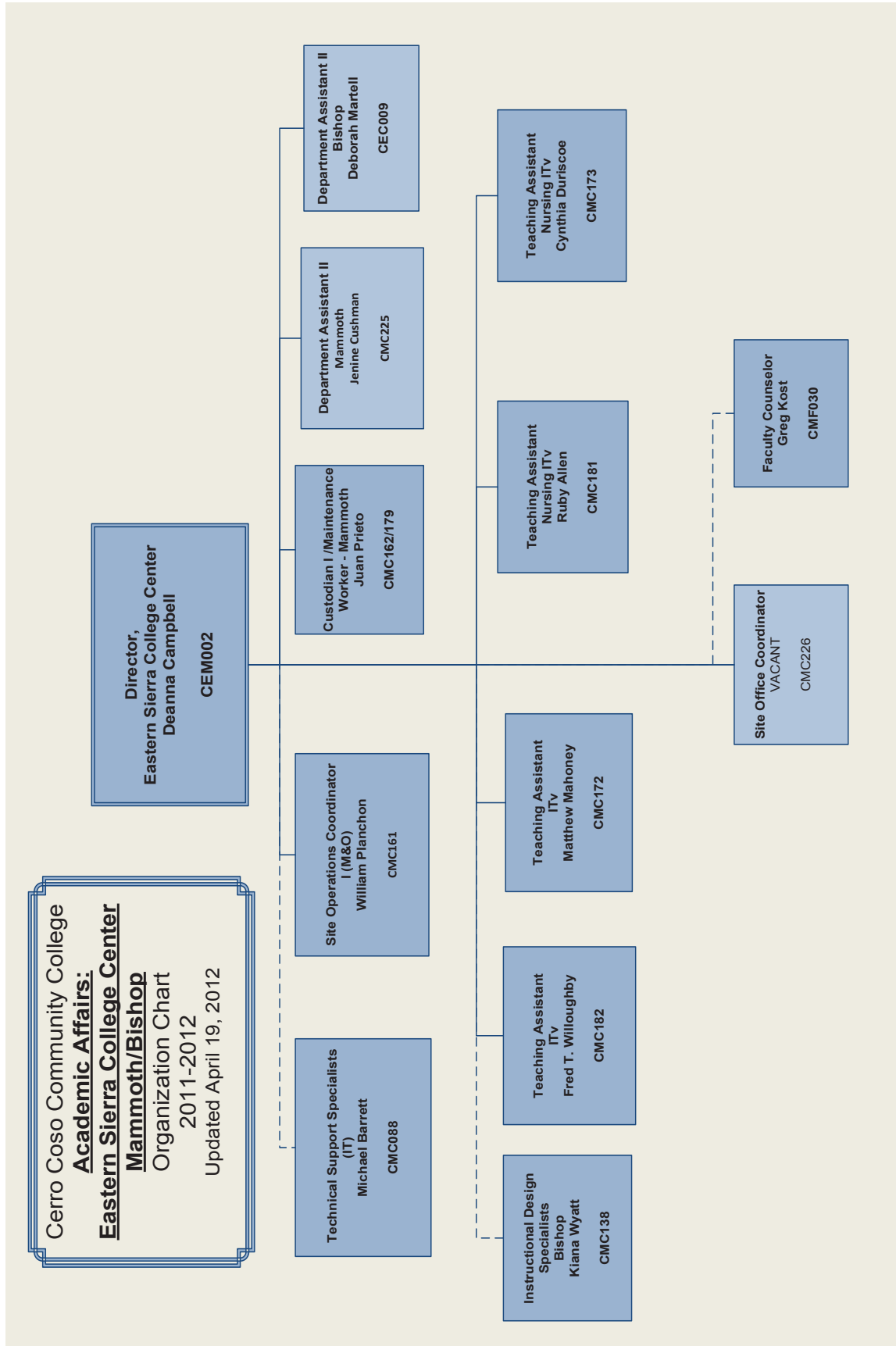


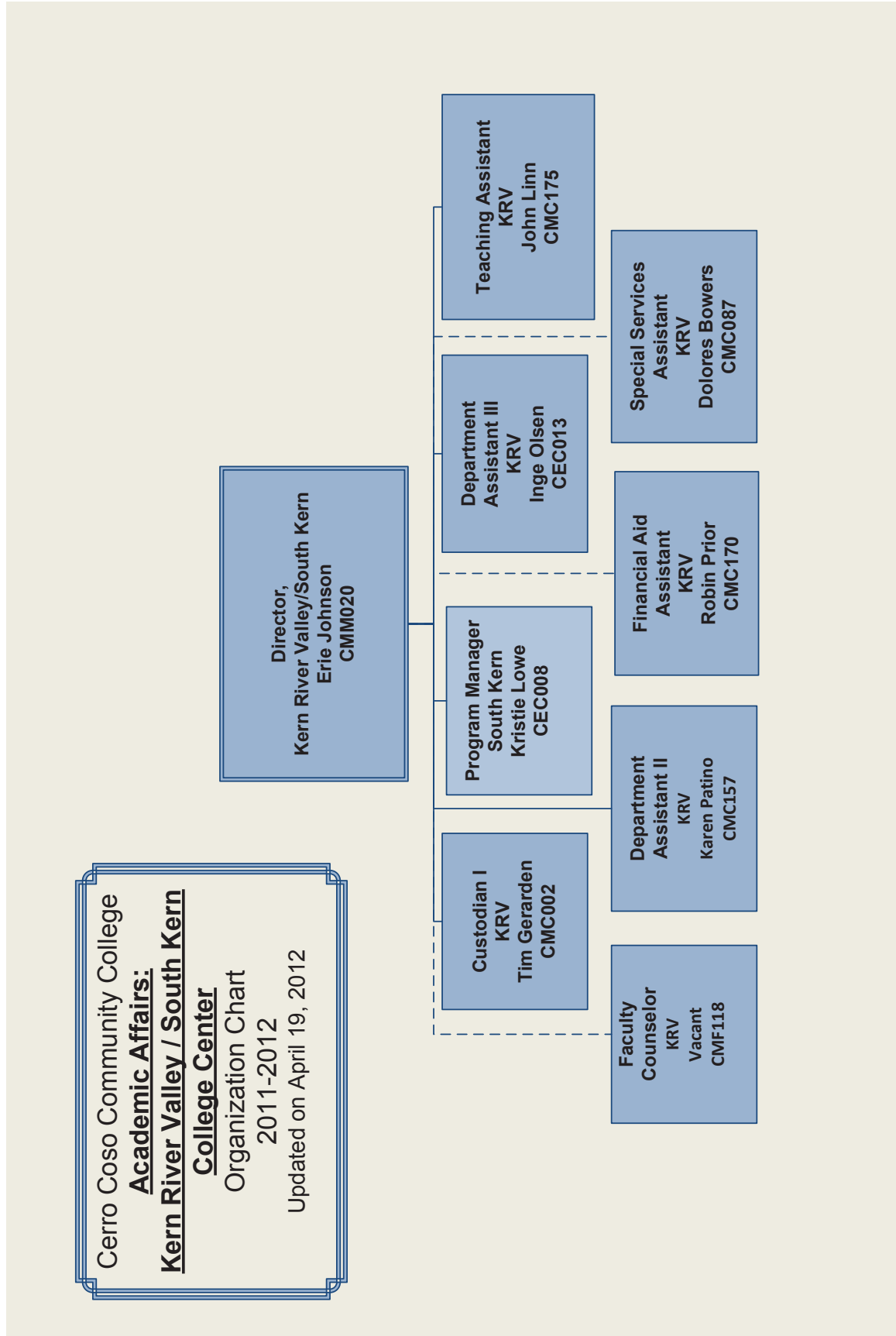




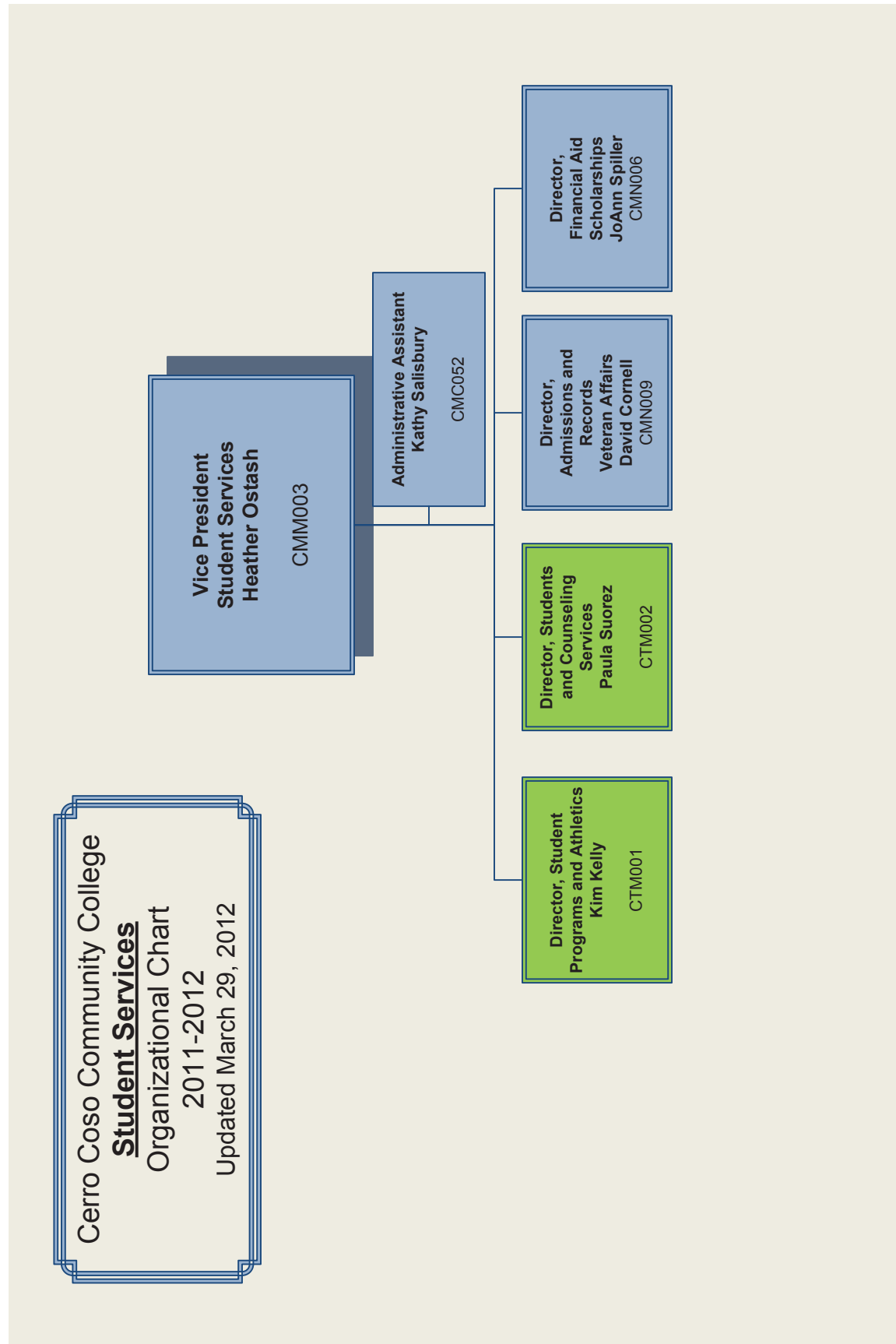


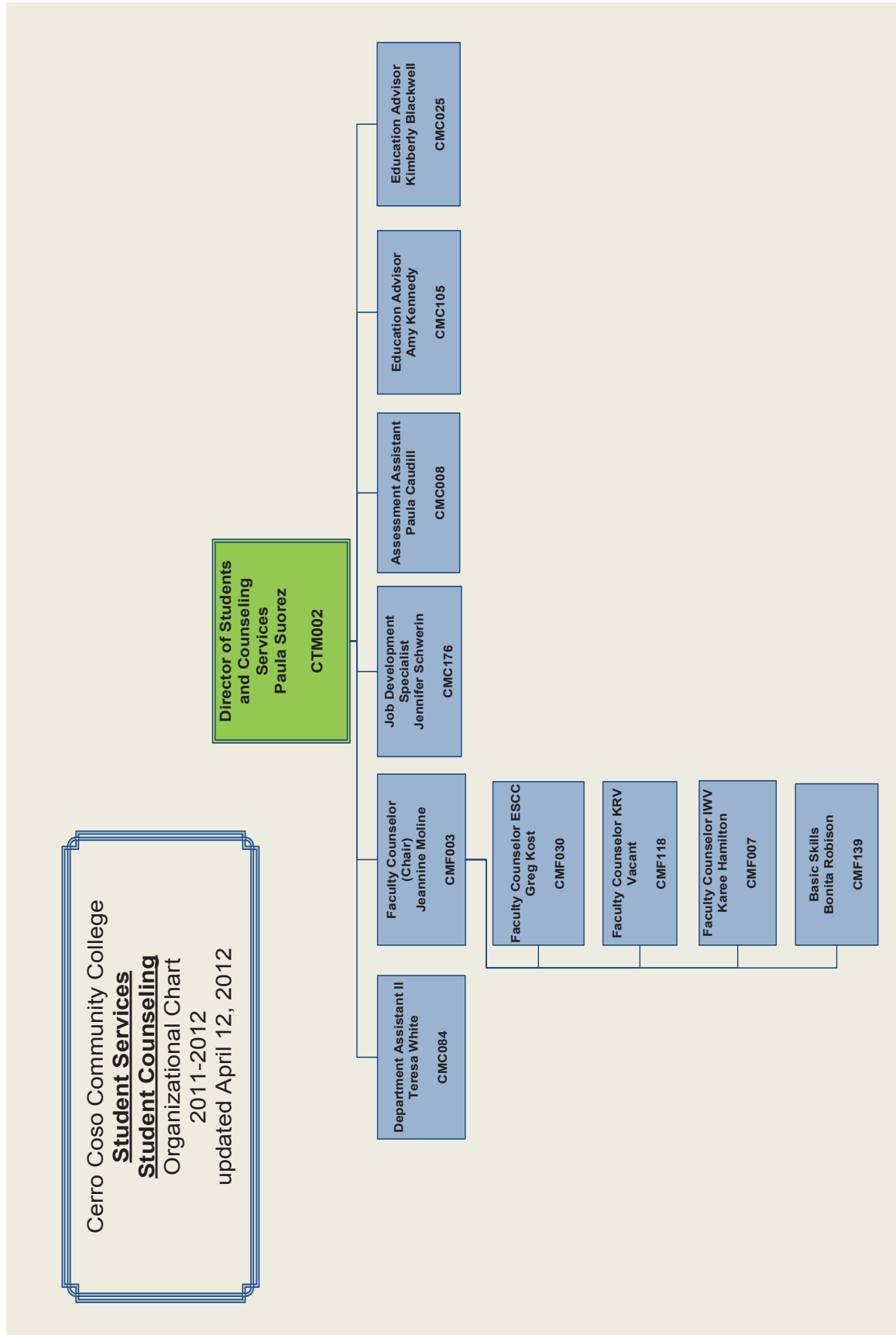




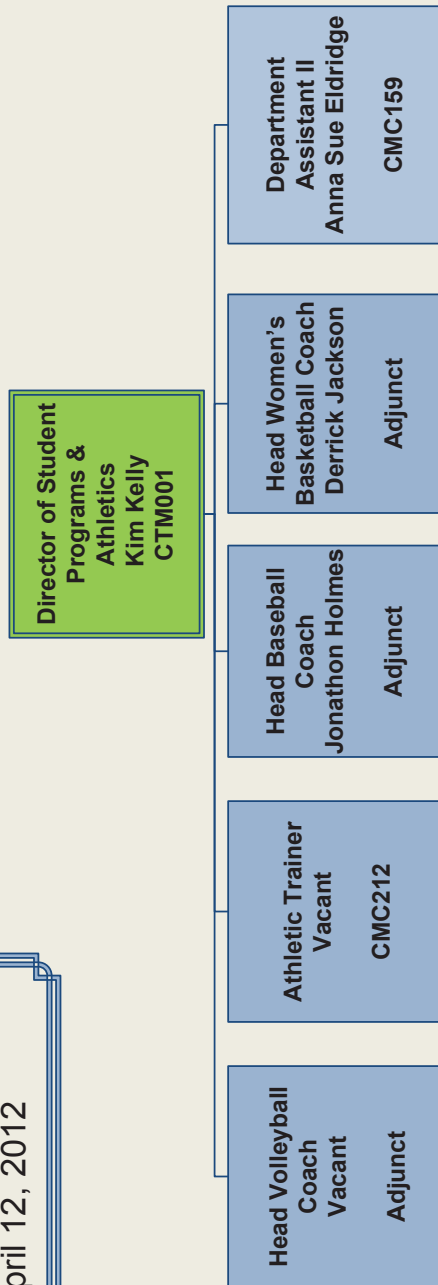




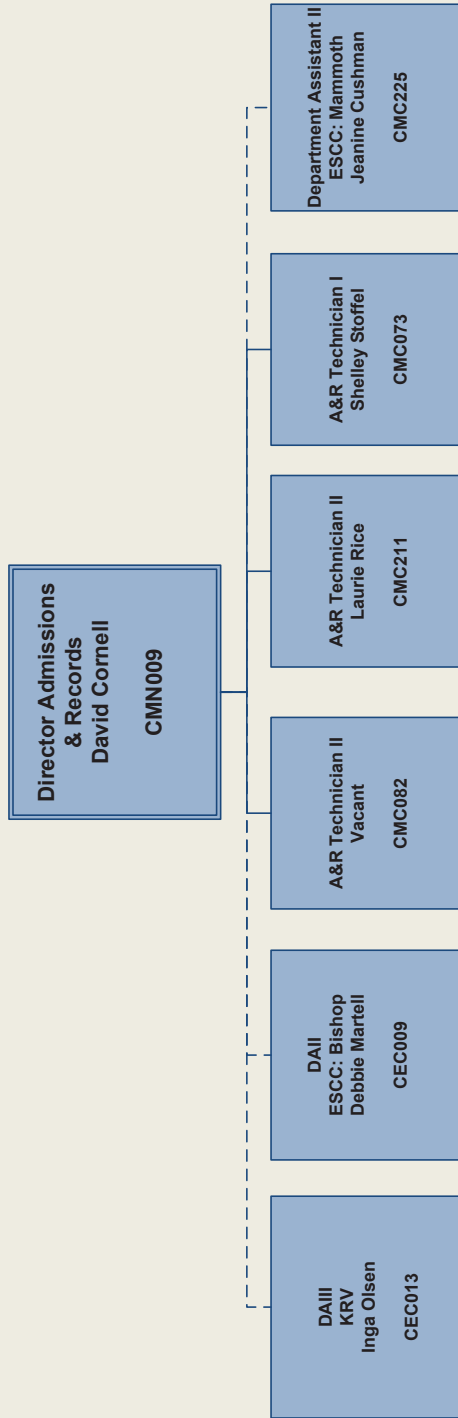


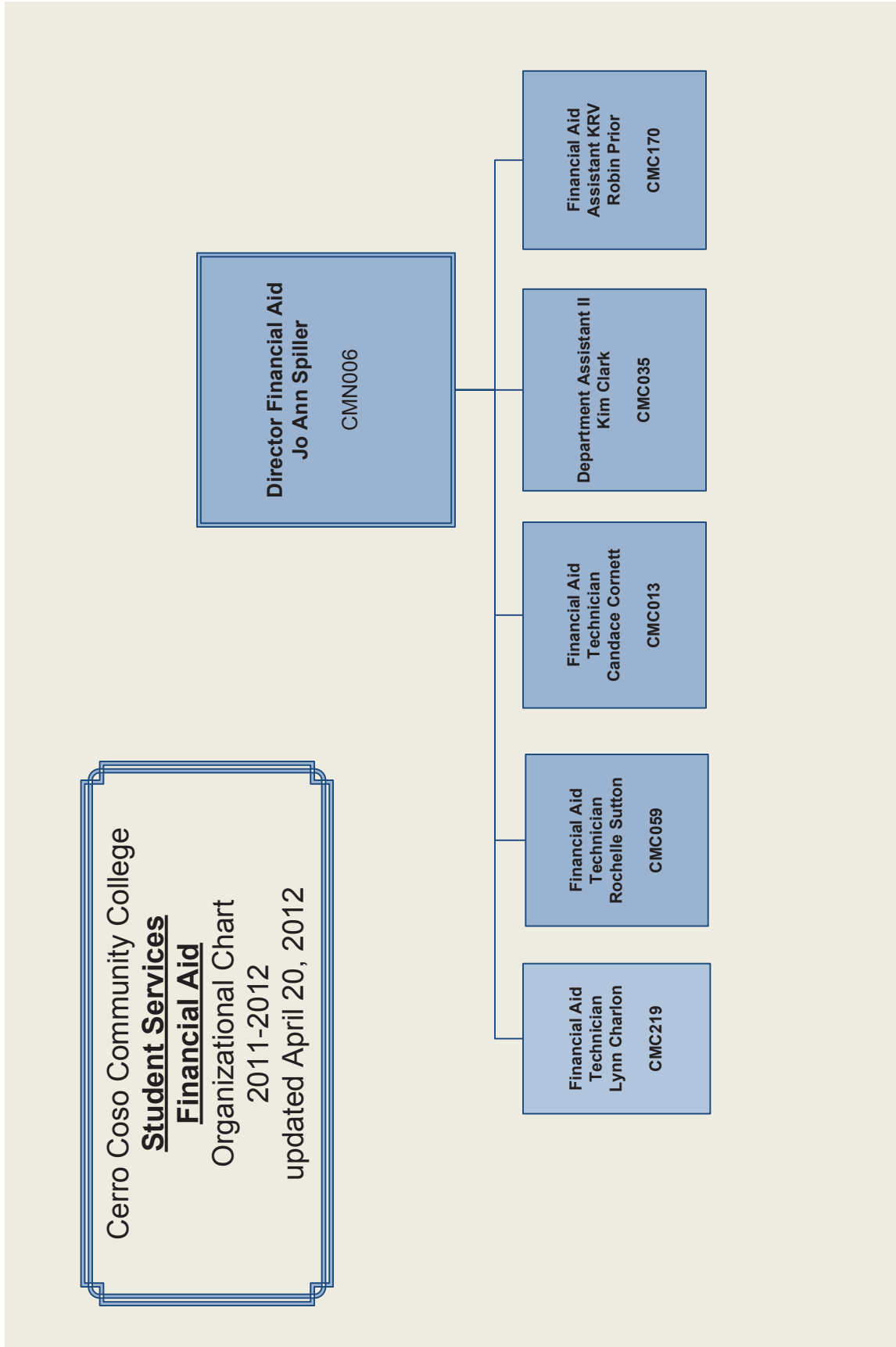


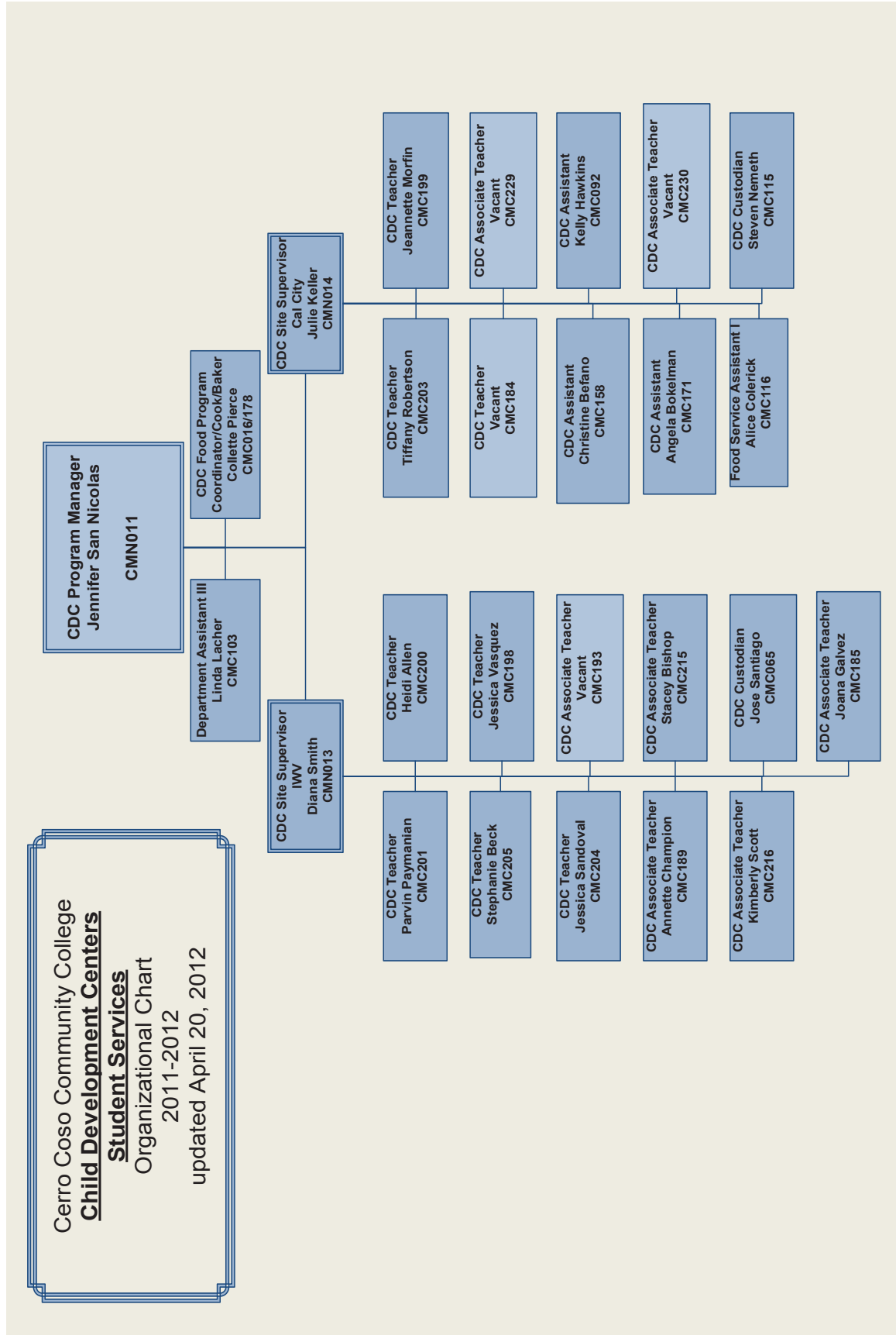
Cerro Coso Community College  
**Student Services**  
**Student Activities & Athletics**  
Organizational Chart  
2011-2012  
updated April 12, 2012



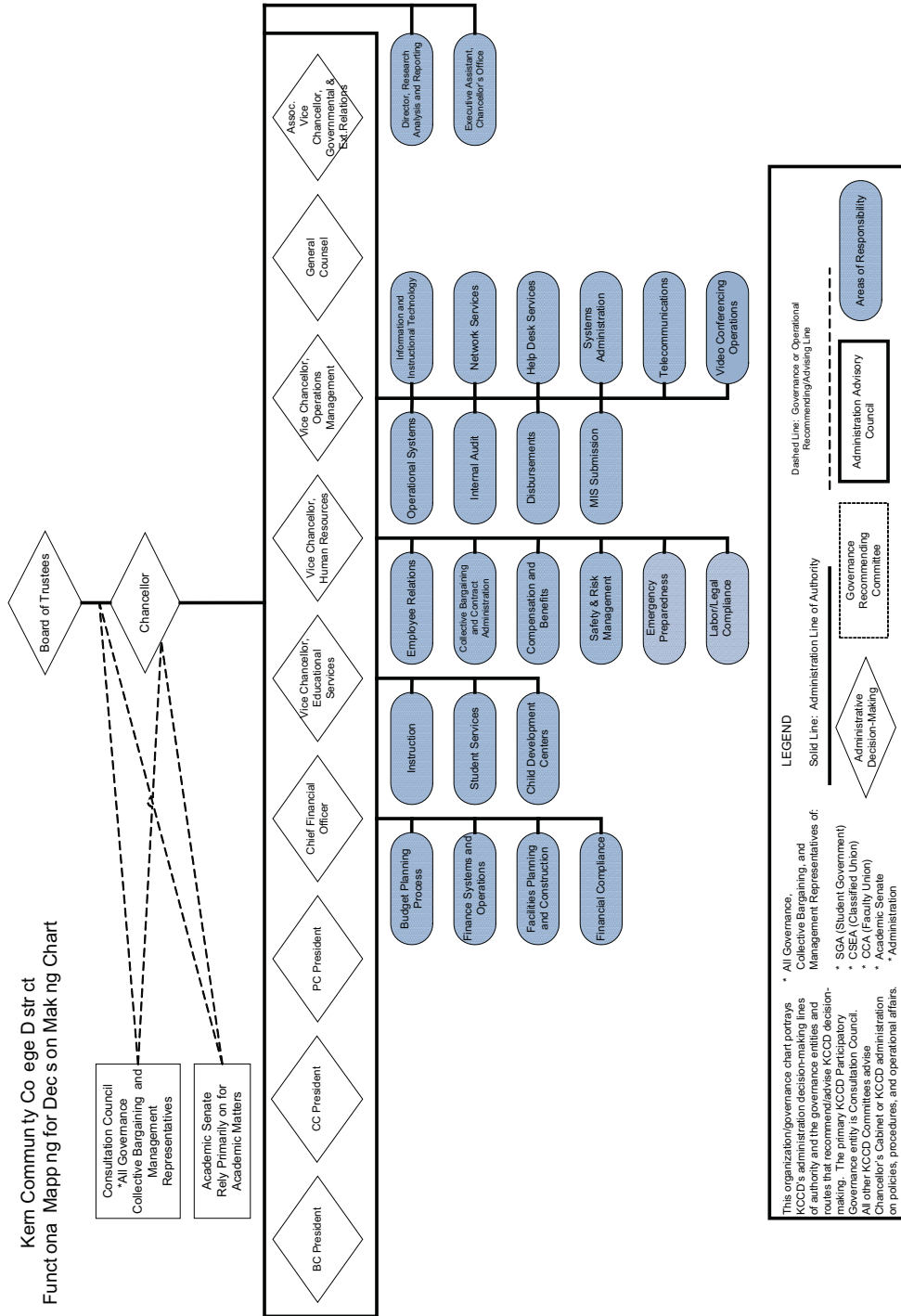
Cerro Coso Community College  
**Student Services**  
**Admissions & Records**  
Organizational Chart  
2011-2012  
Updated April 12, 2012





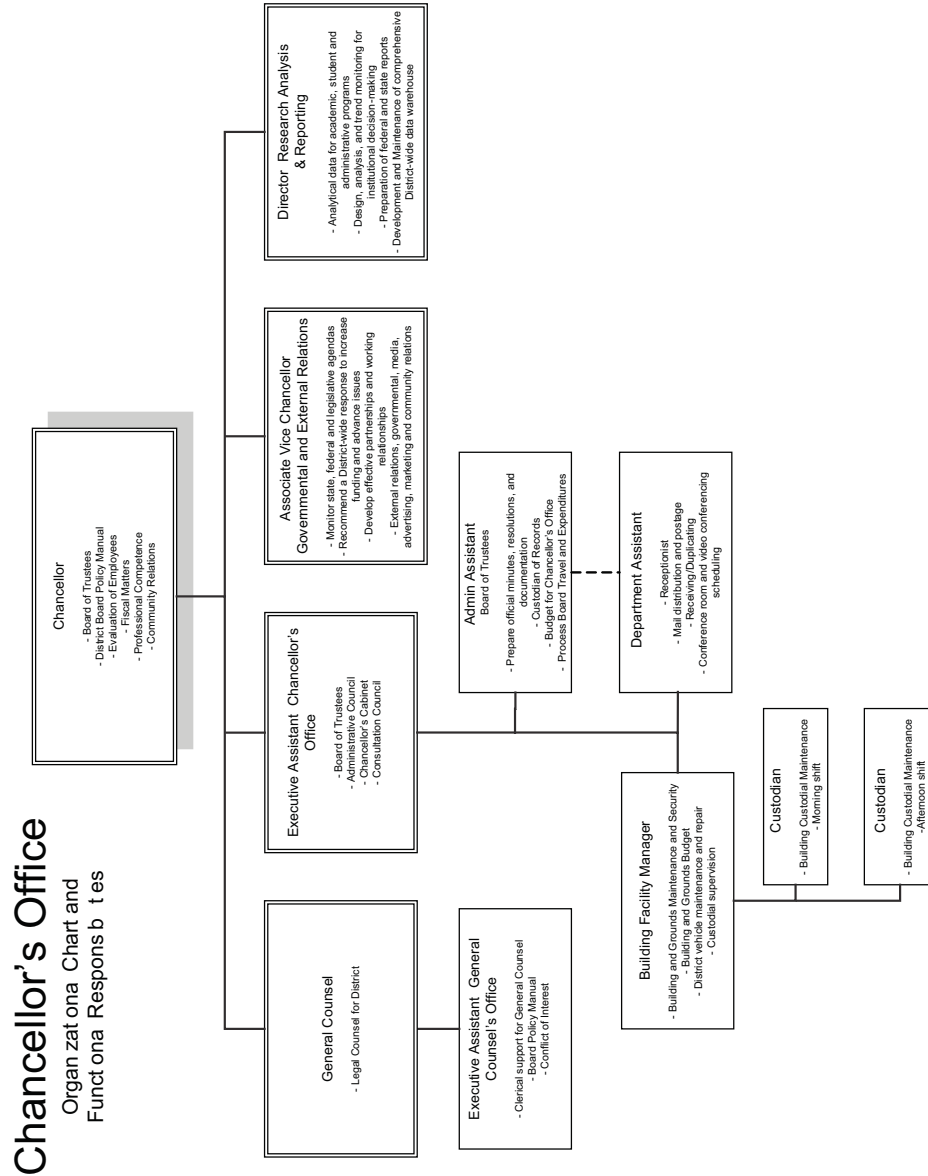


# Functional Map



The decision-making charts for each College are included at the end of this document.

## Chancellor's Office Functional Mapping for Decision-Making





Chancellor’s Office  
Functional Mapping for Decision-Making

Function	Service Provider(s)	Title
Research and Reporting		
State/Federal Reporting (ARCC, IPEDS)  Decentralized to the Colleges with coordination by the Colleges and District Office	District Office  Bakersfield College  Cerro Coso Community College  Porterville College	Director, Research Analysis and Reporting  Director of Institutional Research and Planning  Institutional Research Analyst  Institutional Researcher
Reporting and Analysis for District-wide Reports; Data Definitions and Decision Support  Centralized at the District Office with coordination by the Colleges	District Office  Bakersfield College  Cerro Coso Community College  Porterville College	Director, Research Analysis and Reporting  Director of Institutional Research and Planning  Institutional Research Analyst  Institutional Researcher
Research Projects (Methodology and Library)  Decentralized to the Colleges with coordination by the District Office	District Office  Bakersfield College  Cerro Coso Community College  Porterville College	Director, Research Analysis and Reporting  Director of Institutional Research and Planning  Institutional Research Analyst  Institutional Researcher

**Chancellor’s Office  
Functional Mapping for Decision-Making**

<b>Function</b>	<b>Service Provider(s)</b>	<b>Title</b>
Data Integrity Standards and Training Centralized at the District Office with coordination by the Colleges	District Office  Bakersfield College    Cerro Coso Community College    Porterville College	Director, Research Analysis and Reporting Vice Chancellor, Operations  Director of Institutional Research and Planning Executive Vice President, Academic Affairs/Student Services Associate Vice President, Student Services  Institutional Research Analyst Vice President, Academic Affairs Vice President, Student Services  Institutional Researcher Vice President, Academic Affairs Vice President, Student Services

Chancellor’s Office  
Functional Mapping for Decision-Making

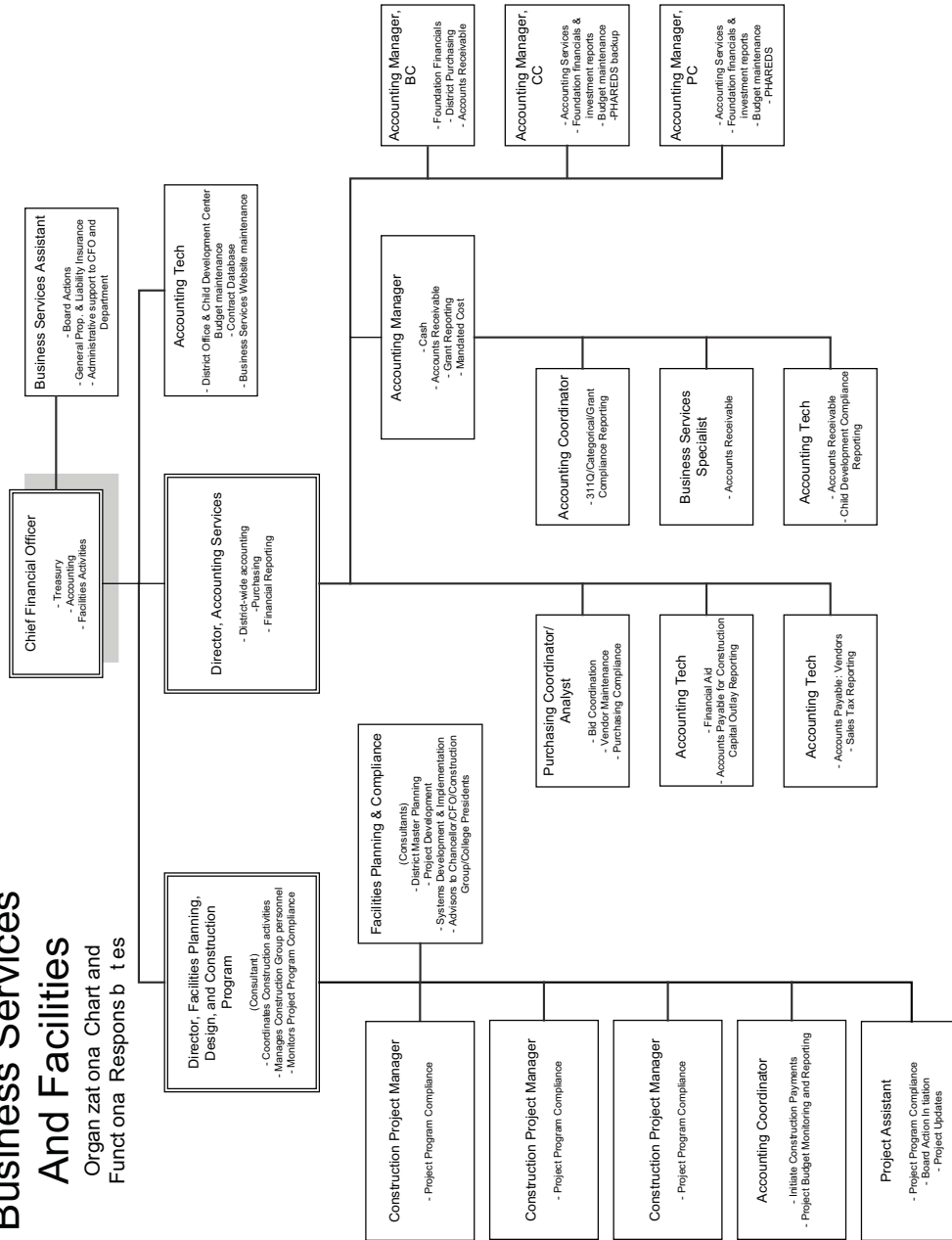
Function	Service Provider(s)	Title
Governmental and External Relations		
Legislative Advocacy Centralized at the District Office with coordination with the College Presidents	District Office Bakersfield College Cerro Coso Community College Porterville College	Associate Vice Chancellor, Governmental and External Relations Director, Marketing and Public Relations Public Relations, Marketing and Development Manager Public Information Officer
Public Information Decentralized to the College	Bakersfield College Cerro Coso Community College Porterville College	Director, Marketing and Public Relations Public Relations, Marketing and Development Manager Public Information Officer

**Chancellor’s Office  
Functional Mapping for Decision-Making**

<b>Function</b>	<b>Service Provider(s)</b>	<b>Title</b>
Marketing and Advertising Decentralized to the College	Bakersfield College Cerro Coso Community College Porterville College	Director, Marketing and Public Relations Public Relations, Marketing and Development Manager Public Information Officer

## Business Services and Facilities Functional Mapping for Decision Making

### Business Services And Facilities Organizational Chart and Functional Responsibilities



Business Services and Facilities  
Functional Mapping for Decision Making

Function	Service Provider(s)	Title
Budget Development /Business Services		
Decentralized with coordination from District Office	District Office Bakersfield College Cerro Coso Community College Porterville College	Chief Financial Officer Executive Director, Administrative Services Director, Administrative Services Director, Administrative Services
Finance		
<ul style="list-style-type: none"> <li>• Debt Management Centralized</li> <li>• Economic Analysis Decentralized</li> <li>• Cash Flow Analysis Decentralized</li> </ul>	District Office Bakersfield College Cerro Coso Community College Porterville College	Chief Financial Officer Executive Director, Administrative Services Director, Administrative Services Director, Administrative Services

Business Services and Facilities  
Functional Mapping for Decision Making

Function	Service Provider(s)	Title
Business Services		
<ul style="list-style-type: none"> <li>• Accounting Centralized at District Office</li> <li>• Fiscal Reporting Centralized at District Office</li> <li>• Purchasing Decentralized with coordination from District office</li> </ul>	<p>District Office</p> <p>District Office</p> <p>District Office</p> <p>Bakersfield College</p> <p>Cerro Coso Community College</p> <p>Porterville College</p>	<p>Chief Financial Officer Director, Accounting Services</p> <p>Chief Financial Officer Director, Accounting Services</p> <p>Chief Financial Officer</p> <p>Executive Director, Administrative Services</p> <p>Director, Administrative Services</p> <p>Director, Administrative Services</p>
Maintenance and Operations		
<p>Custodial, Grounds, and Trades</p> <p>Decentralized</p>	<p>District Office</p> <p>Bakersfield College</p> <p>Cerro Coso Community College</p> <p>Porterville College</p>	<p>Building Facility Manager</p> <p>Executive Director, Administrative Services</p> <p>Director, Administrative Services</p> <p>Director, Administrative Services</p>

Business Services and Facilities  
Functional Mapping for Decision Making

Function	Service Provider(s)	Title
Risk Management		
General Liability	District Office	Chief Financial Officer
Centralized		
Facilities Planning and Construction		
<ul style="list-style-type: none"> <li>• New Construction</li> <li>• Modernizations</li> <li>• Energy Management</li> <li>• Scheduled Maintenance (\$30,000 or more)</li> </ul>	District Office	Chief Financial Officer
Centralized at District Office in coordination with Colleges	Bakersfield College	Executive Director, Administrative Services
	Cerro Coso Community College	Director, Administrative Services
	Porterville College	Director, Administrative Services
Auxiliary Services		
<ul style="list-style-type: none"> <li>• Bookstore</li> </ul> Decentralized with audit and financial from CFO	District Office	Chief Financial Officer
	Bakersfield College	Executive Director, Administrative Services
	Cerro Coso Community College	Director, Administrative Services
	Porterville College	Director, Administrative Services



**Business Services and Facilities  
Functional Mapping for Decision Making**

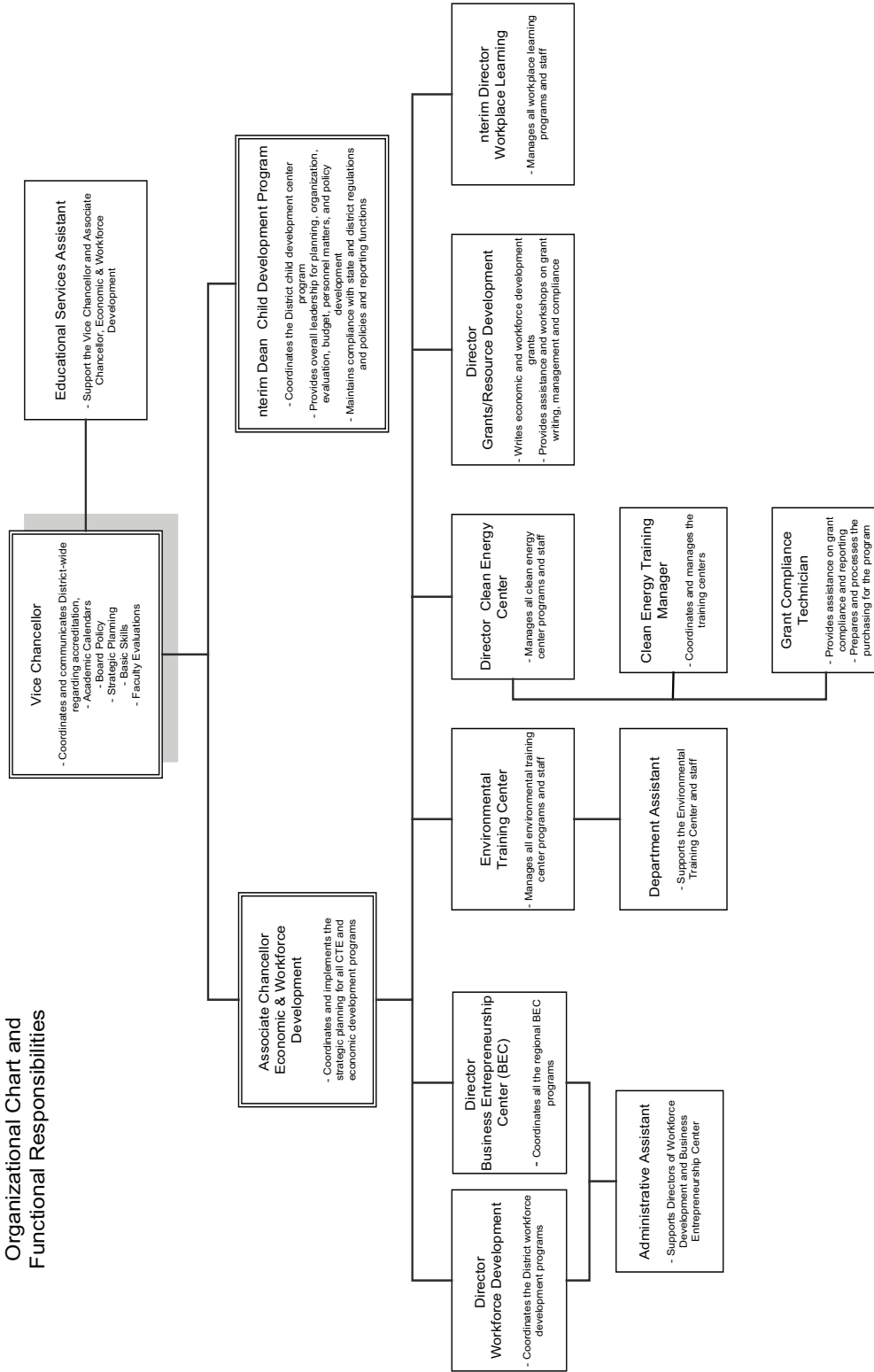
<b>Function</b>	<b>Service Provider(s)</b>	<b>Title</b>
<ul style="list-style-type: none"> <li>• Food Services Decentralized with audit and financial from CFO</li> </ul>	District Office Bakersfield College Cerro Coso Community College Porterville College	Chief Financial Officer Executive Director, Administrative Services Director, Administrative Services Director, Administrative Services
<b>Foundation</b>		
Decentralized with audit services from Chief Financial Officer	District Office Bakersfield College Cerro Coso Community College Porterville College	Chief Financial Officer Director, Foundation and Institutional Development Director, Public Information Officer, Marketing and Development Executive Director (Interim)

**Business Services and Facilities  
Functional Mapping for Decision Making**

<b>Function</b>	<b>Service Provider(s)</b>	<b>Title</b>
Graphic Design/Duplicating		
Decentralized	Bakersfield College  Cerro Coso Community College  Porterville College	Executive Director, Administrative Services  Director, Administrative Services and Publications Coordinator  Graphic Designer/Web Site Coordinator

Educational Services  
Functional Mapping for Decision-Making

Educational Services  
Organizational Chart and  
Functional Responsibilities



Educational Services  
Functional Mapping for Decision-Making

Function	Service Provider(s)	Title
<b>ACADEMIC AFFAIRS</b>		
Career and Technical Programs		
Decentralized with facilitation from Educational Services	District Office  Bakersfield College  Cerro Coso Community College  Porterville College	Vice Chancellor, Educational Services Associate Chancellor, Economic and Workforce Development  Dean, Career and Technical Education  Dean, Career and Technical Education  Dean, Career and Technical Education
Catalog Development		
Catalog - Decentralized with review for compliance with District-wide standards	District Office  Bakersfield College  Cerro Coso Community College  Porterville College	Vice Chancellor, Educational Services  Executive Vice President, Academic Affairs/Student Services  Vice President, Academic Affairs  Vice President, Academic Affairs
Schedule Development		
Schedule - Decentralized with review for compliance with District-wide standards	Bakersfield College  Cerro Coso Community College  Porterville College	Executive Vice President, Academic Affairs/Student Services  Vice President, Academic Affairs  Vice President, Academic Affairs

Educational Services  
Functional Mapping for Decision-Making

Function	Service Provider(s)	Title
<p><b>Child Development Centers</b></p> <p>Centralized at District Office in coordination with Colleges</p>	<p>District Office</p> <p>Bakersfield College</p> <p>Cerro Coso Community College</p> <p>Porterville College</p>	<p>Vice Chancellor, Educational Services</p> <p>Child Development Center Program Manager</p> <p>Child Development Center Program Manager</p> <p>Child Development Center Program Manager</p>
<p><b>Grant Development</b></p> <p>Decentralized to the Colleges and District Office with review from the District Office</p> <ul style="list-style-type: none"> <li>• Program/Finance monitoring is decentralized</li> <li>• Fiscal reporting is centralized</li> </ul>	<p>District Office</p> <p>Bakersfield College</p> <p>Cerro Coso Community College</p> <p>Porterville College</p>	<p>Vice Chancellor, Educational Services</p> <p>Executive Vice President, Academic Affairs/Student Services</p> <p>Vice President, Academic Affairs</p> <p>Vice President, Student Services</p> <p>Vice President, Academic Affairs</p>

Educational Services  
Functional Mapping for Decision-Making

Function	Service Provider(s)	Title
Curriculum		
<ul style="list-style-type: none"> <li>Not for Credit Decentralized to the Colleges and District Office with review by Educational Services</li> </ul>	District Office Bakersfield College Cerro Coso Community College Porterville College	Vice Chancellor, Educational Services Executive Vice President, Academic Affairs/Student Services Vice President, Academic Affairs Vice President, Academic Affairs
<ul style="list-style-type: none"> <li>For Credit and Non-Credit Decentralized to the Colleges with review by Educational Services</li> </ul>	District Office Bakersfield College Cerro Coso Community College Porterville College	Vice Chancellor, Educational Services Executive Vice President, Academic Affairs/Student Services Vice President, Academic Affairs Vice President, Academic Affairs
Library/Learning Resources		
Decentralized	Bakersfield College Cerro Coso Community College Porterville College	Executive Vice President, Academic Affairs/Student Services Vice President, Student Services Vice President, Academic Affairs

Educational Services  
Functional Mapping for Decision-Making

Function	Service Provider(s)	Title
<p><b>Program Development and Review</b></p>		
<ul style="list-style-type: none"> <li>• New Program Development Decentralized to the Colleges with review by Educational Services</li> </ul>	<p>District Office Bakersfield College</p>	<p>Vice Chancellor, Educational Services Executive Vice President, Academic Affairs/Student Services</p>
	<p>Cerro Coso Community College</p>	<p>Vice President, Academic Affairs Vice President, Student Services</p>
	<p>Porterville College</p>	<p>Vice President, Academic Affairs</p>
<ul style="list-style-type: none"> <li>• Program Review Decentralized to the Colleges</li> </ul>	<p>Bakersfield College</p>	<p>Executive Vice President, Academic Affairs/Student Services</p>
	<p>Cerro Coso Community College</p>	<p>Vice President, Academic Affairs Vice President, Student Services</p>
	<p>Porterville College</p>	<p>Vice President, Academic Affairs</p>
<ul style="list-style-type: none"> <li>• Vocational Program Reviews Decentralized to the Colleges with review from Educational Services</li> </ul>	<p>Bakersfield College</p>	<p>Executive Vice President, Academic Affairs/Student Services</p>
	<p>Cerro Coso Community College</p>	<p>Vice President, Academic Affairs Vice President, Student Services</p>
	<p>Porterville College</p>	<p>Vice President, Academic Affairs</p>

Educational Services  
Functional Mapping for Decision-Making

Function	Service Provider(s)	Title
Tech Prep		
Centralized at Educational Services in collaboration with Colleges	District Office	Vice Chancellor, Educational Services Associate Chancellor, Economic and Workforce Development
	Bakersfield College	Dean, Career and Technical Education
	Cerro Coso Community College	Dean, Career and Technical Education
	Porterville College	Dean, Career and Technical Education
VTEA		
Decentralized with facilitated planning and review by Educational Services	District Office	Vice Chancellor, Educational Services Associate Chancellor, Economic and Workforce Development
	Bakersfield College	Dean, Career and Technical Education
	Cerro Coso Community College	Dean, Career and Technical Education
	Porterville College	Dean, Career and Technical Education

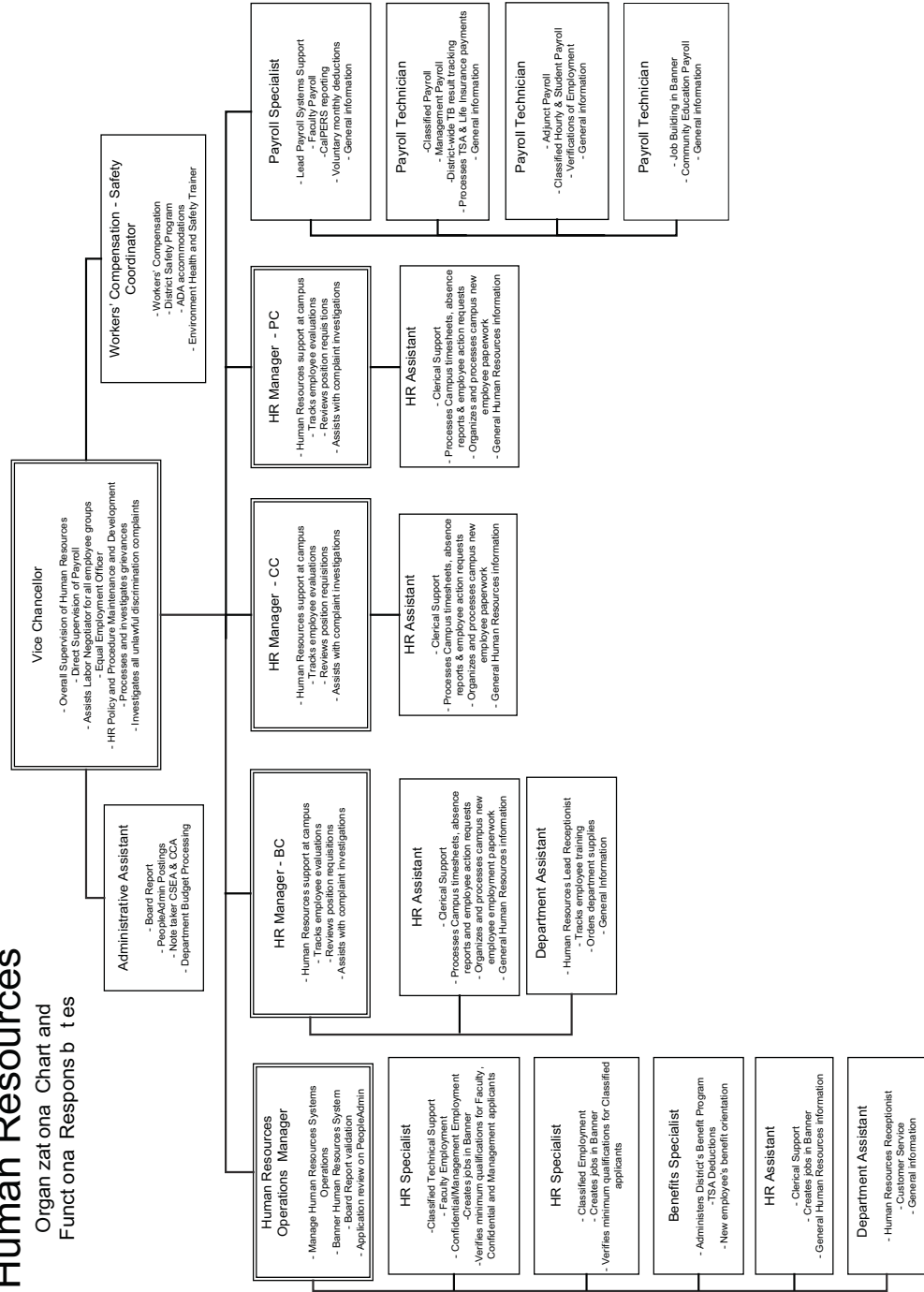


Educational Services  
Functional Mapping for Decision-Making

Function	Service Provider(s)	Title
Workforce/Economic Development		
Decentralized with facilitated planning and review by Educational Services	District Office	Vice Chancellor, Educational Services Associate Chancellor, Economic and Workforce Development
	Bakersfield College	Dean, Career and Technical Education
	Cerro Coso Community College	Dean, Career and Technical Education
	Porterville College	Dean, Career and Technical. Education
Student Services		
Decentralized operations with policies and related procedures coordinated by Educational Services	Bakersfield College	Associate Vice President, Student Services
	Cerro Coso Community College	Vice President, Student Services
	Porterville College	Vice President, Student Services

# Human Resources Functional Mapping for Decision Making

## Human Resources Organizational Chart and Functional Responsibilities



Human Resources  
Functional Mapping for Decision Making

Function	Service Provider(s)	Title
Human Resources and Payroll		
<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Screening &amp; Employment</li> <li>• Evaluations</li> <li>• HR Information Systems</li> <li>• Custodians of Personnel Files</li> </ul> Centralized at District Office in coordination with Colleges	District Office Bakersfield College Cerro Coso Community College Porterville College	Vice Chancellor, Human Resources Human Resources Manager Human Resources Manager Human Resources Manager
Prioritizing, allocation and placement of staff at appropriate location		
Centralized function initiated by Colleges and supported by District Office	District Office Bakersfield College Cerro Coso Community College Porterville College	Vice Chancellor, Human Resources Human Resources Manager Human Resources Manager Human Resources Manager

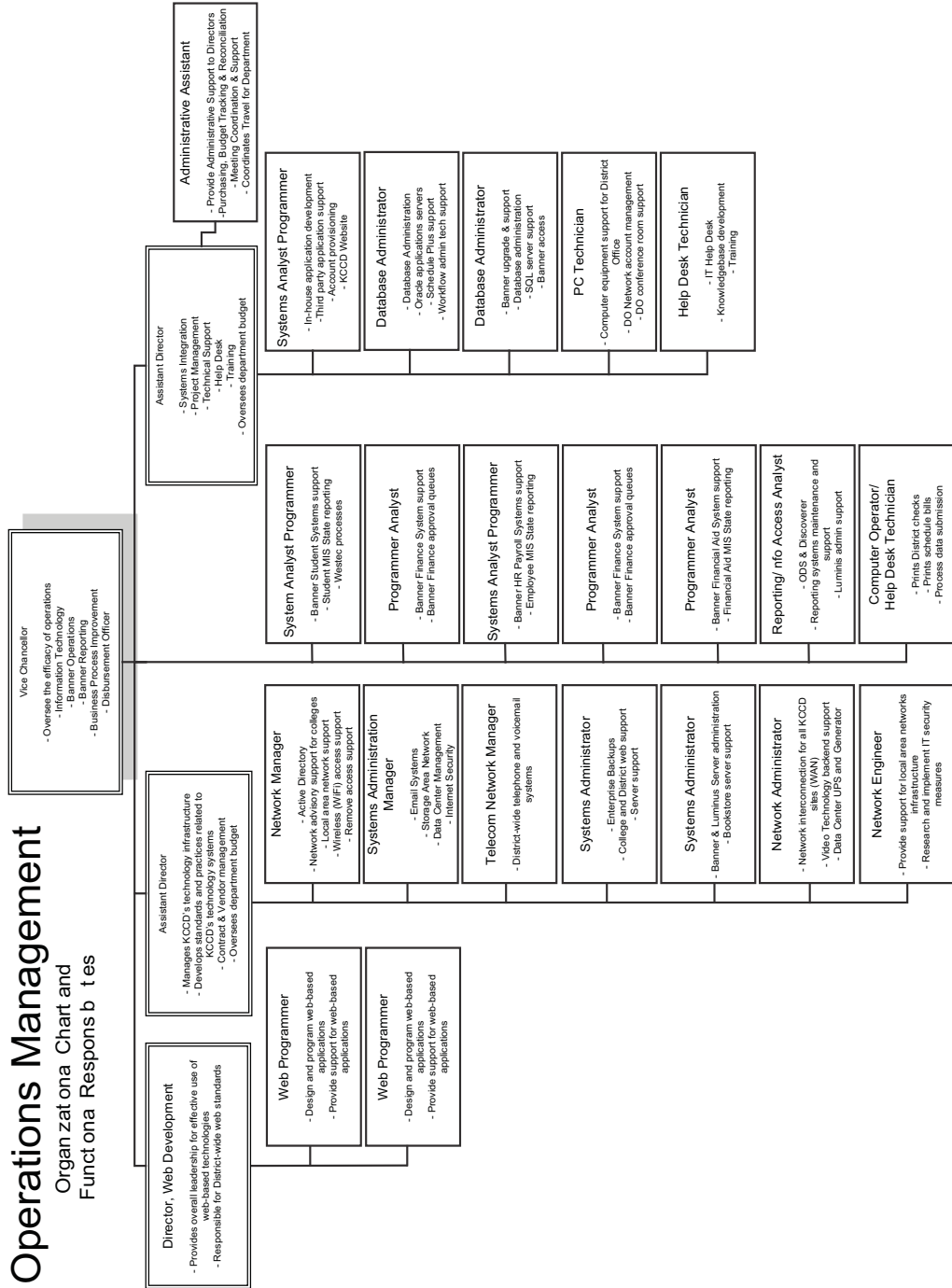
Human Resources  
Functional Mapping for Decision Making

Function	Service Provider(s)	Title
Collective Bargaining <ul style="list-style-type: none"> <li>• Negotiations</li> <li>• Implement Contract</li> <li>• Compliance</li> <li>• Enforce Grievance Procedure and Implementation</li> <li>• Layoffs</li> </ul> Centralized	District Office	Vice Chancellor, Human Resources
Compensation and Payroll Coordination <ul style="list-style-type: none"> <li>• Supervise and Direct District Payroll</li> <li>• Worker's Compensation</li> <li>• Benefit Operations and Programs</li> </ul> Centralized	District Office	Vice Chancellor, Human Resources

Human Resources  
Functional Mapping for Decision Making

Function	Service Provider(s)	Title
Risk Management, Employee Safety, Security, and Employee Benefits, Worker's Compensation, Health and Welfare		
Centralized at District Office in coordination with Colleges Confer with General Counsel Staff Development	District Office Bakersfield College Cerro Coso Community College Porterville College	Vice Chancellor, Human Resources Human Resources Manager Human Resources Manager Human Resources Manager

# Operations Management Functional Mapping for Decision-Making



Operations Management  
Functional Mapping for Decision-Making

Function	Service Provider(s)	Title
Information Technology		
Application/Systems Support Services Database Administration In-house systems Third-party systems Transitioning to Centralized with coordination from the Colleges	District Office Bakersfield College Cerro Coso Community College Porterville College	Assistant Director, Information Technology Director, Information Technology Services Director, Information Technology Director, Information Technology
Infrastructure Services Network Management Server Management Video Technology Management Transitioning to Centralized with input from the Colleges	District Office Bakersfield College Cerro Coso Community College Porterville College	Assistant Director, Information Technology (Infrastructure) Director, Information Technology Services Director, Information Technology Director, Information Technology
Internet/Email Services Centralized with input from the Colleges	District Office	Assistant Director, Information Technology (Infrastructure)

Operations Management  
Functional Mapping for Decision-Making

Function	Service Provider(s)	Title
Telecommunications Centralized with support from the Colleges	District Office	Assistant Director, Information Technology (Infrastructure)
Technology Support Services Desktop Support Classroom and Computer Lab Support Training Decentralized with support from District Office	District Office Bakersfield College Cerro Coso Community College Porterville College	Assistant Director, Information Technology Director, Information Technology Services Director, Information Technology Director, Information Technology
System Operations		
Banner and Related Systems Information Access and Reporting Centralized at District Office with input from the Colleges	District Office District Office	Vice Chancellor, Operations Management Vice Chancellor, Operations Management



## **Abstract: Standards and Themes**

### **Standard I: Institutional Mission and Effectiveness**

The Cerro Coso Community College mission statement is defined and published on the college website, in the catalog, and in other prominent planning documents such as the educational master plan and strategic plan. The mission is reviewed every two years as part of the College's strategic planning cycle and revised, as necessary, to ensure consistency with the purpose of the institution, its intended student population, and its commitment to achieving student learning. Review and revision of the mission is conducted through broad-based institutional dialogue, and changes are presented to the Kern Community College District (KCCD) Board of Trustees for approval.

Cerro Coso Community College uses several processes to measure effectiveness in supporting student learning. The College has mechanisms to actively engage internal and external constituents in formal and informal dialogue about institutional planning, teaching, learning, and assessment of learning outcomes, such as participatory governance committees, operational workgroups, and community forums. The College has a well-integrated institutional planning cycle relying on student learning outcome (SLO) assessment and other evidence of student achievement as a starting place for goal-setting, decision-making, and resource allocation. Program reviews for instructional and non-instructional programs are on a six-year cycle and incorporate SLO assessment, department service data, and student achievement measures such as success, retention, and graduation rates. Annual unit plans are written each year by departments and operational units, and these are used together with the more comprehensive program reviews to form the basis of the yearly educational master plan update. The educational master plan itself is revised every five years and includes an environmental scan and a long-range facilities plan. The College allocates resources based on priorities outlined in the yearly planning documents. The Budget Development Committee utilizes this information in evaluating and prioritizing resource requests.

### **Standard II: Student Learning Program and Services**

Cerro Coso Community College establishes and offers quality programs of study that are aligned with the College's mission statement and the needs of the communities it serves. Degrees, certificates, and courses undergo a rigorous approval process, which involves input and review from a broad base of stakeholders both internal and external to the college. Data and dialogue not only initiate the curriculum review process but are embedded throughout. SLO's are defined for courses, programs, general education pattern, and the institutional as a whole. The College uses external environmental scans, student achievement analysis, workforce demand data, matriculation assessment results, student satisfaction surveys, community forums, and special research projects to ascertain and respond to student needs. Since 1998, distance education has

played a key role in providing quality education to a diverse and geographically distributed student population. The College systematically evaluates instructional programs to improve student learning and to ensure that programs continue to be closely aligned with the mission and the community it serves. Student learning outcomes at all levels are assessed on a regular basis, and the results used to make improvements to curriculum design as well as establish priorities in resource allocation. Cyclical program reviews provide a broader analysis of program relevance and effectiveness. The College's Institutional Effectiveness Committee oversees the student learning outcome assessment and the program review processes and engages in evaluation of institutional processes.

Although the ongoing economic downturn in California has proven particularly challenging to student services, the college programs in this division have continued to provide a high level of comprehensive student support. Dialogue and cooperation among the various student services areas and a cooperative relationship with Academic Affairs has enabled student services to meet its goal of supporting student achievement. Numerous programs, including matriculation, EOPS, DSPS, outreach, counseling, career and transfer center services provide needed support for student success. Research data is used to identify student needs and provide appropriate services. SLO's and service department outcomes have been identified and are assessed for all Student Services programs. Student Services programs participate in the annual unit planning and program review processes for evaluation and planning. The programs and services align with the college mission and serve the needs of the diverse student population so that all students may best achieve their education, career, and life goals. Cerro Coso Community College provides comprehensive, equitable student support services at all campuses and through multiple modes of delivery.

The College's main-campus Learning Resource Center houses the library, Learning Assistance Center, the Student Success Lab, three computer classrooms, open computer laboratories, and two interactive television classrooms. Smaller facilities developed at the Eastern Sierra College Center (Bishop and Mammoth) and the Kern River Valley (Lake Isabella) site parallel the services offered at the Ridgecrest campus. The library's print collection has been enhanced by the addition of over 27,000 eBooks that serve onsite and online students. The librarian relies on faculty recommendations for selecting materials. Tutoring, proctoring, GED preparation, and basic skills assistance are provided through Learning Assistance Centers at each campus location that also has a library. Student learning outcomes for the library and tutoring are aligned with widely recognized guidelines in the disciplines. The library and the Learning Assistance Center participate in the institutional planning cycle, producing program reviews and annual unit plans.

### **Standard III: Resources**

Cerro Coso Community College employs faculty, staff, and administrators that are highly qualified and dedicated to student success. Equal employment opportunity is ensured in hiring

by consistent application of district hiring policies. Hiring is based on needs identified in a documented planning process. Policies ensure the qualifications of those hired. All employees undergo systematic evaluation, and the College is committed to providing ongoing professional development opportunities to all its employees.

To meet the needs of this vast geographical area, the College operates five physical campuses. Since 2006, the IWV campus has undergone a modernization of science, fine arts, and student center facilities to better meet the needs of students. The Facilities Committee, a sub-committee of College Council, reviews and analyzes the needs of the programs and services of the college identified through the integrated planning process emanating from the educational master plan. The committee prioritizes projects to be completed, including those funded through SRID/scheduled maintenance money. Maintenance and Operations is committed to providing that all Cerro Coso Community College sites are accessible and secure.

Technology resources at Cerro Coso Community College are allocated as part of an integrated planning process that is captured in the technology resource support plan. This plan is produced yearly and incorporates the goals and direction set by the educational master plan. College IT committees and workgroups collaborate closely with district IT personnel to ensure the collective needs of the College can be met through standardization and efficiency. Training needs of staff and students are provided by the College IT staff, faculty trainers, and/or vendors and may be delivered face to face or online.

Financial resources at KCCCD have demonstrated a long history of prudent management. With the advent of Senate Bill 361, the district adopted a budget allocation model based on base funding and funded FTES that mirrors the allocation model of the State Chancellor's Office. Allocation of funds at the college are determined by a transparent and widely communicated process that ties allocation to strategic planning and student learning outcomes.

## **Standard IV: Leadership and Governance**

Cerro Coso Community College has a long-standing collegial atmosphere that continues to be nurtured by the college president. The College's Participatory Governance Model documents the participatory governance committees and processes adhere to by the College, and is reviewed annually. College Council serves as the main entity for participatory decision-making, and the College relies primarily on faculty for recommendations about student learning programs and services. The college president understands the community responsibility inherent in managing the institution and maintains strong external relationships throughout the College's large rural service area. The College is in the process of formalizing both student participation and evaluation policies and procedures.

The District provides opportunities for the colleges to participate in the decision making process

as well as centralized services that support the functions of the College. The KCCD Board Policy Manual defines the organizational roles of the District and colleges. The Board of Trustees upholds their charge to act as a whole for the good of the institutions they serve.

## **Standard Themes**

### **Institutional Commitments**

Cerro Coso Community College's commitment to providing high quality education is specifically stated in the College's mission statement, vision, values, and general education philosophy. Student learning is the college's primary mission, and it guides all levels of institutional action, from program design to line-item budget decisions. The College regularly reviews its mission statement for relevancy, appropriateness, and currency. The mission statement was last revised in 2007 to encompass the College's determination to link its commitment to education with a service philosophy that stresses equitability of college programs and services for all students within our service regardless of geographic location.

By embedding the concepts of innovating, inspiring, and serving directly into the mission, the College has better aligned its commitment to student learning with the unique demographics of its student population. Because of the large geographical distances, many students are too remote to benefit fully from classes offered in the traditional onsite environment. In revising the mission, the College renewed its commitment to a robust distance education program that was developed to serve the educational needs of students who would not otherwise be served.

### **Evaluation, Planning, and Improvement**

Cerro Coso Community College is strongly committed to the concept of continuous quality improvement and uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. The College has a set of strategic goals that were last reviewed and approved in Spring 2010 and are based on the College's mission of educating, innovating, inspiring, and serving. The goals encompass initiatives such as responding to community needs, improving service to under-prepared students, fostering a culture of accountability, and recruiting, retaining, and developing employees who uphold the College's tradition of excellence.

In support of these goals, Cerro Coso Community College has adopted an integrated planning cycle that starts with the mission and strategic goals and leads to the improvement of student learning in programs and services college-wide. The College uses documented assessment results of student achievement as the basis for identifying what it does not do well, designing improvements, implementing changes, and then reassessing how it is doing to start the cycle all over. This continuous loop is in place at the course, program, and institutional levels.

Since the last Educational Quality and Institutional Effectiveness Review, the College has gotten out of the “Planning to Plan” mode. Completion of important planning documents within the last six years include:

- Revision of the College’s mission statement (2007)
- Strategic Plan (2007, 2010)
- Educational Master Plan (2007, 2012)
- Participatory Governance Model (2007)
- Distance Education Task Force Report (2011)
- Program Pathway Documents for every program at every campus location (2012)
- Information Technology Hardware Replacement Plan (2007)
- Basic Skills Assessment Report (2008)
- Department Unit Plans (annual)
- Program Reviews (ongoing cycles)
- SLO Comprehensive Assessment Report (2012)

## Student Learning Outcomes

Student learning outcomes and student learning outcome assessment are central to Cerro Coso Community College’s mission. The College has made enormous progress since 2006 in defining and assessing student learning outcomes and using the results to improve student learning.

Percent of all college courses offered on the schedule in some rotation with defined Student Learning Outcomes	341/341	100%
Percent of all college courses with on-going assessment of learning outcomes	242/341	70.97%
Percent of all college programs with defined Student Learning Outcomes	42/42	100%
Percent of college programs with on-going assessment of learning outcomes:	27/42	64.3%
Percent of student and learning support activities with defined Student Learning Outcomes	12/12	100%
Percent of student learning and support activities with on-going assessment of learning outcomes	12/12	100%
Percent of institutional outcomes with on-going assessment of learning outcomes	7/7	100%

## Organization

Communication and decision-making processes at Cerro Coso Community College are based on and driven by the mission statement which directly states the College’s support of student learning. The College has adequate staff, resources, and operational and organizational structure to carry out its mission. Though managing the six campuses is an ongoing challenge, the institution maintains a long-standing commitment to participatory governance that ensures the involvement of students, faculty, and staff college-wide in decision-making processes. Especially

built into the planning process is a mechanism for campus locations outside of Ridgecrest to be represented; each site director is responsible for writing an annual unit section plan as well as a three-year business plan.

Moreover, in the last six years, the College has developed an assessment culture that focuses on determining the educational needs of students, designing coursework and support services to address those needs, evaluating the success of courses and programs, and making adjustments for continual quality improvement. Cerro Coso Community College's commitment to student achievement is reinforced in part through the following practices:

- A Strategic Planning Process that sets measurable goals, objectives, and action items for the College to improve its effectiveness by in two-year planning periods.
- An Annual Integrated Planning Process that bases planning for educational, financial, physical, and human resources squarely on its mission, goals, and assessments of student achievement.
- Evaluation Practices for faculty, management, and classified staff that have the purpose of continuous quality improvement.
- Student Learning Outcome Assessments that form the bottom line on how well the college is doing in producing student learning and where it needs to improve in the design and delivery of courses and programs
- A six-year Program Review Cycle by which degrees and certificates are comprehensively evaluated for student performance, achievement of student learning outcomes, and instructional and employment viability
- Institutional Research that provides reliable information about college programs and services and evidence on well it is meeting student needs

## Dialogue

The College enjoys an open and relaxed environment that fosters informal as well as formal channels of communication and dialogue. The small size of the school and the requirements of participatory governance ensure that all constituent groups are constantly in contact with each other at meetings and other school functions. College Council, the College's chief participatory recommending body, includes members from administration, faculty, classified staff, and students. Moreover, given that the College is made up of five physical locations spread over 18,000 square miles, the need for representation of all campus locations is continually kept in mind. ITV conferencing, CCC Confer, and portal technology are used extensively at the College to facilitate this representation and engagement.

Cerro Coso Community College's planning process provides numerous opportunities for the institution to engage in thoughtful and reflective dialogue. College Council representatives inform their constituents of important planning issues and provide feedback regarding the institution's mission, vision, priorities, and long-term direction. Within the annual integrated

planning cycle, dialogue is carried out by constituent groups as plans are reviewed and discussed at the structural levels of units, sections, and divisions; priorities are established; and resources are leveraged to have the best and most positive effect on student learning.

### **Institutional Integrity**

Integrity is a theme that runs consistently through the College's policies and practices. Board policies and administrative procedures stipulate codes of conduct for the entire college community from students to board members. Non-discrimination and sexual harassment policies, student conduct and complaint procedures, faculty hiring and evaluation standards, public relations protocols--all are established, evaluated, and periodically revised to ensure the fair and equitable treatment of students, employees, and the public. Newly revised in 2008 is a district-wide ethics policy, with whistle-blower protection and a nepotism injunction. Policies and practices ensuring the integrity of the College appear in a variety of forms, including the catalog, the college website, and the KCCD Board Policy Manual.

One area that has come under great scrutiny in the last six years is academic honesty in the classroom, particularly in the online environment. Since online learning accounts for almost half the instruction delivered by Cerro Coso Community College, the College's Academic Senate recently adopted a strong statement of expected practices for its full- and part-time online faculty in order to curb instances of cheating and plagiarism and to more closely ascertain that the student who receives the credit is the same one who participates every time in class assignments.

## Eligibility Requirements

Cerro Coso Community College was last awarded reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) in February 2007. The College completed its last Institutional Self Evaluation Report in August 2006. It underwent its last site visit in October 2006.

It completed a Midterm and a Special Report in October 2009, showing satisfactory progress on all Commission recommendations. The last Substantive Change Proposal was submitted in September 2011 to seek approval to offer 50 programs 50% or more through distance education.

Cerro Coso Community College will continue to meet its eligibility requirements in the following areas:

### 1. Authority

Cerro Coso Community College is authorized to operate as a degree granting institution by all appropriate governmental organizations and agencies as required by each of the jurisdictions in which it operates. The college is accredited by ACCJC/WASC and is part of the California Community College system. The inclusion of online course offerings from the college is within the scope of this authorization [**doc. 12, doc. 13**].

Reference: Standard IV.A.4

### 2. Mission

The Cerro Coso Community College mission statement was last approved by the Kern Community College District Board of Trustees at their June 2007 meeting and is published in the college catalog [**doc. 185, doc. 70**]:

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 to baccalaureate degrees, career and technical education, workforce training, college preparation, and lifelong learning
- *Innovate* through our instructional process, 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 communities with relevance, timeliness, and excellence.

Reference: Standard I.A.1

### 3. Governing Board

Cerro Coso Community College is governed by the Kern Community College District Board of Trustees who ensure that the institution adheres to and carries out its mission. A student trustee is elected annually from one of the colleges in a three-year rotation. The governing board is an independent policy-making body capable of reflecting constituent and public interest and adheres to a written conflict of interest policy [**doc. 180, doc. 181, doc. 190\_16**].

Reference: Standard IV.B.1

### 4. Chief Executive Officer

A Chief Executive Officer (CEO), who has a full-time responsibility to the institution, is appointed by the KCCD Board of Trustees. The current CEO and Cerro Coso Community College president is Ms. Jill Board, approved by the Board in May 2011. As the college leader, the president is responsible for maintaining policies, rules, and regulations as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of California Community Colleges, and the general laws of California and of the United States [**doc. 268, doc. 270, doc. 190\_70**].

Reference: Standards IV.B.2, IV.A.1

### 5. Administrative Capacity

The College employs 18 well-qualified administrators to carry out the college mission and goals. The institution has sufficient management staff with appropriate preparation and experience to provide the administrative services necessary to support student achievement at all campuses and in all delivery modes and to maintain an adequate management presence in decision-making roles and process [**doc. 82, doc. 72**].

Reference: Standards III.A.1-2, IV.A.1-2, passim

### 6. Operational Status

Cerro Coso Community College is operational, with students actively pursuing degree and certificate programs, including those comprised of courses in traditional and distance education modes [**doc. 109, doc. 110, doc. 312, doc. 295**].

## 7. Degrees

Cerro Coso Community College lists 16 Associate in Science and 8 Associate in Arts degrees in its 2012-2013 college catalog. The quality and continuous improvement of all degrees offered in the name of the college are ensured by an evaluative process that includes SLO assessment, program review, and annual department planning. Since the general education pattern at Cerro Coso can be satisfied entirely in distance education mode, a high number of these degrees are considered 50% or more in distance education mode. A substantial portion of Cerro Coso Community College's 341 active courses offered on the schedule in some rotation lead to degrees [**doc. 77, doc. 109, doc. 295**].

Reference: Standards II.A.1-4

## 8. Educational Programs

All of Cerro Coso Community College's degree and certificate programs derive from its mission and are based on recognized higher education fields of study. All are conducted at levels of quality and rigor appropriate to the programs offered, are of sufficient content and length, and culminate in identified program learning outcomes that are assessed on a regular cycle. All educational programs are approved by the college curriculum committee, by the governing board, and by the California Community College Chancellor's Office. Online courses and programs follow the same approval and evaluation processes as other courses and programs offered by the college [**doc. 77, doc. 295, doc. 294**].

Reference: Standards II.A.1-5, passim

## 9. Academic Credit

Cerro Coso Community College ensures that courses or other educational experiences have identified student learning outcomes that students must meet at a defined level of performance to receive credit. Courses meet standards of quality as defined by the curriculum committee and ensured by SLO assessment, program review, and the faculty evaluation procedure. Credits awarded are consistent and comparable college-wide regardless of course level or mode of delivery. Credits are appropriate for higher education or for pre-collegiate education and have workload expectations that adhere to the Carnegie unit. Credits are appropriate and applicable to the institution's degrees, certificates, and other educational outcomes. Policies on awarding of academic credit are made available in the catalog and on the college website [**doc. 97, doc. 104, doc. 71**].

Reference: Standards II.A.2.h, II.A.1, II.A.1.c, II.A.2.a, II.A.2.e

## 10. Student Learning and Achievement

Cerro Coso Community College is actively engaged in the process of publishing, implementing, and assessing student learning outcomes at the course, program, and institutional levels. Course SLO's are provided to students in class syllabuses. Program and institutional SLO's are provided in the catalog and on the college website. All SLO assessments are systematically assessed on a regular cycle and housed in a central repository for review and access. Expectations for student achievement of course, program, and institutional outcomes are the same regardless of where or how they are offered, including mode of delivery [doc. 366, doc. 77, doc. 295, doc. 348, doc. 316, doc. 100]

Reference: Standards II.A.1.c, II.A.2.e., passim

## 11. General Education

Every degree at Cerro Coso Community College requires a substantial component of general education. For most degrees this can be satisfied by completing the IGETC transfer pattern, the CSU Certification transfer pattern, or the local Cerro Coso general education pattern. SB 1440 transfer degrees are limited to IGETC and CSU Cert only. All general education patterns are designed to ensure demonstrated competence in writing and computational skills, as well as to promote breadth of knowledge and intellectual inquiry in the major areas of knowledge. Any of the three general education patterns at Cerro Coso Community College can be accomplished in distance education mode; the general education pattern was among the first programs submitted to the Commission in 1998 to be offered 50% or more in distance education mode [doc. 76, doc. 59]

Standards Reference: II.A.3

## 12. Academic Freedom

Kern Community College District Board Policy Manual sections 5.4A3 and 4B11 contain the district's commitment to academic freedom. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/education community in general. Faculty members acknowledge the responsibility they have to be accurate and fair-minded and refrain from using the classroom as a place to promote partisan politics, sectarian religious views, and selfish propaganda of all kinds. Statements of the guarantee and responsibility of academic freedom are also located in the faculty contract and the catalog [doc. 190\_43, doc. 190\_42, doc. 71].

Reference: Standard II.A.7.a

### 13. Faculty

Cerro Coso Community College has 56 well-qualified faculty members with full-time responsibility to the institution. It also employs approximately 100 part-time faculty members each semester. All faculty members meet the minimum qualifications for their area of service or have been duly approved through the Academic Senate's equivalency process. The collective bargaining agreement states the responsibility of full-time faculty for development and review of curriculum and the responsibility of both full- and part-time faculty for assessment of student learning. The core of faculty is sufficient in size and experience to support all of the institution's educational programs wherever and however they are delivered and to play their role within the college governance structure [**doc. 75, doc. 334, doc. 190\_42**].

Reference: Standards III.A.1-2, IV.A.1-3, II.A.1-2, passim

### 14. Student Services

The institution provides a wide range of student services and activities that support student learning and development within the context of its mission, as identified in Section 4 of the Board Policy Manual and published in the catalog. Online students are provided all the same services as students on campus, from counseling contacts to tutoring. Cerro Coso Community College was among the first wave of colleges in California to offer the complete array of matriculation services online. All student support services align with the college mission and strategic goals and participate in the annual unit and program review processes for evaluation and planning [**doc. 111, doc. 361, doc. 30, doc. 285, doc. 245**].

Reference: Standard II.B

### 15. Admissions

Cerro Coso Community College is an open-admissions institution. Board Policy Section 4A states admission policies consistent with Title 5 and the statewide mission for California Community Colleges. Admissions policies and procedures are made public to students in the catalog and on the college website and are the same regardless of campus location or delivery mode [**doc. 73, doc. 245, doc. 172, doc. 190\_82**].

Reference: Standards II.B, II.B.2, II.B.3, II.B.3e

### 16. Information and Learning Resources

Cerro Coso Community College provides information and learning resources and services to students at all campus locations as well as online. Library collections, reference services, research

instruction, proctoring services, tutoring services are available in comparable modes onsite and online. All information and learning support services define and assess student learning outcomes and complete regular program reviews [doc. 228, doc. 226, doc. 234, doc. 285, doc. 30].

Reference: Standard II.C

## 17. Financial Resources

Cerro Coso Community College operates within the Kern Community College District funding allocation formula to adequately support its mission and to ensure financial stability [doc. 63, doc. 193, doc. 194].

Reference: Standards III.D, IV.B.3.c-d

## 18. Financial Accountability

The Kern Community College District annually undergoes and makes available an external financial audit by a certified public accountant on each of the colleges within the district. At the college, institutional planning reflects realistic assessments of financial resource availability, development of financial resources, partnership, and expenditure requirements; long-range financial priorities are considered when making short-range plans; and the financial integrity and stability of the institution are ensured by appropriate control mechanisms and by the timely and dependable dissemination of information [doc. 63, doc. 178].

Reference: Standards III.D.1.a-c, III.D.2, III.D.2.a

## 19. Institutional Planning and Evaluation

The Cerro Coso Community College uses an annual integrated planning cycle that systematically evaluates and makes public how well and in what ways it is accomplishing its purposes. The college has a two-year strategic plan that is based on the institution's mission and aligned with the strategic goals of the Kern Community College District. The educational master plan is revised once every five years and updated annually between revisions; it contains evidence of student learning outcomes assessment, demonstrates planning for improvement of institutional structures and processes, ties resource allocation to student learning, and guides decision making. Institutional, program, and course learning outcomes have all been completed and are undergoing assessment on a regular cycle. College planning documents and evidence of student achievement are made public. Program reviews are completed for instructional, student support, and administrative units on a regular cycle [doc. 335, doc. 123, doc. 171, doc. 284, doc. 25].

Reference: Standards I.A, I.B, II.A.1.c, II.2.A.e, passim.

## 20. Public Information

Cerro Coso Community College provides an online copy of its catalog, available on the college website, with precise, accurate, and current information [**doc. 69**].

Reference: Standards II.B.2

## 21. Relations with the Accrediting Commission

The KCCD Board of Trustees provides assurance that Cerro Coso Community College adheres to the eligibility requirements and accreditation standards and policies of the Commission, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The catalog and college website state the institution's representation by ACCJC [**doc. 12, doc. 13, doc. 70**].

Reference: Standard IV.A.4.a, II.B.2

## Inventory of Evidence

12	ACCJC Acceptance Letter - 2009 Midterm and Special Report 2009
13	ACCJC Acceptance Letter - 2011 Substantive Change Proposal
25	Annual Integrated Planning Cycle Materials
30	Annual Unit Plans
59	Cerro Coso Community College Substantive Change Proposal 1998
63	College Budget
69	College Catalog
70	College Catalog - About the College
71	College Catalog - Academic Information and Standards
72	College Catalog - Administration
73	College Catalog - Admissions and Registration
75	College Catalog - Faculty
76	College Catalog - Graduation and General Education
77	College Catalog - Programs of Study
82	College Organizational Chart
97	Course Outlines of Record: Template, Reports, Samples
100	CTE Licensure Examination Pass Rates, 2009-2012
104	Curriculum and Instruction Council Handbook
109	Data on Completions - declared majors, program completers
110	Data on Enrollments - headcount, unit load, service area, success, retention, persistence
111	Data on Student Demographics - ethnicity, age, gender, socioeconomic status, educational level

123	Educational Master Plan
171	Institutional Planning Website
172	Institutional Student Records Confidentiality Agreement
178	KCCD Annual External Audit
180	KCCD Board of Trustees Biographical Information
181	KCCD Board of Trustees By-laws
185	KCCD Board of Trustees Minutes - June 2007
190_16	BP 2H
190_42	BP 5.4A
190_43	BP 5.4A3
190_70	BP 10A5B
190_82	BP 4A
193	KCCD Budget Allocation Document
194	KCCD Budget Allocation Model
226	Learning Assistance Center Website
228	Learning Resource Center/Library Website
234	Library Joint-Use Agreement with Mono County Public Library
245	Online Application Website
268	President Biographical Information
270	President's Job Description
284	Program Review Website
285	Program Reviews
294	Program Submissions to CCCCCO and Approval Letters
295	Programs Offered
312	Schedule of Classes Website
316	SLO Assessment Database and Reports
334	Statement of Qualification for Adjunct Employment
335	Strategic Plan
348	Student Learning Outcomes Website and Moodle
361	Student Services Website
366	Syllabi Samples

## Responses to Previous Recommendations

### Recommendation 1: Budget Allocation Model

The team recommends that the colleges, working with appropriate district leaders and with consideration of the unique conditions of each of the four sites in the district, complete the development, implementation, and assessment of the budget allocation model [III.D.1.a-d, IV.B.3.c].

The College and District met this recommendation as described in its 2009 Midterm Report. The Chancellor's Cabinet of the Kern Community College District (KCCD) undertook the task of creating a new budget allocation model for its unrestricted general fund in Fall 2006. A new district-wide allocation model was accepted by the Chancellor in March 2007 and closely follows the state allocation model resulting from the passage of SB 361. This model recognizes the base cost of operating centers.

With the passage of Senate Bill 361, KCCD realized a significant increase in funding. The revised allocation model provides additional funding to Cerro Coso Community College to support its centers. The model also has two funding stabilization features. One stabilizes the college's revenue that would be the result of an FTES decline. The other stabilizes the college's revenue based on an overall funding decline due to deficit funding from the state. The stabilization funding allows the college time to strategically adapt to the economic change. Since 2009, the model has been evaluated twice.

The recommendation is fully met.

### Recommendation 2: Evaluation Process

The team recommends that the colleges, in conjunction with district leaders, complete an organizational map that clearly delineates the roles and responsibilities between the entities and identifies an evaluation process that will provide for ongoing improvement [IV.B.3].

The College and District met this recommendation as described in its 2009 Midterm Report. Through a broad-based consultative process, the KCCD Chancellor's Cabinet, now called the District Consultation Council, reviewed and recommended revisions to the document titled Process of Decision Making that was originally developed in 2006.

Since 2009, this document has been greatly expanded. It now includes an enhanced description of the specific roles played by various groups within the process of decision making, including Chancellor's Administrative Council, the Chancellor's Cabinet, the Consultation Council, the Academic Senate, district-wide committees, and collective bargaining units. And it groups the functional maps under the various vice chancellors—and includes their job descriptions for reference—for greater clarity of the line of responsibility. The revised document, Elements of



Decision Making, was completed in October 2011.

The recommendation is fully met.

### **Recommendation 3: Board Of Trustees Self-Evaluation**

The team recommends that the board adopt and implement the self-evaluation process being developed and routinely administer the process. In addition, the current ethics policy should be revised to include a procedure for dealing with violations of the policy. [IV.B.1.g, IV.B.1.h]

The College and District met this recommendation as described in its 2009 Midterm Report. A trustee evaluation procedure was created that includes a statement of 34 standards of expected knowledge and behavior rated on a scale of 1 to 5. This instrument was first used in Fall 2007 and revised slightly in August 2009.

Since the filing of the Midterm Report in 2009, the Board has evaluated themselves in the fall of 2009 and again in 2011.

The recommendation is fully met.

### **Recommendation 4: District Strategic Plan**

The team recommends that to ensure a coordinated and integrated approach to achieving the goals and priorities adopted by the governing board, a District Strategic Plan be used to direct the colleges' strategic focuses and Educational Master Plans [II.A.1, II.B.4, II.C, III.D.1].

The College and District met this recommendation as described in its 2009 Midterm Report. Cerro Coso Community College's 2007-2009 Strategic Plan was completed in the spring of 2007 and accepted by the governing board in June of that year. This strategic plan was manifestly guided by the KCCD strategic plan, whose goals and specific priorities it mirrored and supported. At that same time, the College completed an educational master plan in 2007 that reflected the same goals and priorities.

Since 2009, Cerro Coso Community College's strategic plan has been revised once in 2010 and is currently, as of the writing of this self evaluation, undergoing its next revision as part of the institution's two-year review of its guiding principles: mission, vision, values, and strategic plan. This review began in February 2012 and expects to be completed by December 2012. The College's timeline for revision follows that of the District as a whole, which completed its latest strategic plan revision in Fall 2011. KCCD's 2011-2015 Strategic Plan was approved by the Board in November 2011 and is being used to guide the College's planning and goal-setting.

The recommendation is fully met.

## Recommendation 5: Adjunct Evaluations

The team recommends that the colleges follow the Kern Community College District Policy 7D by evaluating adjunct faculty in a consistent, timely manner with procedures that assess current performance and promote improvement [III.A.1.b]

The College and District met this recommendation as described in its 2009 Midterm Report. The chief instructional officer is now assigned responsibility for completing all faculty evaluations. All adjunct faculty members are on a formal schedule for evaluation. At the time of the Midterm Report, the College reported all adjunct faculty evaluations were up to date or scheduled and the process in place and running.

Since 2009, 275 part-time faculty evaluations have taken place with an 87% on time completion rate. As of the writing of this document, the last two complete semesters (Spring 2011 and Fall 2011) have seen a 95.5% on-time rate. Additionally, part-time faculty members have now become represented by the collective bargaining unit. This has resulted in a much more prescribed evaluation process captured much more formally in the faculty contract. All part-time faculty members are assessed on current performance with the goal of continuous quality improvement. Documentation is parallel to and in many cases identical with that of full-time faculty.

The recommendation is fully met.

## Recommendation 6: Code of Ethics and Employees

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

The College and District met this recommendation as described in its 2009 Midterm Report. The process for revising the ethics policy began in August 2007, included consultation with all groups, and was completed in June 2008 when the board adopted a new Code of Ethics. It was widely disseminated at the time, including being printed as a brochure and distributed to all college and district locations.

Since 2009, the ethics section of Board Policy Manual has been further strengthened by the addition of whistleblower protection (May 2010) and a nepotism policy (July 2010).

The recommendation is fully met.

## Recommendation 7: College-Wide Planning

The team recommends that the college 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 [IB.2, IB.3, IB.4; IB.6; IIA.1; IIB.4; IIC.2; IIA.4; IIA.6; IIIB.2b; IIIC.2; IIID.1a; IIID.2g; IIID.3; IVA.5; IVB.2b];
- d. Includes a technology plan that evaluates, supports and plans for the future of instructional, student services and administrative functions across the college's sites [IIIC.1c; IIIC.2];
- e. Relies on involvement of college employees from different groups and sites [IB.4; IVA.1; IVA.2; IVA.3];
- f. Incorporates measurable data outcomes [IB.3; II.2f; IIC.2];
- g. guides decision-making [IA.4; IB.3; IIID.1c];
- h. Is well-documented and widely disseminated [IB.4; IB.5];
- i. Is periodically reviewed to assess the process and progress [IB.6; IB.7];

The College met this recommendation as described in its 2009 Midterm Report. At that time, all the pieces were in place: it was an inclusive process driven by college mission and goals that included a technology plan, incorporated measurable data outcomes, and relied on involvement of employees college-wide. As evidence, the College referenced its strategic plan, annual unit plans, program reviews, educational master plan, technology replacement plan, Budget Development Committee recommendations, and sample data warehouse reports.

A major development since 2009 is that the process has been pulled together into one annual integrated planning cycle. Beginning with the 2011-2012 academic year, the College now has a systematic process that bases planning for educational, financial, physical, and human resources upon its mission, goals, and assessment of student achievement. The process starts at the beginning of the year with the evaluation of student needs and college programs and services in annual unit plans. These feed more comprehensive plans leading to the writing of the overall educational master plan (once every five years) or master plan update (annually in intervening years). The educational master plan in turn drives resource support plans (one of which is technology) and allocation decisions. These culminate in April in the recommendation of a college budget. At all levels, goal-setting and resource requests involve college employees from different groups and campus locations and are linked back to institutional mission, goals, and assessment of student learning.

This recommendation is fully met.

## Recommendation 8: Program Review

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

The College met this recommendation as described in its 2009 Midterm Report. A key development was implementing annual unit plans for every operational group. Unit plans require the responsible faculty or manager to gather information needed for their next program review on a yearly basis. The results of program reviews appear in the subsequent unit plan where they combine with student learning outcome and/or other operational assessments to form the basis of yearly review, goal-setting, and resource allocation.

Since 2009, the College has created an Institutional Effectiveness Committee, part of whose job is to act as a consultative body to faculty and departments undergoing program review. The Academic Senate's program review committee had not been functional for several years. It was not the right group to act as quality control over program review documents. A broader participatory body was required to give more meaningful feedback. Committee members of the IEC include the college SLO coordinator, curriculum chair, and institutional researcher, together with the two vice presidents and the Academic Senate president. As of Spring 2012, the IEC also now functions as the college's evaluation team for program reviews. Completed documents are assessed for effectiveness and scored for completeness and accuracy. IEC provides formative feedback before the documents are submitted to Academic Senate for review and acceptance.

In the effort to facilitate campus dialogue about student learning and the assessment of student learning, the College now has a program review webpage on the college website that includes the schedule of program reviews, the program review template for instructional and non-instructional services, the rubric used by the IEC to assess program review effectiveness and completed program reviews.

The recommendation is fully met.

## Recommendation 9: Student Learning Outcomes

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

The College met this recommendation as described in its 2009 Midterm Report. At that time, the institution self-assessed that it was at the Development stage of implementation. A student learning outcome coordinator had been hired who provides leadership, training, and mentoring

in the areas of writing measurable SLO's, developing appropriate assessment tools, and interpreting the data. At that time, 65% of active courses were identified as having SLO's defined and 34% having started assessments, with all regular courses scheduled to complete assessments by Spring 2012.

As of Spring 2012, measurable SLO's have been written for 100% of courses and programs. A vast majority of course SLO's have been assessed, with the remainder of all courses on the schedule in some rotation be assessed at the conclusion of the Spring 2012 semester or the next time they are offered:

Percent of all college courses offered on the schedule in some rotation with defined Student Learning Outcomes	341/341	100%
Percent of all college courses with on-going assessment of learning outcomes	242/341	70.97%
Percent of all college programs with defined Student Learning Outcomes	42/42	100%
Percent of college programs with on-going assessment of learning outcomes:	27/42	64.3%
Percent of student and learning support activities with defined Student Learning Outcomes	12/12	100%
Percent of student learning and support activities with on-going assessment of learning outcomes	12/12	100%
Percent of institutional outcomes with on-going assessment of learning outcomes	7/7	100%

The results of student learning outcomes are being analyzed, gaps identified, improvements made, and courses and program outcomes being reassessed based on the results. In 2011-2012, the Academic Senate created a Student Learning Outcome Assessment committee whose charge is to promote student learning by providing leadership in continuous and sustainable outcomes assessment and to foster a culture of inquiry. In November 2011, a professional development day was designed and run especially for part-time instructors to enhance their understanding of SLO's and help them create effective assessment instruments. In Spring 2012, after over a year of development, the college began using the Assessment Module in CurricUNET as part of a district-wide initiative to house SLO data and provide for greater ease of access and report generation.

The recommendation is fully met.

## Recommendation 10: Diverse Community Needs

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

The College met this recommendation as described in its 2009 Midterm Report. By means

of external scans, summits with employers, labor market research, and input from business communities and local high schools, the College has developed and delivered appropriate educational programs to the smaller communities that surround Ridgecrest. New programs up to 2009 included a Certified Nursing Assistant and Licensed Vocational Nurse program at the Eastern Sierra Center in Bishop and Mammoth Lakes, and a Human Services program that is delivered by iTV to Bishop, Mammoth Lakes, and Lake Isabella.

Since 2009, the College has continued to monitor the needs of our communities through a variety of methods. The most recent environmental scan (2012) encompassed all the communities of the Eastern Sierra region from Edwards Air Force Base to Mammoth Lakes. New partnerships with employers and other organizations have been developed, such as the Business Office Technology and Renewable Energy programs being offered to the Owens Valley Career Development Center, which is operated by the Paiute Shoshone nation in Bishop. And a TAACCT grant awarded in 2011 requires the institution to work with the Kern Valley Hospital to supply employees for a number of health care jobs.

One area of special focus has been developing partnerships with the high schools in our diverse communities to improve college readiness. The institution runs an ECHO program at Lake Isabella in conjunction with Kern Valley High School that allows high school students to come to take classes in becoming a certified nursing assistant. A region-wide Articulation Conference was held in March 2012 that drew high school partners from as far away as Mammoth Lakes and Tehachapi. The results of that day were 33 renewed articulation agreements as well as the beginnings of talks for expanded concurrent and dual enrollment opportunities. California City High School has expressed an interest in pioneering two dual enrollment classes in the Spring 2013 semester.

The recommendation is fully met.

## **Recommendation 11: Staffing Model**

The team recommends that the college establish a staffing model that includes:

- a. self-examination using similar or like institutional models
- b. the assessment of program objectives;
- c. minimum staffing levels by functional area; and
- d. criteria for the establishment of high-quality instructional programs that culminate in identified student outcomes

[II.B.1; II.B.3.c; II.B.3.d; II.C.1.c; III.C.1.c; III.A.2; III.A.6].

The College met this recommendation as described in its 2009 Midterm Report. It developed a staffing priority plan for all managerial and classified hiring. This priority list was shared with

College Council as an information item. Staffing is based upon programs, the complexity and needs of those programs, and the short- and long-term growth needs of the unit. Criteria used to develop the priorities include minimal levels of staffing needed to serve students and still carry out the mission of the College.

Since 2009, the College's new president took a year to study the College's staffing structure and developed a classified and managerial reorganization plan. The changes that emerged from this process were implemented beginning July 2011. In the new integrated planning cycle, the staffing plan is revised yearly based on a review of personnel sufficiency as captured, for example, in annual unit plans. A staffing plan revision has now become one of the resource support plans produced yearly in support of the educational master plan.

The recommendation is fully met.

## **Recommendation 12: Decision Making Process**

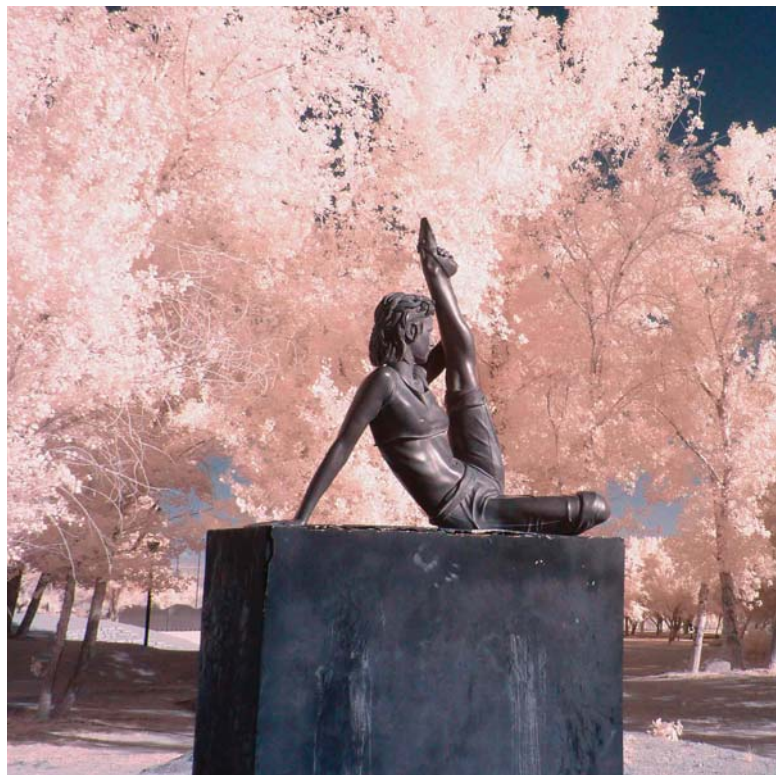
The team recommends that the College establish and implement a written policy, inclusive of all five sites, that clearly maps the institutional decision making process and defines the roles and responsibilities for all campus constituents. The role of leadership and the institution's governance and decision-making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

The College met this recommendation as described in its 2009 Midterm Report. It developed a new Participatory Governance Model in 2007 to clarify the structure, methodology, and role of College Council, its various subcommittees, and the president, and to define how constituent groups affect decisions that flow through the process.

Since 2009, the Participatory Governance Model has since undergone a number of revisions, including the addition of the Institutional Effectiveness Committee as a sub-committee of College Council, revision of the mission and charge of the Technology Resource Team, and revision of the mission and charge of the Professional Development Committee. The document is considered a 'living document' that is continually open to change. It reflects a view of decision-making at Cerro Coso Community College as process to be continually monitored for currency, relevance, and effectiveness and continually revised for institutional improvement.

The recommendation is fully met.

# Standard I Institutional Mission and Effectiveness



**Standard I.A:** Mission

**Standard I.B:** Improving Institutional Effectiveness



## Standard I: Institutional Mission and Effectiveness

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

### I.A: Mission

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

#### Descriptive Summary:

Cerro Coso Community College completed a review and revision to the mission statement in 2007 [doc. 336]. This revision was the result of broad-based institutional dialogue and completed by the College Council, the College's primary participatory governance committee. Cerro Coso Community College's current mission statement 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 [doc. 70].

The mission defines the College's broad educational purpose as education in "transfer for baccalaureate degrees, career and technical education, career and workforce training, college preparation, and "lifelong learning". The intended student population is anyone who seeks to achieve these goals. And the College's commitment to achieving student learning is demonstrated through innovation, inspiration, and adherence to a service philosophy.

#### Self-Evaluation:

The College meets this Standard. The current mission statement defines the institution's broad

educational purposes, its intended student population, and its commitment to achieving student learning. At the time of the completion of this Self Evaluation, the College had initiated the process for reviewing the mission statement as part of the two-year strategic planning cycle, following the revision and update to the District's strategic plan in Fall 2011 [doc. 219]. College Council began with a discussion of the current mission statement, the accreditation standards associated with the mission, and demographic and environmental scan data collected as part of the revision to the educational master plan. As a result of this discussion, College Council made draft revisions to the mission statement to more specifically define the intended student population, address the College's large distance education program, and more explicitly reflect the College's commitment to student learning. The committee further defined the steps for moving forward on the engaging in broad institutional dialogue and gathering input on the revision of the college mission to take place, along with the revision to the College's strategic plan, in Fall 2012 [doc. 81].

### **Actionable Improvement Plan:**

None

### **I.A.1**

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

### **Descriptive Summary:**

The College's mission statement reflects the primary mission of California Community Colleges as defined by Article 2, section 66010.4 of the California Education Code. Student learning at Cerro Coso embraces transfer education, career and technical education, and basic skills preparation. The programs and services offered at Cerro Coso are consistent with and in support of fulfilling this mission. Cerro Coso provides educational services to a widely diverse student population of approximately 85,000 distributed over a service area of 18,000 square miles—the largest community college service area in California.

Such a large area requires multiple physical sites. Cerro Coso demonstrates its commitment to student learning by offering instruction and services to approximately 9,000 students at five campus locations at Indian Wells Valley in Ridgecrest, Eastern Sierra College Centers in Mammoth and Bishop, Kern River Valley in Lake Isabella, and the South Kern Center, comprised of Edwards Air Force Base and California City [doc. 314]. Entering the 2012-2013 academic year, the College lists 24 Associate degree programs, 19 certificate programs, and more than 300 courses. Two additional programs have been approved by the governing board and are pending approval at the California Community College Chancellor's Office.

Through the integrated institutional planning cycle, the College develops and evaluates programs based on data about the communities we serve. The educational master planning process includes comprehensive environmental scan data inclusive of all communities in the Cerro Coso service area [**doc. 124**]. Career technical education (CTE) programs use Educational Modeling Specialist, Inc. (EMSI) data and work actively with advisory committees to inform evaluation of program demand, employment opportunities and to ensure that programs are aligned with the employer needs in the community [**doc. 129, doc. 285**]. A number of data points are used to evaluate support service needs, such as:

- Information gathered from the college application, such as students who have identified themselves as “Undeclared” or “Undecided” for major and educational goal [**doc. 380**].
- Annual assessment data for all campuses of numbers of students placing into each level of English, reading, and math to identify Basic Skills needs, which also informs the potential demand at each level of these courses [**doc. 26**].
- High School Enrollment Yield to determine what percentage of high school seniors are enrolling for service area high schools [**doc. 157**].
- Environmental Scan data on educational achievement level of the populations local to each campus community, community demographic data, and average salary range data [**doc. 124**].
- Demographic trend data [**doc. 111**].
- Responses to background questions built into the assessment process [**doc. 18**].

Additionally, and in an effort to respond to the needs of its unique demographics and the student population it is committed to serve, the College has created and utilizes an innovative combination of distance education delivery systems. Because of the lack of population density and the large geographical distances, many students are too remote to benefit fully from classes offered in the traditional onsite environment. In response, the College has developed and maintained a robust online program, called ‘CC Online,’ to serve the educational needs of students who would not otherwise be served [**doc. 52**]. CC Online provides degree and certificate programs and online courses with complete online student support services, including matriculation and textbook purchasing [**doc. 245, doc. 361**]. Supplementing this delivery method, the College also uses interactive television (iTV) and online streaming video in the distance learning mode to reach remote students as well.

The College has established student programs at each location aligned with its student population. Five-year business plans for the Eastern Sierra College Center (ESCC) and the Kern River Valley Outreach/South Kern Center (KRV/SK) sites were completed in 2010 that focus on the programs offered [**doc. 122, doc. 223**]. In the 2011-2012 year, an audit of programs college-wide was accomplished by faculty chairs and educational leadership with the express purpose of determining the exact degrees and certificates that could be attained by a student at any

campus—whether in traditional mode, online format, or some combination of the two—and then publicizing those programs through the college website, advising resources, and marketing materials [doc. 47, doc. 295, doc. 116]. Pathways to completion for each program at each site were developed to further solidify and commit the college to those programs [doc. 278].

As explained more fully in Standard II.B, a comprehensive array of student support services is in place to address the diverse needs of Cerro Coso students. Support programs include:

- Career and Transfer Center Services
- Child Development Center
- Counseling and Advising
- Disability Support Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS)
- Financial Aid and Scholarships
- Honors Program
- Job Development Services
- Veteran Services

Recently, several surveys have also been added to the data collection efforts assessing student needs and experiences. For the first time during the 2010-2011 school year, the College administered the Community College Survey of Student Engagement (CCSSE) [doc. 55]. This survey has provided the College feedback on institutional practices and student behaviors that are highly correlated with student learning and student retention. Homegrown instruments include a student experience and satisfaction survey primarily focused on student support services [doc. 345]. This instrument is intended to gather essential information about students' perceptions of their experience with the support services at Cerro Coso and satisfaction with the services they have received. An exit survey is administered to all students choosing to participate in the graduation ceremony. It asks students to reflect on their time at Cerro Coso and identify those services and experiences that contributed most to their achievement, those services and experiences that could be improved, and any other input the student would like to provide [doc. 154].

### **Self-Evaluation:**

The College meets this Standard. Through the institutional planning cycle, Cerro Coso gathers and evaluates data on the communities it serves, determines the appropriateness of existing programs, develops new programs to address identified needs, and assesses student needs for support services. Data gathered is both qualitative and quantitative and integrated into planning and evaluating processes.

To better overcome the challenges presented by the large geographic service area and meet the needs of its rural communities, the College has developed distance education options. The large

online program and iTV systems allow for more comprehensive offerings of courses, programs and all associated support services. Programs and services at each campus are offered according to the population and needs of the community.

In addition to the quantitative data used in this assessment, the College has also employed surveys to gather direct input from students. The application process and background questions built into the assessment testing process serve, in essence, as surveys for entering students. The Community College Survey of Student Engagement and Student Experience and Satisfaction Survey gather input from students during the course of their enrollment at the college. The survey administered at the point of graduation provides a capstone opportunity to gather student perceptions and input upon completion of an educational goal. To gather this input from a greater number of completers, the survey is being transferred to an electronic format to be delivered when the graduation evaluation is requested, instead of being restricted to only those students attending the graduation ceremony.

**Actionable Improvement Plan:**

None

**I.A.2**

The mission statement is approved by the governing board and published.

**Descriptive Summary:**

The mission statement was approved by the Kern Community College District Board of Trustees on June 14, 2007 [doc. 185]. The mission statement has subsequently been published in the College catalog. Kern Community College Board of Trustees approved the current catalog in the spring of 2012 [doc. 184]. The catalog is published on the College's website [doc. 69] and a limited number of paper versions are available to students, faculty, and staff.

**Self-Evaluation:**

The College meets this Standard. Cerro Coso's mission is published in formats that are visible and accessible to employees and prospective students.

**Actionable Improvement Plan:**

None

### I.A.3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

#### **Descriptive Summary:**

The College's mission statement was last revised in 2006 in order to determine the relevance of the College's mission statement to student learning. College Council began a dialogue as part of its educational master planning process. Regular meetings of an ad hoc strategic planning committee were held throughout the year. The committee consisted of members from college faculty, staff, and administration [**doc. 336**].

Local input was gathered through a series of community focus groups with the primary objective of determining the needs of the community for educational programs, services, and facilities in both the on-ground and online environments [**doc. 85**]. Based on the information provided by all of its constituents and the ad hoc committee, and in response to WASC recommendations in 2006, College Council revised the College's mission statement and strategic plan [**doc. 336**]. In 2007, it revised the educational master plan [**doc. 126**]. The revisions to the strategic plan for 2007-09 focused on the College's strategic goals. These projects involved a long-term, on-going assessment and revision of the College's mission statement through the active involvement of the institution's governance structure, including faculty, staff, management, the Academic Senate, and College Council.

Since then, one additional review of the mission statement occurred in December 2010, when the Distance Education Task Force convened to address manifest deficiencies in the investment, focus, and support of distance learning at the College, and recommended that College Council revise the mission statement "to reflect the College's commitment to Distance Education including online, hybrid, and interactive television formats" [**doc. 118**].

In 2010-2011, a district representative group was convened to evaluate, review, and revise the district strategic plan. Both internal and external scan data were gathered through the administration of a series of surveys along with data gathered by the District's Institutional Research Office through use of climate surveys and Economic Modeling Specialists Inc. (EMSI) data [**doc. 221**]. The results of these surveys and external scan data were used in identifying areas of focus for the strategic goals and metrics for measuring progress toward the goals. At each stage in the process, the development of the strategic plan was vetted through all constituency groups at all three colleges and the Board [**doc. 220**]. The feedback provided was incorporated in making revisions to the plan.

At a mid-point in this process, a district-wide professional development day focusing on measures of student success was conducted by the Executive Director of Cal PASS, who helped to

identify metrics and data for measuring progress on improving student success. This workshop helped to inform the dialogue and identification of the strategic goals and measurement of progress on these goals [doc. 222]. The KCCD 2012-2015 Strategic Plan was approved by the Board of Trustees in November 2011 [doc. 187].

At the same time that the district was completing the revision of the district-wide strategic plan, data was being gathered by Cambridge West, a consulting group, for the 2012-2017 Cerro Coso Educational Master Plan [doc. 124]. In the spring of 2012, the president initiated the process for reviewing the college mission, vision, and value statements along with the college's strategic plan [doc. 81]. This process is scheduled to finish during the Fall 2012 semester.

### **Self-Evaluation:**

The College meets this Standard. In 2007, the revision of the college mission statement was accomplished as part of strategic planning through the participatory governance process, with broad input and institutional dialogue. College Council, the main representative governance group, was centrally involved in the planning process, with members bringing input from their respective constituency groups. Broader opportunities for input were also available through an online feedback form available to all of the college community. The College has established a regular institutional planning cycle, with the review of the mission statement taking place on a two-year cycle as part of the revision and update of the strategic plan. Consistent with this cycle, the college has initiated the process for the review of the mission and revision to the strategic plan to be completed in 2012-2013.

### **Actionable Improvement Plan:**

None

## **I.A.4**

The institution's mission is central to institutional planning and decision-making.

### **Descriptive Summary:**

The College has always had a process by which the mission and vision statements and values guide institutional planning. Ongoing program review and annual unit plan cycles have been essential in evaluation and planning. Comprehensive program reviews identify the strengths and weaknesses of programs and provide recommendations regarding changes, future trends, and resource needs. Completed program reviews and unit plans have been presented to all areas of the College involved in planning and resource allocation, including the curriculum committee, Academic Senate, and College Council [doc. 6, doc. 105, doc. 80]. And the College's

mission statement has always been in the background as the foundation of planning and resource allocation [**doc. 68**].

However, what the College has lacked has been an integrated planning effort. While the intention was that program reviews and annual unit plans should drive resource allocation such as budgeting and staffing, the reality was that when it came to selecting and prioritizing new full-time faculty positions, for instance, an entirely separate process had to be used because the faculty proposals took place in October while the annual unit plans were not completed until December. The unit planning process itself did not have a budget worksheet because 'budgeting' took place in the spring. What this meant was that decision-making about resource allocation was often justified by being related directly back to the mission statement. This was recognized as not effective, as the mission statement is too broad to be a main justifying factor for specific resource requests. The lack of integration and the duplicate processes not only meant additional work but also rendered the information in the unit plans less relevant and the process itself less meaningful.

For that reason in Spring 2011, the new president called for the creation of an Institutional Effectiveness Committee to provide oversight and coordination to the planning and assessment processes with the purpose of bringing the institution into the last stage of sustainable continuous quality improvement. That committee has since become a subcommittee of College Council and is composed of management, faculty, and classified staff leadership, including the curriculum committee chair, SLO coordinator, the institutional researcher, the vice president of Student Services, the director of Student Programs and Athletics, and the administrative assistant of the vice president of Academic Affairs acts. The committee is co-chaired by the vice president of Academic Affairs and the Academic Senate president [**doc. 254**].

The committee evaluated the existing elements of the planning cycle to identify gaps and developed a planning cycle that makes use of program reviews, SLO assessments, and the College's strategic plan as places to begin [**doc. 166**].

The result is a highly integrated planning cycle that was used for the first time in the 2011-2012 academic year [**doc. 25**]. As explained more fully in standard I.B.3, the process begins with the development of specific unit plans based on a review of the college mission, the strategic plan, and the results of program review and student learning outcome (SLO) assessment. These unit plans in turn form the first draft of a yearly educational master plan update which in turn guides the 'second-level' resource support plans of facilities, information technology, marketing, professional development, and staffing. From these, the budget is built and the whole document compiled as a yearly Educational Master Plan Update [**doc. 123, doc. 127**]. At the end of the process, the cycle itself is reviewed and revisions made as necessary. And every two years the results of this planning is fed back into the strategic plan, which itself is evaluated and revised. The value of this process is that it begins with the mission statement as we have done in the past



but establishes mid-level touchstones in the strategic plan, program review, and SLO assessment, which then are more useful points of departure for specific unit goals and resource requests than the mission statement of educating, innovating, inspiring, and serving.

### **Self-Evaluation:**

The College meets this Standard. The mission is and has always been central to institutional planning and decision-making. Since the last Educational Quality and Institutional Effectiveness Review, the educational master plan, the strategic plans, and the mission statement have been the guiding planning documents in institutional planning.

The revision to the strategic plan scheduled to be completed in the Fall 2012 began with a re-evaluation of the mission statement. Discussion and deliberation reflect aspects of the College's purpose, student population, and commitment to student learning. Annual unit plan and program review templates have been revised to more explicitly tie the departmental goals to the mission and strategic goals, which continues to be carried into resource allocation requests. Budget development now requires all resource requests to identify how the spending will support the college mission through the strategic goals.

### **Actionable Improvement Plan:**

None

### **Inventory of Evidence**

6	Academic Senate Minutes - CHDV April 19, 2012, Library May 10, 2012
18	AccuPlacer Report, Background Questions
25	Annual Integrated Planning Cycle Materials
26	Annual Placement Report
47	Campus Homepages
52	CC Online Website
55	CCSSE Key Findings Report
68	College Budget Request Worksheets
69	College Catalog
70	College Catalog - About the College
80	College Council Minutes - BSOT & Business Programs Dec 2010, CIS & Web Design May 2011, CHDV April 2012, Program Reivew Discussion May 2012
81	College Council Minutes - February 24, 2012
85	Community Forum Minutes - Fall 2006

- 105 Curriculum and Instruction Council Minutes - Oct 18, 2010 2 year CTE Program Reviews & Business, Apr. 8, 2011 AJ AS & CIS AS, Sept. 24, 2010 Basic Skills, BSOT, Learning Assistance Center
- 111 Data on Student Demographics - ethnicity, age, gender, socioeconomic status, educational level
- 116 Department Websites
- 118 Distance Education Task Force Report and Moodle
- 122 Eastern Sierra College Center Business Plan
- 123 Educational Master Plan
- 124 Educational Master Plan - Environmental Scan
- 126 Educational Master Plan 2007-2012
- 127 Educational Master Planning Website
- 129 EMSI Data
- 154 Graduation Survey
- 157 High School Enrollment Yield
- 166 Institutional Effectiveness Committee Minutes - Oct. 18, 2011, Nov. 29, 2011, Feb. 15, 2012
- 184 KCCD Board of Trustees Minutes - April 2012
- 185 KCCD Board of Trustees Minutes - June 2007
- 187 KCCD Board of Trustees Minutes - November 2011
- 219 KCCD Strategic Plan
- 220 KCCD Strategic Planning Workgroup Agendas and Minutes
- 221 KCCD Strategic Planning Workgroup Materials
- 222 KCCD Student Success Workshop Minutes
- 223 Kern River Valley Outreach/South Kern Center Business Plan
- 245 Online Application Website
- 254 Participatory Governance Model - Institutional Effectiveness Committee
- 278 Program Pathways
- 285 Program Reviews
- 295 Programs Offered Website
- 314 Service Area Map
- 336 Strategic Plan 2007-2009
- 337 Strategic Planning Agenda and Minutes, 2006-2007
- 345 Student Experience and Satisfaction Survey
- 361 Student Services Website
- 380 Undeclared/Undecided Students Report

## I.B: Improving Institutional Effectiveness

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

### I.B.1

The institution maintains an on-going, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

#### **Descriptive Summary:**

As reflected in the College's educational master plans, multiple planning efforts have engaged institutional dialogue at all levels: departments and units write annual unit plans; sections and divisions analyze, aggregate, and review the grassroots plans; support committees and groups develop work plans; and College Council oversees the process. The annual integrated planning cycle at all these levels requires self-reflection on the linkages among the college mission, strategic plan, individual unit mission and goals, student performance data, and student achievement data in student learning outcome (SLO) assessment and program review [**doc. 123, doc. 283, doc. 29, doc. 27, doc. 24**].

Recent institutional initiatives that have resulted from this collegial dialogue include the strategic planning process, the revision of the college mission statement, the creation of institutional learning outcomes, the establishment of an Institutional Effectiveness Committee, the formulation of student learning outcomes, the convening of the Distance Education Task Force, the implementation of the Basic Skills Initiative, the project of creating the annual integrated planning cycle, the development of program pathways, and the re-engagement of local high schools in educational partnerships. All of these projects involved a coordinated effort up and down levels as well as across the College's four major divisions (Academic Affairs, Student Services, Administrative Services, Human Resources) about how best to plan for, implement, and evaluate improvements of student learning.

In June 2010, the College revised the Cerro Coso Community College Participatory Governance Model to facilitate broad participation and involvement in college decision-making by all members of the college community, including students, faculty, classified staff, and management. This document now provides the foundation and structure for ongoing institutional dialogue and decision-making [**doc. 251**].

The College has a committee structure that provides the organizational means for dialogue that is intentional and inclusive. At the College's core, College Council is a conduit for receiving and disseminating information and acts as an advisory committee to the president. It is the purpose of College Council to engage in ongoing evaluation and improvement of the College's mission, vision, participatory process, and institutional planning. It has ultimate responsibility for the strategic direction of the College and through its subcommittees for broad input for decision making. College Council includes representation from all campuses, and all meetings are delivered via interactive video to be accessible at a distance [doc. 253].

Other campus groups and committees participate in institutional dialogue. Participatory subcommittees of College Council are primarily responsible for budgeting, facilities, professional development, resources, technology, and safety and security [doc. 251]. The Academic Senate is primarily responsible for all academic and professional matters [doc. 3]. Academic departments are responsible for curriculum, program review, and SLO assessment, with the guidance and support of the Senate's Curriculum Instruction Council (CIC) and SLO Assessment Committee. The Institutional Effectiveness Committee (IEC) is charged with oversight, coordination and evaluation of the annual integrated planning cycle [doc. 254]. Faculty chairs recommend scheduling both on the short- and long-term to meet student need. The College's integrated planning process is an example of how many college constituencies are involved in resource allocation decisions and the planning process [doc. 25].

To ensure coordination of effort and communication among the chief officers of the four major sub-divisions meet regularly and also serve as resources to each other's steering groups.

- All chief officers meet once a month with the president in the President's Executive Cabinet.
- All educational administrators meet once a month with the president in an educational administrators' work group.
- The vice president, Academic Affairs (VPAA) participates on the Student Services Executive Council
- The vice president, Student Services (VPSS) participates on the Faculty Chair working group
- The VPAA, VPSS, and director of Administrative Services are all members of the Institutional Effectiveness Committee.
- Both the VPAA and VPSS sit together on the curriculum committee and the Basic Skills/Matriculation Committee.
- The president, VPAA, VPSS, and director of Administrative Services are all standing members of the Budget Development Committee.
- At least one member of the executive team attends each Academic Senate meeting.

This ongoing cross-dialogue has the effect of breaking down silos and ensuring broad communication among the College's functional areas. It fosters a collective understanding of the

different way the functional areas engage student learning and improve institutional processes, as well as the way each contributes to the success of the others.

Access to reliable data to support these efforts has improved tremendously in the last several years. The College now maintains a CurricUNET database for curriculum management and also for the housing of SLO data at all levels: course, program, general education, student services, administrative, and institutional [doc. 97, doc. 296, doc. 316]. This makes student achievement data readily accessible for review and analysis. The District Information Research Team (DIRT) has provided committees and decision makers with a variety of standing reports through the district's ODS data warehouse, including standing reports on student performance and completions, enrollment activity and trends, waitlisting, demographics, and more [doc. 243].

The hiring of an institutional researcher in 2010 has been a great help to the College. Cerro Coso Community College now has a dedicated position who can work full-time with administrators, classified staff, faculty chairs, and individual faculty members to improve data design and collection. The results have been several important projects informing and supporting the College's self-reflective dialogue: a SPAR study looking at the best predictors of student success, a Spring 2012 student experience survey, the administration of the Community College Survey of Student Engagement (CCSSE) in Spring 2011, and better and more consistent annual unit plan and program review data [doc. 327, doc. 345, doc. 28, doc. 279, doc. 55].

### **Self-Evaluation:**

The College meets this Standard and has demonstrated a strong commitment to self-reflective dialogue. The revised Participatory Governance Model provides the framework for broad representation in institutional dialogue. Dialogue is ongoing and responsive to and inclusive of relevant data for decision-making and is aimed at improving student learning. This dialogue includes input from all campus locations for planning and decision-making and relies on the involvement of all college employees from different groups. The participation of employees from non-Ridgecrest campuses was a concern of the 2006 visiting team (addressed in Recommendations 7a, 7d, 7f, and 12). The College makes a concerted effort to include at least one representative from the smaller sites on all standing and ad hoc committees and working groups. ITV conferencing, CCC Confer, and portal technology are used extensively at the College to facilitate cross-campus representation and engagement.

### **Actionable Improvement Plan:**

None

## I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

### **Descriptive Summary:**

The College's formal strategic goals were last reviewed and approved in Spring 2010 and are based on the College's mission statement, vision statement, and values [doc. 335]. The planning process began in Spring 2009 with members of the Strategic Planning Committee having as their highest priority the formulation of goals that reflect the Kern Community College District strategic plan. Proposed revisions were developed with broad input that included faculty, classified staff, and management and were discussed at College Council through the spring and fall semesters [doc. 337]:

- Goal One:** Improve our response to community needs through customized educational opportunities, area workforce development, transfer program, and quality student services
- Goal Two:** Improve service to under-prepared students and increase their success rates
- Goal Three:** Seek opportunities to enhance the acquisition and use of resources
- Goal Four:** Build upon our culture of accountability, responsibility, and collegiality amongst all stakeholders
- Goal Five:** Identify and implement principles of effective communication in support of our mission
- Goal Six:** Recruit, retain and develop employees who uphold the Cerro Coso culture of excellence

As detailed more specifically in the College's 2010-2012 Strategic Plan, objectives derived from the goals are articulated in measurable terms. Each goal is composed of two or more specific objectives, which are further subdivided into even more specific action plans. The 2010-2012 goals include 22 separate objectives detailed in 68 action plans.

Evidence of how well the College is achieving these action plans is contained in both quantitative and qualitative forms. While some actions like "Integrate instruction and advising services [in basic skills]" (Goal 2.A.2) or "Develop measures and assess college climate and morale" (Goal 6.C.1) were completed by the doing of them, others were accomplished by the submission of formal documentation. "Developing and implementing a comprehensive Distance Education Plan" (Goal 1.C.1), for example, resulted in the Distance Education Task Force Report [doc. 119]. More broadly, the evaluation of how the college is progressing in many of its strategic goals is informed by quantitative data—both internal and external accountability measures. Plans like

“Improve the student success rates and productivity numbers in CTE programs and classes” (Goal 1.B.3) are evaluated by success and productivity (FTES/FTEF) calculations. Data about enrollment, productivity, workload, waitlist, course success and retention, awards, and course placement are commonly discussed at the course, program, and institutional levels. Reports extensively probing trends in distance education, career technical education (CTE) programs, basic skills, and special populations are made available, and both descriptive and prescriptive data have grown in the past year to help faculty and administrators assess problems and successes [doc. 279, doc. 28]. Reports, studies, and surveys have been created or conducted to address performance-related goals, providing information about the College’s progress towards its goals [doc. 55, doc. 345, doc. 154]. A wide variety of external accountability measures are important sources of data that inform goal achievement, such as graduation rates, financial aid utilization, persistence, rates of student achievement of key milestones such as achieving 30 units, awards, or transfer. Government accountability metrics such as IPEDs, ARCC, Gainful Employment, basic skills accountability, Matriculation reports, distance education reports, state reports for Special Services special populations, and the ACCJC Annual Report are some of these sources [doc. 1, doc. 152, doc. 44, doc. 181, doc. 14].

The College’s goals are published in numerous places, including printed in the catalog, incorporated in the Participatory Governance Model, and made available on the college website [doc. 70, doc. 258, doc. 175]. Internally, College Council, the Academic and Classified Senates, and the Student Senate are the key groups used to inform members of the College community of institutional priorities and explain the processes for implementing and changing these goals. (The vice president of Academic Affairs opens each first faculty chair meeting of the new semester with a review of the strategic goals, for instance.) College Council is the group primarily responsible for planning and advising the president. College Council representatives are responsible for keeping their constituents informed about the goal-setting process and how successful the College is in achieving its goals. For the first time, in spring 2012, the College produced a community report to inform the communities we serve on the college’s progress on each one of the strategic goals. What will now be produced as an Annual Community Report on the institution’s progress also fulfills one of the 2010-2012 Action Plans [doc. 88, doc. 335].

### **Self-Evaluation:**

The College meets this Standard. There is broad-based understanding of the goals and the processes to implement them. Objectives and action plans are articulated so that the institution can later determine the degree to which they have been met. The College successfully pursues its goals, objective, and action plans.

One area for improvement is providing a ready way to track its successes in these areas. Currently, documentation and evidence to support the achievement of strategic goals are split out across units, sections, divisions, in formal reports, and as numbers in the ODS data warehouse. The College currently has no centralized location to pull all of this together. Such a

project would not only provide better recognition at a glance what has been achieved, but also what goals, objectives, and action plans require follow up.

### **Actionable Improvement Plan:**

Develop a mechanism for more formally keeping track of institutional progress on Strategic Goals, objectives, and action plans, and develop a process for ensuring follow up.

### **I.B.3**

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic example of evaluation, integrated planning resource allocation implementation and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative information.

### **Descriptive Summary:**

Cerro Coso has an annual integrated planning cycle that is based in student learning achievement, involves all appropriate constituencies, leads to the allocation of necessary resources for the purpose of supporting student learning, and results in improvement of institutional effectiveness. As explained more fully in Standard I.A.4, the development of this cycle was in response to recommendations from the 2006 site visit and was first used in the 2011-2012 academic year.

### ***Student Learning Data:***

**Program Review.** Cerro Coso adheres to Title 5 requirements that all programs are reviewed once every six years, with CTE programs completing an occupational supplement every two years between major reviews [**doc. 285, doc. 289**]. As explained in more detail in section II.A.2.e, instructional program reviews analyze student achievement in SLO's and student performance data. They identify student need by citing such evidence as awards given, patterns of course scheduling and staffing, methods of delivery, and labor market demand [**doc. 279**]. Program reviews require three- and six-year goals to be written so departments have action plans to directly measure improvement against [**doc. 283**]. As explained in more detail in section II.B.4, Student Services program reviews analyze student achievement in student learning outcomes and service department outcomes. Student needs are analyzed through the evaluation of usage and satisfaction data. Three- and six-year goals similarly provide for evaluation of progress in an ongoing cycle.

**SLO Assessment.** All program-level student learning outcomes are assessed at least once during the program review cycle, and results are used for continued improvement to the



program and student learning. Course-level student learning outcomes are also assessed at least once every six years, with course assessments sometimes occurring more frequently either by design (a department may assess a “gateway” course every three years, for instance) or because a scheduled assessment revealed a gap in achievement and the course was improved and reassessed. Student Services has established student learning and service department outcomes that are assessed and analyzed on an annual cycle [**doc. 316, doc. 348**].

**Performance Data.** Each fall at the first faculty chair meeting of the academic year, returning chairs are provided with student performance data in all their disciplines for the prior academic year. This information is presented in a standardized format. Between program reviews, it can show any short-term changes or trends [**doc. 28**].

For Student Services programs, usage, satisfaction, and outcomes data is provided to each program to be used in self-evaluation processes of unit planning and program review [**doc. 353**]. This data is a combination of SARS-GRID appointment and service data, survey data, research study data, Cal-PASS data, data from the Chancellor’s Datamart system, student learning and service department assessment data and data from the ODS system on:

- Student demographic information
- Success and retention rates for support programs, such as EOPS, DSPS, CalWorks, and Financial Aid
- Success and retention rates disaggregated by mode of delivery, first-time status, and age, ethnicity, and gender.

All of this data is used in evaluating the effectiveness of support service programs and informing areas in need of further development or change to strategically target services where they are most likely to impact student achievement.

**Other.** Twice in the past six years, the College and District have undergone external environmental scans. The last scan was conducted in 2011-2012 by the consulting firm Cambridge West and provided an objective view of demographic trends and long-term growth opportunities [**doc. 124**]. The College also gathers data through matriculation testing and assessment services; advisory committee input for CTE programs [**doc. 237**]; comprehensive institutional research projects, such as the Community College Survey of Student Engagement (CCSSE) [**doc. 55**]; and the input gathered from occasional community forums [**doc. 85, doc. 86, doc. 87**].

### ***Annual Unit Plans***

At the beginning of each fall semester, departments and operational units meet to plan for the next academic year (planning for Academic Year 2013-2014 takes place in Fall 2012, for instance). At this time, faculty chairs share student performance data they received at the first faculty chair

meeting combined with the results of student learning outcome assessments completed during the prior year and the conclusions of most recent program review(s). Departments use this student achievement information to reflect on past performance, dialogue about their current status, and plan goals for the following academic year. These unit goals are expected to address the College's strategic goals, and the unit plan template requires departments to directly tie their annual goals in support of student learning to the strategic goals [doc. 29].

Data Considered by Instructional Annual Unit Plans
1. College Strategic Goals
2. Last Program Review conclusions and recommendations
3. Student Learning Outcome assessment results
4. Student performance data
5. Last completed Environmental Scan
6. Discipline-specific data such as placement results, advisory committee meeting minutes, etc.
7. Prior year budget expenditures
8. Following year budget forecasts

The result of this process is the Annual Unit Plan (AUP) document. This document contains not only a review of the unit's status and plans for the following year but also a comprehensive budget worksheet with requests for staffing, facilities, supplies, equipment, travel, and marketing based on the goals and plans for improved student learning [doc. 30].

The following non-instructional units also completed AUP's in 2011-2012:

- Admissions and Records
- Associated Students
- Athletics
- CalWorks
- Counseling
- Financial Aid
- Learning Assistance Center
- Library
- Special Services (EOPS/CARE and DSPS)
- Veteran's Affairs

Because of the variety of the non-instructional units, the data used in the unit planning process for program evaluation mirrors those used by instructional units but varies with what is relevant to that program [doc. 29]. Below is a summary of the types of data used.

Data Considered by Non-instructional Annual Unit Plans
1. College Strategic Goals
2. Last Program Review conclusions and recommendations
3. Student Learning Outcome and Service Department assessment results
4. Student demographic data
5. Usage Data and Statistics
6. Program specific data and results, such as placement results, success and retention data for programs such as EOPS and DSPS, amount of Financial Aid Awarded etc.
7. Survey Data
8. Prior year budget expenditures
9. Following year budget forecasts

As with instructional units, non-instructional units reflect on past performance, dialogue about their current status, and plan goals for the next academic year that address the college strategic goals and take into account any noteworthy budget forecasts.

### ***Section and Division Plans***

AUP's are due each October 15th. During the next two months, successive layers of planning are accomplished leading up to the educational master plan update. In the area of academic affairs, annual section plans (ASP's) are completed. These are plans for operational entities comprised of groups of departments or units working together, and there are five: Career Technical Education, Liberal Arts and Sciences, the Eastern Sierra College Center, the Kern River Valley/South Kern Center, and CC Online [**doc. 27**].

The ASP's provide a functional review at the next level up. Section directors and steering groups are expected to review the AUP's of the units that comprise or affect their areas, dialogue with unit leaders as appropriate, winnow out untimely or unrealistic requests, and then write plans that capture goals the section can commit to for the following year. They analyze and synthesize the lower level plans to recognize places of overlap, distinguish trends, and identify spots where efficiencies can be gained from leveraging or combining resources. A key piece of the ASP's is that they specifically articulate needs in the four resource support areas of facilities, information technology, marketing, and professional development.

After the ASP's come the Annual Division Plans (ADP's). ADP's coincide with each of the College's functional divisions, one each for Administrative Services, Student Services/Matriculation, and Academic Affairs. The chief officer of each division is responsible for this next-to-last layer of review and synthesis. ADP's identify resource needs in the four areas of facilities, information technology, marketing, and professional development [**doc. 24**].

### ***Educational Master Plan***

The annual update of the educational master plan is the final document in the series and the culmination of the review and synthesis of the prior levels. The first draft of the educational master plan update is due by December 15th (it reaches its final form only in May). Compiled by the vice presidents, it is itself a review and synthesis of the division plans. At the largest level out, it seeks to capture the most important instructional and operational needs and initiatives for the upcoming year in detail as well as executive summary form, and contains the College's instructional goals for the following year based on all the previous planning. It is completed on an annual basis and is a comprehensive document that contains not just a statement of the following year's instructional goals but also a description of the planning process itself, the district and college strategic goals, the last completed environmental scan, and links to the division, section, and unit plans. The completed document is reviewed by College Council in draft form during the spring semester before it is finalized in late April and early May [**doc. 123, doc. 25**].

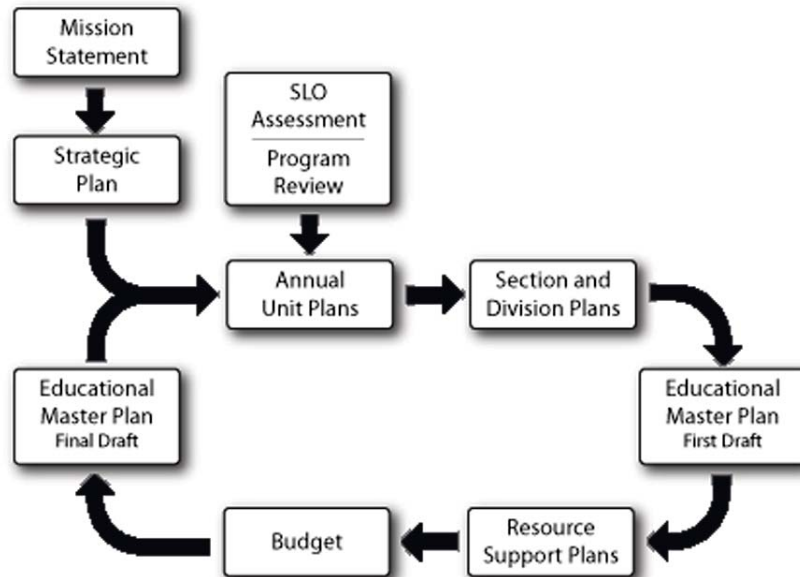
Once every five years, the educational master plan is thoroughly revised with a new external scan. Annually, only the update is completed.

### ***Resource Support Plans***

At this point, the College's following year general direction and goals have been set, and so the various resource support plans are ready to be written: staffing, facilities, information technology, marketing, and professional development. These 'second-level' plans rely on the information provided in the December educational master plan draft and take their direction from the goals established there. In this way the college assures that decision-making regarding resource allocation follows an integrated process of strategic planning that begins with evaluation of student achievement in SLO assessment, program review, and student performance metrics. Resource support plans are due February 1st [**doc. 303**].

The final resource plan and piece of the annual educational master plan to be written is the College budget, which can now be finalized beginning February 1st. By this time, all units, sections, and divisions have completed budget worksheets, and all budget requests have been reviewed and prioritized at each successive level of the cycle. This makes it easy for the Budget Committee to make final determinations on specific line items as necessary in preparing their draft of the following year's adopted budget [**doc. 63**]. In late April or early May, the entire master plan update (or new master plan) is compiled for approval by College Council and the Kern Community College District Board of Trustees.

## Annual Integrated Planning Cycle



### *Self-Evaluation and Report Card*

While the budget is being finalized and the educational master plan receiving its final form, the Institutional Effectiveness Committee (IEC) evaluates the effectiveness of the process. At the time of the writing of this Self Evaluation, the cycle has not yet been completed for the 2011-2012 year. This is an annual evaluation involving two components: a rating by the IEC of the various documents composing the plan and a satisfaction survey of all constituents involved in the planning cycle [doc. 130]. Each year a self-evaluation report is drafted by the IEC that summarizes how the process itself functioned, what bumps in the road occurred, and what changes and revisions could be made for the following year.

This annual 'Report Card' for internal and external constituents sums up how well the college is doing in achieving its stated institutional goals and outcomes [doc. 84].

### **Self-Evaluation:**

One of the key recommendations of the 2006 site visit was that the institution develop and implement college-wide planning [doc. 9]. In the 2009 Midterm Report, the College reported this standard as having been met, and at that time all the pieces were indeed in place: student achievement review and other identification of student needs; annual unit plans; Educational Master planning; staffing, facilities, and technology plans; and an annual budget [doc. 255].

The difference now is that all these parts have been integrated and set on an annual cycle. This has not only made the planning process more efficient but more meaningful. (One of the biggest prior complaints of faculty and staff was that previous plans just sat on a shelf.) This is

not to say the new planning cycle is perfect. More work needs to be done before the college has fully integrated program, general education, and institutional learning outcomes into resource allocation decisions. Not all constituents were aware this first time that budget requests were to be re-reviewed at each level. Translating the budget worksheets last March into a college line-item budget was work-intensive and not ultimately very successful. A better feedback mechanism is required at the College Council level and the AUP timeline needs to be adjusted to provide more space for the writing of the section, division, and December draft of the master plan.

But these are improvements that can be implemented over the next couple of cycles. The most important consideration is that Cerro Coso Community College now has a systematic process that bases planning for educational, financial, physical, and human resources upon its mission, goals, and program assessments. Resource allocation decisions are based on the planning and analysis from the program, department, section, and division levels. Moreover, since the process is annual and integrated, it lends itself to continual self-evaluation for assuring progress.

For this reason, the College believes it is at the level of Sustainable Continuous Quality Improvement for institutional planning according to the Rubric for Evaluating Institutional Effectiveness:

- The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
- There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.
- There is ongoing review and adaptation of evaluation and planning processes.
- There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

As the College moves forward, it will continue to improve its institutional planning according to the evaluation cycle of identifying gaps, designing improvements, implementing changes, and reassessing.

The College meets this Standard.

**Actionable Improvement Plan:**

None

## I.B.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

### **Descriptive Summary:**

The College's planning processes result in formal documentation of the degree to which the various topics in this Standard are accomplished. Some of the documents involved in institutional evaluation are program reviews; comprehensive student learning outcome reports; annual unit plans; annual section plans; annual divisional plans; the resource support plans of facilities, information technology, marketing, professional development, and staffing; the annual budget; the completed educational master plan; revised strategic goals (once every three years); the 'Report Card' of how the College is doing; and a final evaluation of the annual planning cycle conducted by the IEC.

The tiered or stratified nature of the planning process allows for significant input at all levels. Starting at the unit level, then in progressively larger concentric rings, the process incorporates feedback and input. The process moves the College's established participatory governance process engaging appropriate constituency groups at each level based on defined committee membership [**doc. 25**].

The new integrated planning cycle ties resource allocation much more closely to the planning process, as described above. Resource requests are communicated within the planning cycle comprehensively. While the college does not follow zero-based budgeting in its truest sense, it does follow this process for all requests but existing permanent labor. Other than permanent labor, every resource request must be justified from year to year [**doc. 29**].

At each level, the planning documents require a report of progress on previous goals, a summary of student learning outcomes assessment data and identified gaps, and an evaluation on progress on improving student learning [**doc. 27, doc. 24**].

### **Self-Evaluation:**

The College meets this Standard. The annual integrated planning cycle and the formal documentation resulting from it provide evidence of broad-based dialogue and input, planning tied to resource allocation, and improvements in institutional effectiveness. One area for improvement is in comprehensively and formally documenting and collecting planning and resource allocation that has led to improvements in institutional effectiveness. At this point, the evaluation and planning process is resulting in positive changes to courses, programs, and operational units across the college as shown in standards II.A.1.c and elsewhere throughout

this Self Evaluation. But the College currently has no central repository to capture these positive changes in one place. This would be helpful so they can be promoted to constituents not only outside the institution but inside as well, as evidence of the college's continuous quality improvement.

### **Actionable Improvement Plan:**

Develop a process for comprehensively and formally documenting and collecting planning and resource allocation that has led to improvements in institutional effectiveness.

### **I.B.5**

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

### **Descriptive Summary:**

The College uses a number of formal and informal methods to report out the results of its instructional and non-instructional assessments.

Student demographics and department performance data in individual courses and disciplines as well as traditional versus distance education courses are continually collected and made available to faculty chairs through an ODS data warehouse [doc. 28, doc. 279]. In preparation for the first faculty chair meeting of the new year, the prior's year data is summarized and made available in electronic and print form so faculty chairs can disseminate it out to their departments to facilitate discussion about the following year's annual unit plan.

Program reviews and annual unit plans are shared with the curriculum committee, faculty chairs, Academic Senate, and College Council. In the College's new process, the annual unit plans are now being made available electronically to the second-level reviewers as early as November, so that those responsible for facilities, information technology, staffing, professional development, marketing, and budget have all the information they need to complete their plans [doc. 127].

The College also gathers data from a variety of other sources. Student learning outcome results for individual courses are gathered according to a set schedule. These in turn drive program learning outcomes and general education learning outcomes. All such outcome results are housed in the CurricUNET database where they can be viewed by anyone at any time who is directed there. The assessment module in CurricUNET fills a previously identified gap in the college's ability to track and make available assessment data [doc. 316]. The newly formed SLO



Assessment Committee is reviewing student learning outcome assessment data and is developing a comprehensive report of assessment data for the institution. This will become an annual report and serve as the institution's summary of progress on achieving student learning and service level outcomes [doc. 89].

The College supplements quantitative data with student and faculty surveys. Spring 2011 saw the first of our three comprehensive Community College Survey of Student Engagement (CCSSE) sessions, which gave the College extremely valuable results about institutional practices and student behaviors that are correlated highly with student learning and student retention [doc. 55]. These results were disseminated out to management and faculty chairs and—through them—to individual department and unit members to guide unit goals and help shape discussions about student success [doc. 138]. A second CCSSE survey is scheduled for Spring 2013.

Students and community members receive information about the results of College assessment through the catalog and the college website. The College complies with the Student Right-To-Know disclosure requirement by publishing information of completion and transfer rates [doc. 332]. The College's last Student Equity plan can be found on the institutional planning website. Federally-mandated gainful employment information is also readily available on the College website as well as on promotional material for programs [doc. 152].

More informally, College leaders regularly update the community on the status of the College at Board of Trustee meetings, various foundation and organization gatherings, and visits to local Chambers of Commerce. Students are informed of success and completion rates in advising sessions. Information such as the performance of former students who have transferred to California State University and the University of California is shared with high school counselors and principals and with parents of high school students in informational meetings throughout the College's service area [doc. 112].

### **Self-Evaluation:**

The College meets this Standard. The institution makes public its data and analyses both internally and externally. The researcher presents data in a variety of ways to inform decision-making. The researcher is available to meet one on one with faculty chairs for assistance with program review data. The researcher serves as a standing member of the Institutional Effectiveness Committee. Aside from the repository for communicating specific improvements in institutional effectiveness noted in the standard above, the College will continue to identify gaps in places it could and should communicate documented assessment results and develop regular, standardized data reports for distribution.

### **Actionable Improvement Plan:**

None

## I.B.6

The institution assures the effectiveness of its on-going planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

### **Descriptive Summary:**

The College has both formal and informal mechanisms for evaluating its planning mechanisms. Informally, the institution relies on internal groups and committees to provide ongoing evaluation of the planning processes at the institution, including the Academic Senate, the Classified Senate, Administrative Cabinet, and the College Council. All groups provide feedback to College Council on areas in which they believe the planning processes can be improved [doc. 251].

More formally, a systematic review is also built into our annual planning cycle. As explained in Standard I.A.4, the IEC is now in the process of gathering feedback on the evaluation of the first completed cycle of the new process, with revisions and improvements to be made prior to the 2012-2013 cycle. As previously mentioned, the cycle includes an annual 'Report Card' designed to be distributed to internal and external constituents to sum up how the college is doing in achieving its stated institutional goals and outcomes.

This self-evaluation process will occur annually and result in a report drafted by the Institutional Effectiveness Committee that summarizes how the process itself functioned, what bumps in the road occurred, and what changes and revisions should be made for the following year. This is especially important in the next two or three years as the College carefully evaluates how effective the model is in getting the right resources allocated to the right places. Every two years, the cycle is designed to inform the revision of the College's strategic plan [doc. 25].

### **Self-Evaluation:**

The College meets this Standard. The College regularly utilizes principles of participatory governance by ensuring broad institutional dialogue regarding institutional processes and student learning. This communication is sometimes as informal as a campus-wide email to more formal presentations to various governance committees.

In order to improve availability and transparency of the data used for unit planning and program review, the college has developed a website to house all unit plans, programs reviews and the associated data [doc. 171]. Additionally, all student learning outcomes, assessment data and associated resources are currently available on our SLO website.

The development of the assessment module within CurricUNET will help faculty keep accurate

and complete records. This system will also help with linkages to course, program, and general education, and institutional outcomes [doc. 316]. The annual assessment report of the Assessment Committee will further benefit communication and self-evaluation at each level.

The Institutional Effectiveness Committee has plans to develop an institutional planning and assessment calendar. This will be provided college-wide to keep the college community mindful of planning and assessment deadlines. Additionally, the formal review of the annual planning cycle will provide important input to successive planning cycles and contribute to the ongoing refinement and improvement of the planning process.

**Actionable Improvement Plan:**

None

**I.B.7**

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

**Descriptive Summary:**

The effectiveness of the program review process for instruction, student services, and library and other learning support services is assessed through an ongoing dialogue between the Academic Senate and College Council. However, the main conduit, mechanism, and focal point for that assessment is now the IEC, part of whose charge is precisely to evaluate the evaluation instruments.

In Fall 2011 the IEC undertook an assessment of the current program review process and template and recommend revisions to the Academic Senate. The revisions included better alignment of the document with WASC's standards of relevance, appropriateness, currency, achievement of SLO's, and future needs and plans; two new areas for analysis—the current cost of the program to students and marketing and publication needs; and clearer articulation of gaps identified in SLO analysis. These revisions in the template were approved by the Senate in January 2011 [doc. 7]. A revision was also made to the Student Services program review model to serve as a more broadly applicable non-instructional program review to accommodate administrative services into the program review process. Aligned as much as possible with the instructional program review model, the template is designed to best meet the needs and characteristics of non-instructional programs. Those support service programs with an instructional component, such as counseling and library, complete an additional section from the instructional program review to address the evaluation of courses and curriculum. This model

will support the expansion of the number of units participating in the program review process [doc. 283, doc. 285].

Revision to the program review process itself included establishing an official list of which programs actually require review [doc. 282]. The list included—for the first time—administrative services programs in addition to those of instruction and student services. It also included the names of responsible parties and the yearly cycles on which the reviews are due. Still underway as of the completion of this Self Evaluation is the development of an annual timeline and calendar of benchmarks to keep the program reviews on track.

All of these changes are designed to make the program reviews more effective. To that end, the IEC now serves as a guide and resource, including acting as first reviewer each year of the program reviews as they head toward completion in March and April. The IEC assesses the documents according to a rubric, provides feedback, and generally keeps faculty apprised of all matters of quality assurances [doc. 280]. Additionally, in Spring 2012 the Academic Senate voted to grant IEC approval authority over the program reviews, so that reviews will not advance to Senate review until first approved by IEC [doc. 5]. The first cycle of this review process was completed in Spring 2012 on the following programs:

- Child Development
- Fire Technology
- Library
- Paralegal
- Welding

The IEC scored the program reviews independently according to a rubric, and then met to discuss the findings. The independent ratings were remarkably consistent from member to member. Two of the program reviews were ranked highly enough to be forwarded on to the next level without revision. The IEC made recommendations for significant revisions to the others. The vice president of Academic Affairs compiled the feedback and results of the ratings of the committee and met with each one of the faculty chairs responsible for the program review to review the feedback [doc. 281]. The revised program reviews will return to the committee for final approval.

The benefit of this process is two-fold. Primarily, the review and the feedback of the committee provide important information to those undergoing the program review process. This will increase the meaningful evaluation occurring within the program review development and associated dialogue. It will also improve the consistency to be found from program review to program review. Secondly, it provides the committee with important insight into the effectiveness of the program review templates in eliciting useful, meaningful information from the programs undergoing evaluation. This provides the committee itself with suggested areas in which professional development and training might be needed or resources could be developed

to assist those completing a program review.

As mentioned above at the writing of this document, the IEC is in the process of comprehensively evaluating the levels of the institutional planning tools and processes. Input will be gathered from all constituents involved in the planning document development, as well as those involved in the review and use of the planning documents, such as College Council and the Budget Development Committee.

### **Self-Evaluation:**

The College meets this Standard. The annual unit planning process in which faculty, staff, and administrators review and analyze the results of institutional assessments, as well as assessment results from the student learning outcome assessment process, ensures that the ground level evidence of student learning is integrated into the assessment of the College's institutional effectiveness. The formation of the Institutional Effectiveness Committee and the Assessment Committee are evidence that the college is evaluating itself and making adjustments based on information gathered through this assessment process.

As the first cycle of the new integrated planning process is being completed during the writing of this Self-Evaluation, a series of mechanisms are planned to evaluate the process which have yet to be employed:

- Faculty and staff surveyed for feedback on the Annual Unit Plan Template
- Faculty and staff surveyed for feedback on their familiarity with and the effectiveness and ease of use of the planning cycle
- Convening of a special IEC meeting to review the planning documents and assessment data completed during the planning cycle to evaluate if the template and process elicited the content for effective evaluation and planning
- Feedback from the Budget Development Committee to determine if the process used for identifying and justifying resource requests was sufficient to the resource allocation process

### **Actionable Improvement Plan:**

None

### **Inventory of Evidence**

- |   |  |
|---|--|
| 1 | AARC Report 2012                           |
| 3 | Academic Senate Bylaws                     |
| 5 | Academic Senate Minutes - April 19, 2012   |
| 7 | Academic Senate Minutes - January 26, 2012 |

14	ACCJC Annual Report
15	ACCJC/WASC 2006 Recommendations
24	Annual Division Plans
25	Annual Integrated Planning Cycle Materials
27	Annual Section Plans
28	Annual Unit Plan Data Report
29	Annual Unit Plan Templates (instructional and non-instructional)
30	Annual Unit Plans
44	Basic Skills Initiative Work Plans
55	CCSSE Key Findings Report
63	College Budget
70	College Catalog - About the College
84	College Report Card
85	Community Forum Minutes - Fall 2006
86	Community Forum Minutes - Spring 2011
87	Community Forum Minutes - Spring 2012
88	Community Report
89	Comprehensive Annual Assessment Report
97	Course Outlines of Record: Template, Reports, Samples
112	Datamart Transfer Velocity Information
119	Distance Education Task Force Report and Moodle
123	Educational Master Plan
124	Educational Master Plan - Environmental Scan
127	Educational Master Planning Website
130	Evaluation Materials for the Annual Planning Process
138	Faculty Chair Meeting Minutes - CCSSE Sept. 6, 2011, Sept. 20, 2011
152	Gainful Employment Materials
154	Graduation Survey
171	Institutional Planning Website
175	IT Hardware Replacement Plan
181	KCCD Board of Trustees By-laws
237	Matriculation Data from Datamart
243	ODS Report Examples and Index
251	Participatory Governance Model
258	Participatory Governance Model - Strategic Goals
253	Participatory Governance Model - College Council
254	Participatory Governance Model - Institutional Effectiveness Committee
255	Participatory Governance Model - Planning Documents
279	Program Review Data Report
280	Program Review Evaluation Rubric
281	Program Review Report to Academic Senate

282	Program Review Schedule
283	Program Review Templates (instructional and non-instructional)
285	Program Reviews
289	Program Reviews - CTE Occupational Supplements
296	Programs: Templates, Reports, Samples
303	Resource Support Plans
316	SLO Assessment Database and Reports
327	SPAR Study
332	SRTK website
335	Strategic Plan
337	Strategic Planning Agenda and Minutes, 2009-2010
345	Student Experience and Satisfaction Survey
348	Student Learning Outcomes Website and Moodle
353	Student Services Data Plan





# Standard II Student Learning Program and Services



**Standard II.A:** Instructional Programs

**Standard II.B:** Student Support Services

## Standard II: Student Learning Programs and Services

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

### II.A: Instructional Programs:

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

#### II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

#### **Descriptive Summary:**

Cerro Coso Community College offers 8 Associate in Arts degrees, 16 Associate in Science degrees, and 19 Certificates of Achievement, as published in the 2012-2013 College Catalog [doc. 69]. Two additional programs are waiting review at the California Community College Chancellor's Office. As is consistent with Title 5 of the California Code of Regulations, all these programs have been recommended for approval by the college curriculum committee, formally approved by the governing board, and accepted by the state Chancellor's Office. All the programs in the catalog and on the college website appear on the State Chancellor's official Inventory of Approved Programs [doc. 294, doc. 54].

#### ***New Programs***

As explained in more detail in Standard I.A.1, Cerro Coso's mission serves as the basis for establishing and maintaining instructional programs. All new programs are evaluated by the curriculum committee on their purpose, program learning outcomes, course requirements, and need as demonstrated in a planning summary [doc. 296]. These are the same fields required on the State Chancellor's Office form CCC-501 (electronic now), demonstrating consistency between the dialogue and evaluation taking place at the local level and criteria for review at the level of state acceptance [doc. 294]. Career Technical Education (CTE) programs convene advisory

committees and use labor market data, advisory committee input, the results of the most recent environmental scan, and patterns of student demand to determine the need for new programs. New programs in the area of Liberal Arts and Sciences (LAS) arise from discussion among faculty members, input from counseling services, and review of student trends in the field. LAS programs frequently involve discussions with transfer partners, such as the SB 1440 Transfer Model Curriculum degrees that require conversations with local CSU's, and the College's own locally revised Engineering program, which was crafted through a partnership with CSU Long Beach.

New programs are approved by the Curriculum and Instruction Council (CIC), which is the College's curriculum committee, a sub-committee of Academic Senate. The approval process for new programs is contained in the Curriculum Handbook [**doc. 104**] and adheres to the guidelines established in the State Chancellor's Office Program and Course Approval Handbook. To ensure a quality curriculum consistent with internal and external requirements, new programs are reviewed by a wide variety of stakeholders during the approval process: department faculty, area dean (when appropriate), curriculum committee, Academic Senate, vice president of Academic Affairs, president, vice chancellor of Educational Services, and the governing board [**doc. 106**]. At Cerro Coso Community College, new programs are presented at the Academic Senate and recommended for approval by a vote. It is a strong belief of the faculty that they are responsible, as a body, for programs that they commit to as a whole. New programs are formally approved by the Board of Trustees and submitted to the State for acceptance. Career Technical Education programs also obtain Regional Consortium review and comment [**doc. 294**].

The College does not have a separate formal process for approving distance education (DE) delivery of programs. Since programs are the completion of a sequence of individual courses, it has been the Academic Senate's philosophy that any particular program is available in DE mode if its courses can be offered in DE mode. Going into the 2012-2013 year, the College offers 31 approved programs 100% in DE mode and another 8 between 50% and 100%. A number of these programs qualify because the general education pattern can be entirely satisfied online [**doc. 77, doc. 295**].

### ***Established Programs***

Established programs are periodically reviewed for integrity and relation to the mission through the program review process. As explained in more detail in Standard II.A.2.e below, the program review template requires departments to state how the program's mission and goals support those of the College [**doc. 283**]. Quality is evidenced in a review of relevance, appropriateness, currency, and future needs and plans. All program reviews also require a summation of trends in achievement of student learning outcomes (SLO's), the gaps identified, and improvements needed. Described in detail below, learning outcomes are assessed systematically, and the results are used to inform improvements to curriculum and instruction and to help the institution

prioritize resources. Assessments of outcomes at all levels, course to institutional, are housed in the CurricUNET Assessment Module [doc. 316].

Any established program that is revised or updated goes through the curriculum process, which reviews and affirms its alignment with the College's mission [doc. 104].

The continued viability of specific course and program offerings in DE mode is affirmed with each annual unit plan (AUP) and assessed through the program review process. The AUP requires a statement of the department/unit's distance education status and needs [doc. 29, doc. 30]. The program review is accomplished every six years and has narrative sections for currency, teaching methodologies, method of delivery, student learning outcomes—all of which have a significant DE component for those programs offered wholly or partly in DE mode [doc. 283, doc. 285]. Just as with face-to-face programs, continued dialogue in department and advisory committee meetings provide evidence that the College continues to improve student learning and effectively uphold the mission [doc. 113, doc. 23].

Research of courses and programs offered in DE format is growing as the college expands its research ability to explore trends in student achievement. All section offerings are trackable as traditional or DE, and the Operational Data Store (ODS), the district's information management system, allows this data to be viewed in a multitude of ways—everything from success and completion to FTE productivity to student demographics to distribution of DE students by zip code. ODS Reports have been developed over the past year that allow leaders and managers to examine changes and trends in section offerings, course staffing, student demographics, and student performance [doc. 243]. This data is routinely made available to faculty chairs for annual unit and program review planning purposes and discussed in faculty chair meetings [doc. 140, doc. 28, doc. 35].

### **Self-Evaluation:**

The College meets this Standard. The College ensures that all new and established institutional offerings fit the stated mission and are of high quality. The College has established review processes that comply with local governing board policy and State Chancellor's Office requirements. The College evaluates the viability of established offerings through cycles that are both yearly (AUP) and periodic (program reviews). Programs are assessed for appropriateness to the college mission, currency, effectiveness in supporting student learning, and future needs and plans. Separate focus in both of these documents is given to evaluating the appropriateness and effectiveness of distance education. Research is used to inform the conclusions.

In Fall 1998 and again in Fall 2011, the College submitted Substantive Change Proposals to the Commission to seek approval for offering our programs 50% or more in DE mode [doc. 59, doc. 60]. Together, the two documents have secured approval for over 50 degrees and certificates. In the reports, the College was required to demonstrate that the instructional programs were

justified; compliant; established through documented planning; supported by research and data collection; provided for by adequate human, administrative, financial and physical resources; received all necessary internal and external approvals; and continued to fulfill the Commission's Eligibility and Accreditation Standards.

### Current, Active Programs in Cerro Coso's 2012-13 Catalog

Program	Type of Program	50% or more online*	100% online*
1. Administration of Justice for Transfer	AS-T		✓
2. Administration of Justice	AS		✓
3. Administration of Justice	Certificate		✓
4. Business Administration	AA		✓†
5. Business	AS		✓
6. Business	Certificate		✓
7. Business Office Technology	AS		✓
8. Business Office Technology	Certificate		✓
9. Business Office Technology Assistant	Certificate		✓
10. Business Office Technology Office Clerk	Certificate		✓
11. Child Development	AA		✓
12. Child Development Associate Teacher	Certificate		✓
13. Child Development Teacher	Certificate		✓
14. Child Development Master Teacher	Certificate		✓
15. Child Development Site Supervisor	Certificate		✓
16. Computer Information Systems	AS		✓†
17. Computer Information Systems	Certificate		✓†
18. Computer Science	AS	✓	
19. Engineering	AS	✓	
20. General Sciences	AS	not approved 50% or more	
21. Human Services	AS		✓
22. Human Services Worker	Certificate		✓
23. Liberal Arts: Arts and Humanities	AA		✓†
24. Liberal Arts: Math and Science	AA		✓†
25. Liberal Arts: Social and Behavioral Sciences	AA		✓†
26. Machine Tool Technology	AS	✓	
27. Machine Tool Technology	Certificate	✓	
28. Management	AS		✓
29. Management	Certificate		✓
30. Mathematics for Transfer	AA-T		✓
31. Mathematics	AA		✓
32. Paralegal Studies	Degree		✓
33. Paralegal Studies	Certificate		✓

Program	Type of Program	50% or more online*	100% online*
34. Small Business Management/Entrepreneurship	AS		✓
35. Small Business Management/Entrepreneurship	Certificate		✓
36. Vocational Nursing	AS	✓	
37. Vocational Nursing	Certificate	✓	
38. Web Design	AS		✓
39. Web Design	Certificate		✓
40. Welding Technology	AS	✓	
41. Welding Technology	Certificate	✓	
42. Welding Processes	AS	not approved 50% or more	

\* All programs accepted in 2011 Substantive Change Report unless otherwise noted. † Accepted in 1998 Report.

Note: as of Summer 2012, Fire Technology degree and certificate are temporarily suspended pending program review.

### Actionable Improvement Plan:

None

### II.A.1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

### Descriptive Summary:

Cerro Coso's service area is the largest of any community college in California, and our students have a variety of economic and ethnic backgrounds, including students who live and work in full service townships, those who come from small rural communities, Native American students who live on reservations, and military personnel. [doc. 16].

### External Environmental Scan

Twice in the past six years Cerro Coso Community College has undergone a comprehensive external scan for the purposes of identifying those conditions at the national, state, regional, and local service-area levels that have the greatest potential for impacting student learning. The most recent scan was conducted by Cambridge West Partnership in Spring 2012 and concluded with a discussion of future labor markets, planning considerations for potential new programs, curricular opportunities for improvement and expansion, programs that need strengthening, programs that might be reconsidered, and recommended program changes and adjustments [doc. 124].

### ***Workforce Demand***

For CTE, programs and fields of study are created and reviewed based on labor market and student demand. The College uses the services of Economic Modeling Specialists, Inc. (EMSI) to obtain data on employment trends in the region [doc. 129]. Employer summits are also held to solicit direct input from local business and industry about workforce needs [doc. 128]. Perkins VTEA core indicators measure skill attainment, completions, persistence and transfer, employment, non-traditional participation, and non-traditional completion among CTE programs [doc. 261]. The performance of programs at the College is compared with district- and state-negotiated levels for comparable programs. Each CTE program also has an advisory committee made up of professionals and partners in the industry with knowledge of workforce trends [doc. 23].

### ***Community Forums***

The College engages in periodic community forums to determine the educational needs of students in context of the communities it serves. Such dialogue takes place formally—such as in September 2006 as part of the educational master planning process at that time and again in April 2012 as part of the College’s response to an anticipated fiscal shortfall. It also happens informally in such venues as foundation and organization gatherings and representation at local community events [doc. 85, doc. 86, doc. 87]. The Director of Eastern Sierra Centers is invited to give a standing report at her local chambers of commerce. The Director of Kern River Valley/South Kern Centers is a member of EKERN, the area’s local economic development organization.

### ***Student Readiness***

Cerro Coso provides testing and assessment services to students for the purpose of evaluating academic potential, determining career interests, and measuring general or specific aptitudes. Student assessment includes the use of Accuplacer tests and multiple measures [doc. 339]. Assessment is part of the required matriculation process and is used not only to appropriately place students in English, math, and reading but also to determine the number of students needing developmental instruction.

In the DE environment, one of the recommendations of the Distance Education Task Force Report (2010-2011) was to investigate giving an internet readiness diagnostic to all new students enrolling in online courses [doc. 119]. In Spring 2012, the Pedagogy and Technology Committee, the Academic Senate’s primary recommending body for instructional technology, researched SmarterMeasure, a web-based diagnostic tool and, at the time of the writing of this document, is finishing up a formal recommendation to Senate regarding its adoption.

Special institutional research projects are also used to assess student readiness. A district-wide SPAR study conducted in Summer 2011 examined the impact of the various matriculation

components on student success. The findings revealed that the most statistically significant influence on student success is high quality orientation programs, particularly the offering of an extended orientation/student success course like Counseling C101, Tools for College Success [doc. 327]. The result of this has been expanded orientation programs and more scheduled offerings of Counseling C101 in the Spring 2012 and Fall 2012 semesters, including its approval for online delivery for even wider offering [doc. 313].

### ***Student Achievement Analysis***

SLO achievement data is a key planning tool for identifying how ready students are to learn and for assessing progress. Some examples of how SLO achievement data is used to drive specific program improvements are given in Standard II.A.1.c below. The program review process identifies student needs by requiring analysis of course offerings, course staffing, methods of delivery, and place of the program in the curriculum/relation to similar programs. It also asks for a review of student performance data and, in the case of CTE programs, a description of the connection between the curriculum and labor market demand as well as employer relationships [doc. 283, doc. 285].

In terms of special research studies focusing on student achievement, Spring 2011 saw the first of three Community College Survey of Student Engagement (CCSSE) sessions. This is giving the College valuable results about institutional practices and student behaviors strongly related to student learning, retention, and long term persistence to completion [doc. 55]. The College discovered it has statistically significant shortfalls in the Active/Collaborative Learning areas in comparison to our study cohort, particularly in the amount of reading and writing assigned to students. Yet, very positive interactions were found between students and faculty, including a higher feeling of quality relationships with faculty, than the national average. Results like these were disseminated out to management and faculty chairs and—through them—to individual department and unit members to guide unit goals and help shape discussions about student success [doc. 138]. A second CCSSE survey is scheduled for Spring 2013.

The SPAR study also affirmed the well observed trend that the farther down students start in remedial coursework the lower success they have at certificate/degree completion and transfer. This result confirms the basic skills committee's decision to require direct teaching of learning and self-efficacy skills in sections of basic skills classes, as well as to embed remediation in certain CTE courses, which is being piloted with Health Careers and Welding courses starting January 2013 as part of a Department of Labor grant [doc. 372].

Distance education students' needs are determined by a combination of direct and indirect assessments. All DE offerings are tracked for success and retention compared to traditional sections. This information is made available and discussed in faculty chair meetings [doc. 140]. This has led to modifications in the DE program, such as the Math department deciding in Spring 2012 that it needed to return to mandatory proctoring of exams.



**Self-Evaluation:**

Cerro Coso Community College meets this Standard. Significant progress has been made over the past several years in the College's ability to identify student needs and respond effectively. Hiring a full-time institutional researcher in 2010 has enabled the College to make significant strides in the use of data to identify and respond to the needs of our diverse student population.

In addition to the tools identified above, Student Services conducted an experience and satisfaction survey for Student Services programs during the Spring 2012 semester. The purpose of the survey was to gather essential information about students' perceptions of their experience with the support services at Cerro Coso and satisfaction with the services they have received. The survey was also designed to assess some student learning and service department outcomes for student support programs. This survey was administered to a random sample of 1,500 onsite students from all campuses via a mailed out paper survey and to all online students through the use of Survey Monkey. The Cerro Coso Community College Foundation donated two iPod Nanos to serve as incentives for students to complete and submit the survey. At the time of the writing of this document, the survey was still open for students, so results were not yet finalized, though the response rate was on track to exceed the target [**doc. 345**].

The sharing of the results of this research on student needs and progress, including special studies like the CCSSE, SPAR, and the annual ARCC report [**doc. 1**], have heightened formal and informal dialogue about student success. Departmental projects are going forward individually, such as the counseling, health careers, welding, and mathematics initiatives noted above. More formally, the College developed a Student Success Plan in 2011-2012, which detailed a number of strategies in Academic Affairs, Student Services, and Administrative Services to be developed and implemented as early as Fall 2011 [**doc. 362**].

**Actionable Improvement Plan:**

None

**II.A.1.b**

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

**Descriptive Summary:**

The curriculum committee approves courses with one of the following modes of instruction:

- lecture
- laboratory

- lecture/laboratory combination
- activity
- work experience (paid or volunteer)
- open-entry/open exit
- clinical

In determining these modes, the curriculum committee evaluates whether the instructional methodology is appropriate to the content and to the student learning outcomes of the course, as well as consistent with the associated unit value and rigor of required class work, volume of homework, and minimum expected time on-task [**doc. 102**].

The College uses several delivery systems for instruction:

- traditional face-to-face instruction
- asynchronous distance instruction
- synchronous distance instruction
- hybrids of any of the above

The curriculum committee determines the appropriateness of the delivery system for courses at the time the course is initially approved and reviews it whenever the course comes through for revision or update. A distance education addendum is required of every course outline of record. Labeled the “Delivery Methods and Distance Education” screen in the CurricUNET course module, this form requires faculty to describe how the course maintains the same high quality instruction compared to face-to-face offerings, the means by which effective instructor-student contact is facilitated, any special software or hardware requirements, and how the course meets accessibility requirements [**doc. 96**].

A large percentage of Cerro Coso Community College’s DE offerings are delivered asynchronously through the learning management system Moodle. Moodle is adaptable to a wide variety of methods of instruction and evaluation, including lecture, discussions, assignments, chats, choices (polls), databases, forums, glossaries, journals, lessons, quizzes, surveys, wikis, and workshops [**doc. 173**]. The College also offers remote synchronous instruction through two technologies: Interactive Television (iTV) and Adobe Connect. Doing so enables sections of a DE course to be synchronously delivered to multiple locations with a single instructor. This facilitates offering courses face-to-face when there is not enough enrollment to justify offering the class at separate campus locations. It also accommodates students at the smaller campuses who prefer classroom learning over online learning.

Courses approved for distance delivery are evaluated the same as all other courses at the college: by SLO assessment and faculty evaluation [**doc. 322**]. As explained directly below in II.A.1.c, all courses are on a regular schedule for assessment of student learning outcomes with the purpose of making continuous improvements to the quality of instruction and services. A best-practices

statement that guides SLO sampling stresses the importance of including distance education samples among all sections of a course being assessed [doc. 375]. The faculty evaluation process allows appraisal of regular effective instructor-student contact and of best practices in DE teaching and learning; in fact, to get at the specific nature of the DE environment, separate forms for peer observations and student evaluations were negotiated as part of the most recent collective bargaining agreement [doc. 190\_51, doc. 190\_53].

### Self-Evaluation:

The College meets this Standard. Due to its expansive service area and the need to provide access and choice to our student population, Cerro Coso was an early adopter of online education, offering the first online classes in 1997. Within several years, the program grew substantially. By 2010, students could choose from numerous degree programs that were completable entirely online, and the College reaped the benefits of offering classes that never suffered from low enrollment or lack of classroom space.

	2006-07	2007-08	2008-09	2009-10	2010-11
Sections	419	434	404	521	580
Enrollments	13,065	12,715	12,286	16,863	19,180
FTEs	1,102.3	1,244.4	1,209.3	1,728.0	1,947.2
% of All Sections	27%	27%	27%	40%	46%

Growth of the Online Program - ODS Data Warehouse

However, during this period the steady focus on the success of the DE program eroded. Decisions were made for growth in online class offerings and the scheduling of courses without the evaluation of data to support the decisions and without follow-up assessment. The previous focus on quality student services, faculty training, and ongoing classroom support that had been a hallmark of the program and made it a state-wide model also eroded. Lack of planning, evaluation and support resulted in instability and impacted student success and retention. In Fall 2010, the president appointed a Distance Education Task Force to review these issues and make recommendations for the future of DE at the college.

Delivered in Spring 2011 the report looked critically at the College's handling of the online program [doc. 119]. It called for the hiring of a DE director to provide the leadership necessary to reverse this trend. It also called for a number of operational and curricular improvements, including:

- developing a required modular self-assessment orientation/tool for first time, online students to assess readiness for courses offered via Distance Education
- implementing comprehensive, ongoing, and consistent tutoring support for Distance Education

- developing a statement of “Guidelines for Effective Practices in Education”
- providing resources to revise the Online Faculty Training curriculum to be offered as training modules, either in-house or through Contract and Community Education
- providing resources to support faculty in developing high-quality, interactive, content rich courses by providing ongoing training, professional development, and ongoing assessment of emerging technologies to enhance courses offered via Distance Education
- implementing proctoring support program for online courses.
- developing and implementing a method of informing faculty of available features in Moodle and provide training in the use of those features.

The report set out a two-year time frame for completion of these recommendations. In addition to addressing recommendations such as piloting the implementation of a new proctoring system [doc. 363], the following major steps have been taken:

- The director of Distance Education has been hired (January 2012)
- An in-house faculty training opportunity has been re-established (January 2012)
- A statement defining “regular effective contact” and a set of recommendations for best practices have been approved by the Cerro Coso Academic Senate (April 2012)

All three are immensely important to the success of the program. The director position, aside from providing administrative oversight, has the primary task of identifying, designing, and implementing training opportunities that will assist faculty in running better courses [doc. 117]. The in-house faculty training opportunity was drastically redesigned from its previous 20-week/8-unit certificate form. The new 54-hour session was first run over the winter intersession of 2011-2012. Course topics included Retention and Success for Online Learning, Learning Communities and Diversity, Learning Theory and Curriculum Design, Creating Engaged Learning Activities, Using Technology Effectively, and Designing Authentic Assessments [doc. 144]. Twenty-three instructors were trained in the first session, with a success rate of 78.3%. The College plans to run two such training sessions per year, with a third offered during the winter intersession for experienced online instructors.

The “regular effective contact” statement firmly establishes the College’s adherence to Title 5 section 55211. It also sets a minimum level of expectations in the areas of contact hours, interaction format, responsiveness, and grading turn-around time [doc. 299]. It also recently approved a statement on best practices for academic integrity and student authentication, which is described in more detail below in standard II.A.7.

**Actionable Improvement Plan:**

None

## II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

### **Descriptive Summary:**

Student learning assessment is central to Cerro Coso Community College's mission to educate, innovate, inspire, and serve our students and community. Student learning outcomes are defined, assessed, and used for planning and improvement for courses, programs, general education, and the institution. The development, assessment, and analysis of student learning outcomes are the result of campus-wide collaborations and dialogue, largely occurring within departments for program and course assessment [doc. 113]. However, there is also regular dialogue about the assessment of student learning during the meetings of the curriculum committee [doc. 102], faculty chairs working group [doc. 141], and Student Services [doc. 355]—as well as during advisory committee meetings [doc. 100], and professional development workshops [doc. 142].

SLO's and SLO assessment for programs and courses do not differ among delivery methods, including online and iTV. Data is collected across multiple delivery methods for a specific outcome and observations are made about the aggregated result. Depending on how SLO's are assessed, data may be disaggregated at the department level to reveal specific trends.

### ***Defining Student Learning Outcomes***

Student learning outcomes have been defined for courses and programs since 2004. The term "programs" include degrees and certificates, as well as sequences or groups of courses that allow students to achieve an academic objective, such as the general education pattern, basic skills improvement to Associate level work, and the honors program. Student learning outcomes reside in course outlines of record and program outlines of record, evaluated and approved by the curriculum committee. Both types of documents are housed in CurricUNET [doc. 296, doc. 97]. All courses in a program are mapped to program learning outcomes. This matrix also resides in CurricUNET and is a useful resource for departmental dialogue about on-going program planning. Program learning outcomes (PLO's) are also published in the catalog, along with each program's description and course requirements [doc. 77, doc. 295].

General Education Learning Outcomes (GELO's) were developed by the General Education Task Force, a collaborative group of faculty and educational administrators, and recommended to the Cerro Coso Community College Academic Senate, which approved them in January 2011 [doc. 4\_3]. These align closely with requirements of Title 5 of the California Code of Regulations and also include local competencies defined by the College. In Spring 2012, the College's general education course inventory was mapped to the GELO's. These reside on the College's SLO

website as well as in the CurricUNET Assessment Module [**doc. 325, doc. 316**].

Institutional Learning Outcomes (ILO's) reflect core academic skills that are broader in scope than program or course learning outcomes [**doc. 169**]. These were developed in September 2009 by an Institutional Learning Outcome Task Force with representation from faculty, administration, classified staff, and students. In August 2010, the College's course inventory was mapped to the ILO's, and courses were rated by the degree to which they aligned with the ILO's [**doc. 170**].

### ***Assessment of Student Learning Outcomes***

Cerro Coso began assessing SLO's in 2007, at which time the College appointed a Student Learning Outcome Coordinator to conduct frequent workshops, mentor faculty and staff in the assessment of student learning outcomes and administrative unit outcomes, and track institutional progress in closing the loop and using the results of assessment to make continuous improvements to the quality of instruction and services.

Assessment of student learning is a faculty-driven process, and faculty members use expertise in their discipline area to determine the most authentic methods for assessing outcomes. Because Cerro Coso is a small school with many courses and some disciplines taught solely by adjunct faculty members, two methods were developed for this initial round of SLO collection and assessment. These methods were the result of much dialogue within the faculty chair working group, between individual faculty members at the department level, and within the Institutional Effectiveness Committee, which is the College's institutional planning steering committee [**doc. 113, doc. 141, doc. 168**].

For those courses that are the College's core offerings taught in several sections mostly by full-time instructors or long-time adjuncts, the method used is one that identifies SLO's through dialogue, determines the assessment artifacts, embeds them in all course sections being taught, and then assesses them in ways appropriate to standard sampling procedures. At their discretion, faculty might agree on exams (disaggregating questions that pertain to the specific outcome), essays, projects, portfolios, performances, speeches, skill demonstrations, exit interviews, surveys, or critiques for assessments. They develop rubrics and engage in norming sessions to assess non-objective assessments. This is called the "top-down" method.

The second technique was used primarily for courses offerings taught by adjunct instructors in areas where full-time department leaders have little or no expertise to guide the determination of the artifacts. To facilitate dialogue and develop effective artifacts, the adjunct instructors' current practices were surveyed. The practices were then used as the basis for dialogue and determining the most effective artifacts. Departments who did this "bottom-up" assessment included Art and Child Development [**doc. 115**].

General Education Learning Outcomes (GELO's) are assessed as part of ongoing assessment of

individual courses since course outcomes are mapped directly to the GE outcomes. As explained in more detail below in II.A.3, the general education pattern has been the subject of recent reexamination, with the result that a timeline has now been established so that once every six years during GE program review, assessment results will be collated within each GE area to produce an aggregate score. Institutional Learning Outcomes were assessed in 2011 through the Community College Survey of Student Engagement (CCSSE) [**doc. 316**].

All program learning outcomes are assessed at least once during the program review cycle of six years. Course-level student learning outcomes are also assessed at least once during the program review cycle, with course assessments sometimes occurring more frequently according to a formal or informal schedule developed by department faculty. For instance, a “gateway” course might be assessed once every two years or even once a year to more closely monitor students’ readiness to progress through the program.

At the time of the writing of this document, the College has made the following progress on SLO’s:

Percent of all college courses offered on the schedule in some rotation with defined Student Learning Outcomes	341/341	100%
Percent of all college courses with on-going assessment of learning outcomes	242/341	70.97%
Percent of all college programs with defined Student Learning Outcomes	42/42	100%
Percent of college programs with on-going assessment of learning outcomes:	27/42	64.3%
Percent of student and learning support activities with defined Student Learning Outcomes	12/12	100%
Percent of student learning and support activities with on-going assessment of learning outcomes	12/12	100%
Percent of institutional outcomes with on-going assessment of learning outcomes	7/7	100%

### ***Alignment of Student Learning Outcomes***

The College has a number of mechanisms to ensure that learning outcomes align at all levels. Program learning outcomes (PLO’s) are aligned with course learning outcomes by means of a program matrix that is part of the CurricUNET program module. A screen labeled “Program Matrix” generates a table based on the information provided by faculty proposers. The matrix is completed by faculty proposers and reviewed by the curriculum committee [**doc. 296**].

GELO’s are mapped to course learning outcomes by means of faculty consensus that at least one course outcome is linked to at least one GELO [**doc. 139**]. A table of linkages is kept on the SLO website that shows how all courses on the GE Pattern link to their appropriate GELO. This table is maintained by the curriculum technician, located on the College’s common directory (“G drive”), and linked to the Student Learning Outcomes webpage. This ensures that the mapping is

accessible and continually up to date [**doc. 325**].

### ***Use of Student Learning Outcome Data***

Departments use the results of assessment in a variety of ways. If outcomes are below the target level, they may identify instructional strategies that can fill the gaps in student learning. Other strategies to improve student learning may include more effectively engaging learning support services such as supplemental instruction, securing funding for needed equipment, relocating sections to smart classrooms, changing required textbooks, etc. Depending how it was collected, data may be disaggregated to show outcomes for various delivery methods, and specific strategies may be planned to improve online learning. Results of program and course assessment are summarized and published in annual unit plans and in program reviews [**doc. 283, doc. 285, doc. 29, doc. 30**]. This process also links use of SLO data directly to resource allocation, as the program reviews and annual unit plans specifically provide for resources requests in context of department goals for improving student learning.

Some examples of demonstrated changes and planned changes made through SLO assessment are:

- The Business Office Technology faculty concluded after SLO assessment in 2010 that students could use a better introductory course than the one they were sharing with Business Administration; the resulting course was approved by the Board of Trustees in March and was scheduled for the first time in the summer and fall semesters [**doc. 286**].
- The instructors of the Information Competency requirement class, IC C075, observed soft achievement scores for an SLO about evaluating web pages; the curriculum was re-created so that students now evaluate a site from a list of “biased” sites and compare it to a “good” site they locate themselves that meets the evaluation criteria [**doc. 318**].
- The English Department got set to assess student learning in its sophomore-level critical thinking class and realized the instrument did not address two of the three outcomes satisfactorily; it retooled the assessment plan, reassessed, and learned that one of the outcomes was being achieved at less than a 70% rate; the result has been to put more emphasis on teaching logical fallacies throughout the semester [**doc. 317**].
- Child Development faculty discovered the capstone course portfolios they were requiring did not adequately address the program’s learning outcomes leading to two conclusions: that a better capstone instrument was needed requiring changes in the content and assignments of the capstone class, and a greater emphasis on observation in the curriculum was needed to ensure that student performance in the capstone course was truly summative [**doc. 287**].
- In Digital Media Arts, assessments demonstrated a need for augmented instruction in specific Photoshop skills, greater instructional emphasis on accurately describing



core XHTML/CSS concepts, and a gap in achievement with regard to design skills. In response, the assignment schedule was revised in DMA C102, Digital Imaging with Photoshop, to increase instruction in masking and making selections as well as increased focus on imaging concepts related to web design [doc. 32].

- In the Science and Engineering Department, several assessments were not met resulting in anticipated changes like offering more lab experiences in BIOL C251, Human Anatomy; more time spent balancing electrochemical equations in CHEM C113, General Inorganic Chemistry II; making greater use of online instructional videos for improving students' abilities to apply required physics theories in PHYS C111, Mechanics; and suggested changes in prerequisites for a number of courses [doc. 323].

### ***Awareness of Student Learning Outcomes***

Formal and informal resources for faculty, used to guide best practices in SLO assessment are located on the College's SLO website [doc. 348]. This site is the central repository of all things related to SLO assessment, including the College's Student Learning Outcome Assessment Handbook, best practices and guidelines, examples and models, tools, resources, news, and articles. More informally, the SLO Coordinator is ready to meet anytime with groups of faculty and faculty chairs—often with individual faculty one by one—to carry out focused training.

In November 2011, a professional development day was hosted by the College for part-time instructors to provide them with a thorough introduction to SLO's [doc. 242]. Topics included the national and state context of the SLO movement, the concept of authentic assessment, examples of SLO's for different types of courses, and how to match assessment artifacts to outcomes. Over 55 part-time faculty attended the event, approximately 42% of the College's total adjunct workforce of 130 part-time faculty. Attending instructors were paid a stipend for submitting a finished set of SLO's at any point in the year. As of April 2012, 19 faculty had submitted assessments, with many more using the Spring 2012 semester to complete their assignment.

### **Self-Evaluation:**

The College has made enormous progress in the area of defining and assessing student learning outcomes and using the results to further improve student learning. At the time of the last Institutional Self Evaluation report, the College was at the Awareness level of implementation [doc. 57]. At that time, SLO's were identified in the most recently updated course outlines of record and faculty had obtained training to write observable and measurable student learning outcomes. However, there was a general lack of understanding how SLO's were to be measured. SLO's had not been defined for programs, general education, or the institution. The College had not committed resources to provide leadership in this area, and so no one at the College had obtained external training on assessment. The results from the 2006 site visit made it abundantly clear we were not meeting the standard. One recommendation from the 2006 process was that the

College progress in its development and implementation of student learning outcomes and their assessment [**doc. 15**].

As a consequence, an SLO assessment coordinator was appointed in Fall 2007 and began attending regional coordinator meetings and conferences regularly, including Strengthening Student Success conferences, the Academic Resource conference, and WASC workshops. The coordinator has presented Flex Day workshops every year since that time to train the faculty on the design and implementation of assessments, the design of scoring rubrics, and how to use results to improve student learning [**doc. 142**].

Dialogue about SLO's has now been widespread at Cerro Coso Community College for several years. Course, program, general education, and institutional learning outcomes have been defined. Course, program, general education, and institutional learning outcomes are being assessed on a regular cycle. Resources in time, effort, and dollars are committed to the project and institutionalized. They are leading to demonstrated improvements in instruction as noted above.

There are still many improvements to make. Discussion has taken place about developing a schedule of SLO assessments for all courses and programs, much like what the College has done for program review [**doc. 282**], except course by course. Aside from promoting dialogue within and between departments about how often different types of courses ought to be assessed, it can also capture what sampling method is used so that results are consistent longitudinally.

But given all the factors described in this and other sections of this Self Evaluation, the College believes it is operating at least at the level of Proficiency as defined by the Commission's Rubric for Evaluating Institutional Effectiveness:

- Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.
- There is widespread institutional dialogue about the results of assessment and identification of gaps.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed and updated on a regular basis
- Course student learning outcomes are aligned with degree student learning outcomes
- Students demonstrate awareness of goals and purposes of courses and programs in which they are first enrolled

The College meets this Standard.

**Actionable Improvement Plan:**

None

**II.A.2**

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

**II.A.2.a**

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

**Descriptive Summary:**

All curriculum creation, revision, inactivation, or deletion is governed by faculty-approved procedures. This is in compliance with the Title 5 of the California Code of Regulations, as the Kern Community College District Board of Trustees has chosen to 'rely primarily upon' the advice and judgment of the Academic Senate [doc. 190\_55].

***Approval of Courses and Programs***

Faculty initiate a proposal by copying an active course or program or creating a new course or program in the curriculum management software CurricUNET. Course outlines adhere to requirements in Title 5 and are modeled on the state-wide Academic Senate's best practices for course outlines of record. This includes basic course information, unit and hour standards, program and general education applicability, SLOs, course content, methods of evaluation, methods of instruction, required texts and materials, and minimum qualifications. Courses must be substantially revised or updated at least once every five years. The same course outline and process are used for collegiate, developmental, pre-collegiate, and noncredit courses [doc. 104].

When the proposal is complete, it is submitted along the approval queue in CurricUNET and enters a technical review stage. The faculty chair, the dean, the articulation officer, the curriculum technician, and SLO assessment coordinator review the proposal with attention to their particular area of responsibility [doc. 106]. Once the proposer has addressed any recommended changes, the proposal is added to the CIC meeting agenda for a first review.

CIC certifies that the rigor of any particular course is evaluated based on the cognitive activity captured in the student learning outcomes. It ensures that the detailed topical outline has the breadth and depth necessary for a student to achieve the stated outcomes and that the hours and unit value of the course are appropriate. It ensures that appropriate higher-level cognitive domains are used and that methods of instruction and evaluation are adequately challenging. Synthesis of learning is verified by identified linkages between the student learning outcomes and topics and the student learning outcomes and methods of assessment. It ensures that the workload is appropriate to the unit values and hours assigned and that the awarding of credit is consistent with internal and external standards of quality [**doc. 102**].

CIC meetings are held face-to-face at the Ridgecrest Indian Wells Valley campus every two weeks throughout the primary terms. The faculty proposer or a proxy is required to attend the meetings; no curriculum goes forward without a knowledgeable person to answer committee questions [**doc. 104**].

After the first review, the originator of the proposal makes requested changes in CurricUNET, and the proposal is scheduled for a second review at the next CIC meeting. If the proposal obtains recommendation for approval at the second review, it is advanced through the CurricUNET approval queue to be reviewed by the college president, vice president of academic affairs, and vice chancellor of Educational Services. Once this final round of review has occurred, it is put on a Board Action for the next Board of Trustees meeting. This process applies to most curriculum proposals, including new courses, revised courses, course deletions, course inactivation, course reactivations, program revisions, and requests to add low-unit certificate to state inventory. The only exception is course updates, which require no second review. Updates involve non-substantive changes in textbooks, out-of-class assignments, teaching methodologies, and the like--areas where the course outlines of record provide more for options based on academic judgment rather than hard and fast requirements. New programs require an additional step of being approved by the Academic Senate after CIC and before senior educational administrators. New CTE programs must also obtain recommendation for approval from the Regional Consortium before being routed through the Academic Senate and senior educational administrators [**doc. 104, doc. 102**].

Courses being proposed for DE delivery are separately approved as required by Title 5 Regulations. A distance education addendum is required of all courses that includes the areas of rigor, effective instructor-student contact, software and equipment, accessibility, and class size [**doc. 96**].

### ***Delivery of Courses and Programs***

Faculty Chairs, in consultation with department faculty, recommend a schedule of courses to the vice president of Academic Affairs, who is responsible for the course schedule. The College's mission, program pathways, the block schedule, student demand, and available resources are

taken into account as the schedule is developed.

To facilitate degree and certificate completion as well as improve regular scheduling of courses, the College has recently developed program pathways [doc. 278]. Each pathway is a matrix showing a program's required courses and electives over the next two-year period. They are designed for incoming freshmen so that students embarking on a program know what courses are to be taken when and in what order to complete the degree or certificate within a two-year period and thus to keep them on track for timely completion. But the benefit of pathways is their use as a de facto long-term schedule. Faculty, faculty chairs, counselors, and the vice president of Academic Affairs are all on the same page about which courses need to be offered when. Program pathways are made available to students both electronically and in hard copy form. They are distributed in advisement sessions and located in rip-off racks at each campus location.

### ***Evaluation of Courses and Programs***

The College has established procedures for assessing courses and programs. The faculty play a central role in this process, as they plan assessments, collect data, analyze the results, and implement changes to curriculum and instruction to improve student learning. Course and program learning outcomes assessments are described at length in II.A.1.c.

SLO data is recorded in the Assessment Module of CurricUNET, where all aspects of the assessment process can be documented and tracked, including:

- The date of the next assessment
- Co-contributors to the assessment design
- Changes that have been made since the last assessment
- The term that data will be collected
- The target level of performance
- The assessment tool/scoring device
- The assessment plan itself
- The assessment results
- Analysis of the results and plans for improvement
- Participants in the scoring of the assessments
- Evidence of the assessment (rubrics, sample assignments, exam questions, meeting minutes [doc. 316])

When all fields have been completed, the assessment can be submitted. The SLO assessment coordinator is notified by email and then reviews the assessment for completeness. The results of student learning outcome assessment are also documented in annual unit plans and program reviews. The SLO Assessment Committee prepares an annual comprehensive report on student learning outcomes [doc. 89].

**Self-Evaluation:**

The College meets this Standard. Established procedures are followed in the design and approval of curriculum, including the writing and assessment of student learning outcomes and the scheduling and delivery of courses. One innovation in Fall 2010 that has helped the College more systematically adhere to its established procedures is the practice that any course five years or older goes on a warning list and is given one year to be revised. If the course fails to be revised during this probationary period it is automatically inactivated [doc. 104].

The adoption of CurricUNET has improved workflow in many ways. It is easier to develop and collaborate on proposals with co-contributors, obtain input in technical review, and archive records. Faculty and staff have encountered problems with the usability and performance of CurricUNET, such as a temporary lack of access to the data or disruptions in the technical review process [doc. 107]. That said, the problems surrounding CurricUNET are gradually being resolved, and overall the system is a vast improvement over the prior document and file system. The Assessment Module of CurricUNET is a tremendous asset to the College, centralizing the location of assessment plans, data, and collaboration and better enabling the tracking of assessments college-wide.

The development of the program pathways has been an important step forward in institutional growth. They have had the effect of increasing dialogue on campus about scheduling not based on personal, department, or administrative expertise, intuition, or past practice, but concretely on what students need to complete courses and programs. The Fall 2012 schedule contains courses indicated by the pathways, as departments transition to this de facto long-term schedule [doc. 312]. Pathways have already led to better dialogue, more efficient course scheduling, and altogether more constructive decision-making. They hold out the possibility of more effective cohort building and greater student success.

**Actionable Improvement Plan:**

None

**II.A.2.b**

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

**Descriptive Summary:**

Competency levels are determined by faculty and approved through the curriculum process.

Minimum reading and writing proficiencies for the Associate degree are set by the English faculty. Computational competencies are set by the math department. The College participated in the recent state-wide alignment of proficiency standards with CB21 codes; development levels in English and math were closely aligned with expected standards. Computer and internet literacy competencies are set by the computer and library faculty. Some academic transfer programs align their courses with professional or non-profit organizations that serve to establish standards for academic areas. The Chemistry department uses the American Chemical Society's standards for required topics, a defined level of rigor, and the quality of lab experience. The Association of College and Research Libraries is used as a touchstone for requirements in information competency. The Web Design program that obtains guidance from the World Organization of Webmasters, a non-profit organization that seeks to establish standardized educational objectives and competencies for the industry

CTE programs rely on advisory committees that are comprised of local employers and professionals in related fields [doc. 23]. Their input provides crucial guidance in ensuring that the SLO's and course content continue to be relevant for labor market needs. Some vocational programs also rely on guidance from professional organizations, such as Nursing, Administration of Justice, and Emergency Medical Technology. In addition to these efforts, employment competencies are identified through advisory committees, mandating external agencies, occupational projections, job skills assessment, certification preparation and evaluation, curriculum measurements against current trends, technological changes, and employment statistics.

The College has also done targeted conferences with industry. Three Employer Summits have been held over the past six years to get industry feedback in mining, manufacturing, trades and renewable energy. The Summits surveyed employers in the skills sets required for technicians, engineers and the general workforce, and the work done has resulted in the development and substantial modifications of programs such as industrial technology and engineering [doc. 128]. In November and December 2010, the College brought together ten wind technician experts to gather information on the skill competency sets for a wind technician. A DACUM process was used (Developing A CurricuLUM) to identify the work tasks that successful workers are expected to perform, and the technical and support skills that are critical to performing these job requirements. Faculty used the information generated to develop new courses and update existing courses and learning activities to prepare the current and future wind technician workforce [doc. 383].

Competency levels required for the successful completion of coursework are institutionalized by means of course pre-requisites, co-requisites, or advisories in the course outline of record. Requisites of any type require content review, which are captured in the electronic course outline of record in CurricUNET and justified via a narrative description [doc. 95]. The curriculum committee carefully reviews the content review to ensure that linkages of prior course skills to

target course skills are reasonable and appropriate.

### **Self-Evaluation:**

The College partially meets this Standard. Both faculty expertise and advisory committees inform the development of competency levels and student learning outcomes.

What the College recognizes it has not done well is validate the continued use of requisites with statistical analysis. Content review provides one level of scrutiny. When it comes to minimum proficiencies, standard II.B.3.e describes in more detail how the institution evaluates placement instruments and practices. But the College does not currently have a standard report, process, or timeline for completing ongoing statistical analyses of standard requisites that are not part of English, math, and reading placement. This is especially important now in light of the fact the College is experimenting with making more out-of-discipline courses prerequisites for certain general education courses that faculty feel would be more successful if students came in better prepared. Four such transfer courses were approved in Spring 2012 for English and reading prerequisites (PSYC C101, BIOL C251, BIOL C255, BIOL C261), with more interest out there among faculty.

### **Actionable Improvement Plan:**

Develop a process, report, and schedule for ongoing statistical analysis of requisites.

## **II.A.2.c**

High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

### **Descriptive Summary:**

Breadth, depth, rigor and synthesis of learning are captured in the outlines of record for all courses and programs [doc. 97]. Dialogue about them is assured by faculty presentation at CIC meetings and demonstrated in committee minutes [doc. 102]. The College adheres to the Carnegie unit for the appropriate amount of work inside and outside the classroom. Each lecture hour equivalent requires between one and two hours of outside reading, writing, research, or other self-monitored activity. No outside hours are required for laboratory or activity hour equivalents as this is consistent with the Carnegie unit.

Prerequisites, co-requisites, and advisories also help to establish appropriate rigor for courses as well as assist in course sequencing. CIC strongly advises transfer-level preparation as the minimum reading and writing levels (Reading Level 1 and Writing Level 2) for all Associate degree and transfer level courses [doc. 102]. This sets a standard for what is cognitively expected



of students for courses at Cerro Coso Community College. For DE offerings, the distance education addendum includes specific sections on rigor as well as effective student-instructor contact [**doc. 96**].

Sequencing and time to completion are established for each program in the program pathways to enable students to reliably anticipate course offerings and complete their program of study in a timely manner [**doc. 278**]. In the CTE areas, advisory committees provide input about course sequencing and necessary time to completion [**doc. 23**]. The scheduling of courses for some occupational programs is structured so students can complete the program within a year. This is important for students that receive funding from the Employment Development Department for retraining and who must complete their training within two semesters. The College complies with the new Gainful Employment legislation, which has served to reinforce the development of program paths and course sequencing with an eye to completion of all programs [**doc. 152, doc. 295**].

The items in this Standard are regularly evaluated by means of SLO assessment, program review, and the submission of annual unit plans.

### **Self-Evaluation:**

The College meets this Standard. Institutional dialogue about the topics of this Standard is inclusive, informed, and intentional. The College has the organizational means to carry out this dialogue, implement the results, design assessments, evaluate the outcomes, and introduce improvements.

Results from the recent Community College Survey of Student Engagement (CCSSE) showed that the College is both above and below its cohort in the area of Academic Challenge, which is pertinent to this Standard. Students in developmental level courses overwhelmingly indicated they feel academically challenged in the courses they are taking while students in transfer level courses reported that they are less academically challenged [**doc. 55**].

While CCSSE is not a perfect representation of the Cerro Coso population in that it captured a disproportionate number of younger full-time students in onsite classes, it is still suggestive of trends for further investigation. The results were presented at faculty chairs during Fall 2012 [**doc. 138**], and the group has intentions to return to the topic for closer scrutiny during the 2012-2013 school year with the objective of creating two or three common division goals for 2013-2014.

### **Actionable Improvement Plan:**

None

## II.A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

### **Descriptive Summary:**

Cerro Coso uses a variety of delivery modes and methodologies in an effort to accommodate the diverse learning styles of its students. Faculty regularly use such methodologies as group activities, team-taught learning, computer lab assignments, and online research. In the newly renovated East Wing of the Ridgecrest campus, the College has installed smart classrooms to facilitate direct use of more highly interactive technology. In the DE environment, the online faculty training course required of all first time instructors specifically includes the topics of learning theory, curriculum design, and creating engaging learning activities [doc. 144]. Learning communities and diversity are also important topics in the course, with such learning resources as “Exploring Asynchronous Learning in a Multicultural Environment,” “Building a Sense of Community at a Distance,” and “Integration of Millennials in Online Communities.” Participants are encouraged to consider how to use varied methodologies to accommodate diverse student abilities and disabilities.

The cohort model for building program cohesion and success has been developed in several programs, particularly in CTE areas. In 2006, the College began working closely with the Bishop Paiute Indian Tribe’s Owens Valley Career Development Center. Initially, open enrollment was permitted in the CTE classes offered as part of the program, but student success and completion were low. After consultation with Student Services it was determined that students should undergo more vigorous assessment and counseling, and schedules were adjusted to place students in cohorts. The cohort strategy has proven successful, with 18 students receiving degrees and certificates in Spring 2012.

Traditional basic skills courses now offer learning and self-efficacy skills built directly into the courses, such as managing time, reducing text anxiety, taking better notes [doc. 44]. This is a project based on best practices identified in the state-wide Basic Skills Initiative, the funds of which are being used to support its implementation. In 2011, the College became part of a TAACCCT grant that is seeking to augment students’ program completion and employment prospects in the health career and industrial technology fields by directly embedding basic skills instruction into the curriculum [doc. 372]. If the model proves successful, the same strategies will be expanded to other CTE as well as general education disciplines.

Using multiple teaching methodologies is a best practice at the College. Student evaluation forms used in faculty evaluations ask students to rate faculty on whether “Multiple instructional elements (e.g. lecture, handouts, technology) are used, if appropriate” and “When multiple instructional elements are used, they are effectively integrated” [doc. 190\_52].

**Self-Evaluation:**

The College meets this Standard. Courses generally include multiple ways of assessing student learning. Delivery modes and instructional methodologies are captured on the course outline of record and discussed when courses are proposed, revised, or cyclically updated. The recent institutional dialogue about establishing best practices in the online program, explained in more detail in II.A.1.b above, was informed by the concerns identified in this Standard.

**Actionable Improvement Plan:**

None

**II.A.2.e**

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

**Descriptive Summary:**

The College systematically assesses courses and programs through a number of methods, including curriculum review, student learning outcome assessment, and annual unit plans. But the primary method is the program review process.

***Program Review***

Cerro Coso adheres to the definition of program provided in Title 5 regulations: “‘Educational program’ is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education” (section 55000 (g)). The College additionally follows Title 5 in requiring all programs to be reviewed every six years. CTE programs file an occupational supplement every two years between major reviews [doc. 282].

Each academic program is assigned to a single faculty chair, who is responsible for initiating the program review, working with department faculty and other parties to get the review completed on schedule, identifying any additional data needs beyond the standard set provided to all programs, and meeting with the Institutional Effectiveness Committee (IEC) as needed for guidance in the process.

The process begins when the program review materials provided to faculty chairs at the year’s first faculty chair meeting in August. The program review template includes the following components:

**Part 1—Relevance**

- Catalog Description
- Courses
- Program Learning Outcomes
- Conditions of Enrollment
- Program Matrix

**Part 2—Appropriateness**

- Connection to College Mission
- Summary of Student Demand
- Summary of Student Performance Data
- Place of Program in Curriculum/Similar Programs
- Transfer
- Patterns of Course Scheduling
- Patterns of Course Staffing
- Methods of Delivery
- Teaching Methodologies
- Materials Fees
- Explanation of Employer Relationship (*CTE only*)
- Advisory Committee (*CTE only*)

**Part 3—Currency**

- Curriculum Currency
- Physical Resources Currency
- Technology Currency
- Current Cost of the Program to Students
- Marketing and Publication of Program Information

**Part 4—Achievement of Student learning outcomes**

- Summary of Achievement of Student Learning Outcomes
- Gaps Identified

**Part 5—Future Needs and Plans**

- Current Program Strengths
- Improvements Needed
- Three-Year Program Goals
- Action Plan for Achieving Three-Year Goals
- Six-Year Program Goals
- Action Plan for Achieving Six-Year Goals [**doc. 283**]

Before the first draft of the program review is due on December 15, faculty chairs are expected to engage their department faculty, advisory groups, and other interested parties in inclusive,

informed, and intentional efforts to analyze the viability of their programs, identify gaps of student achievement, and plan goals for improvement. For the dialogue to have its intended effect, it must be based on reliable information about the program's performance in supporting student learning. For that reason, a standard data set is required of all instructional program reviews to promote analysis and discussion. This data set is handed out as part of the materials supplied to faculty chairs in August:

**Student demand**

- # sections, by course
- Student demographics (by course)
- Headcount (by section)
- FTES (by section)
- FTEF (by section)
- Productivity (by section)
- Service area employment need (*CTE only*)

**Patterns of course offerings**

- Location (by course)
- Time of day (by course)
- Method of delivery (by course)
- Faculty type: adjunct/full-time (by course)

**Student performance**

- Retention (by section)
- Success (by section)
- # degrees and/or certificates awarded
- Gainful employment information (*CTE only*)

**Student learning outcomes**

- SLO assessment results [**doc. 279**]

In previous years, the program review document has been reviewed by various governance bodies, including CIC [**doc. 105**], the Academic Senate [**doc. 6**], and College Council [**doc. 80**]. These bodies did not approve the program review per se but reviewed it for completeness. However, as part of its assessment in Summer and Fall 2011 of the College's integrated planning cycle, the Institutional Effectiveness Committee determined that this routing was insufficient to ensure quality of the completed product. It did not require any particular timeline so documents tended to arrive at the last minute in varying stages of completion, it did not provide for meaningful formative feedback at critical points in the drafting, and the bodies selected for review were the wrong ones to give guidance and direct changes.

Approved by Senate, the IEC took over the task of reviewing and pre-evaluating. The committee

met in April 2012 and assessed the five program reviews due at that time. A rubric for scoring was developed and applied and an overall rating generated for each [doc. 280]. The committee provided extensive feedback in the form of a sit-down meeting with each faculty chair and of an official report to the Academic Senate [doc. 281]. The result was three of the five program reviews were returned for revisions.

At the end of the process, completed program reviews are accepted by Senate and presented to College Council as an information item. The results of program review are made public on the program review website. Throughout this process, faculty have a central role in the initiation, drafting, evaluating, and revising of the program review documents.

### **Self-Evaluation:**

Program reviews are recognized and employed as a major component of college planning for the improvement of student achievement. They report on the viability of organized sequence of courses leading to degrees, certificates, and transfer preparation at all campuses, including CC Online. They are used in conjunction with other documents to inform department decision-making about curriculum design and course scheduling. They form the basis of the integrated planning cycle. The College uses them to guide the allocation of resources, including staffing, facilities, information technology, marketing, and professional development.

The College ongoingly evaluates its program review processes to improve institutional effectiveness. As indicated above, changes were initiated by the IEC and adopted by the Academic Senate to address manifest gaps in the process.

Nevertheless, the College recognizes it can continue to make improvements in program review. There has not historically been at Cerro Coso a focus on quality assurance in our program review process or documents. Departments and other units have been completing program reviews for years with relevant data, analysis of trends, and loop back improvements to increase student achievement. But it has been haphazard, with some departments doing an excellent job while others merely “checked the box.” The result of changes made in the process last year was that Senate granted IEC the authority not only to continue to serve as a resource but now also to provide Senate with an official recommendation for approval [doc. 5]. It is the expectation that as this new process is implemented fully in 2012-2013 more meaningful feedback at better points in the cycle and the firmer reliance on IEC’s recommendation will yield higher quality results for the Academic Senate and its program review process.

For the reasons given in this standard and elsewhere in the Self-Evaluation, the College believes its program review practices are at the level of Sustainable Continuous Quality Improvement:

- Program review processes are ongoing, systematic, and used to assess and improve student learning and achievement.

- The institution reviews and refines its program review processes to improve institutional effectiveness.
- And the results of program review are used to improve program practices resulting in appropriate improvements in student achievement and learning.

As the College moves forward, it has plans to continue improving program practices by creating a better timeline, developing a more meaningful formative feedback loop at critical points in the drafting, and establishing better routing for review and assistance.

The College meets this Standard.

### **Actionable Improvement Plan:**

None

### **II.A.2.f**

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

### **Descriptive Summary:**

As explained in detail in standard II.A.2.c, the College identifies student learning outcomes for courses, programs, certificates, and degrees, assesses student achievement of those outcomes, and uses assessment results to make improvements. As explained in the previous standard, the College has a program review process that is ongoing, systematic, and includes the review and analysis of SLO achievement as a key component.

The College ensures the link between student learning outcomes assessment, program reviews, and institutional decision-making through its annual integrated planning cycle. As explained in more detail in Standard I.B.3, the integrated planning cycle established by the College in 2011-2012 begins with a review of student achievement results in SLO assessment and program review; leads to the development of unit, section, division, and educational master plan goals that use those results as a basis of goal-setting for the purpose of student achievement; and ends with resource allocation captured in various resource support plans [**doc. 25**].

Within this process there are three tiers or loops by which the results of student learning outcome assessment are aggregated, evaluated, and made available to constituencies. The SLO planning loop occurs within departments as they reflect on course and program learning outcome assessment results, determine how to make improvements, implement improvements, and

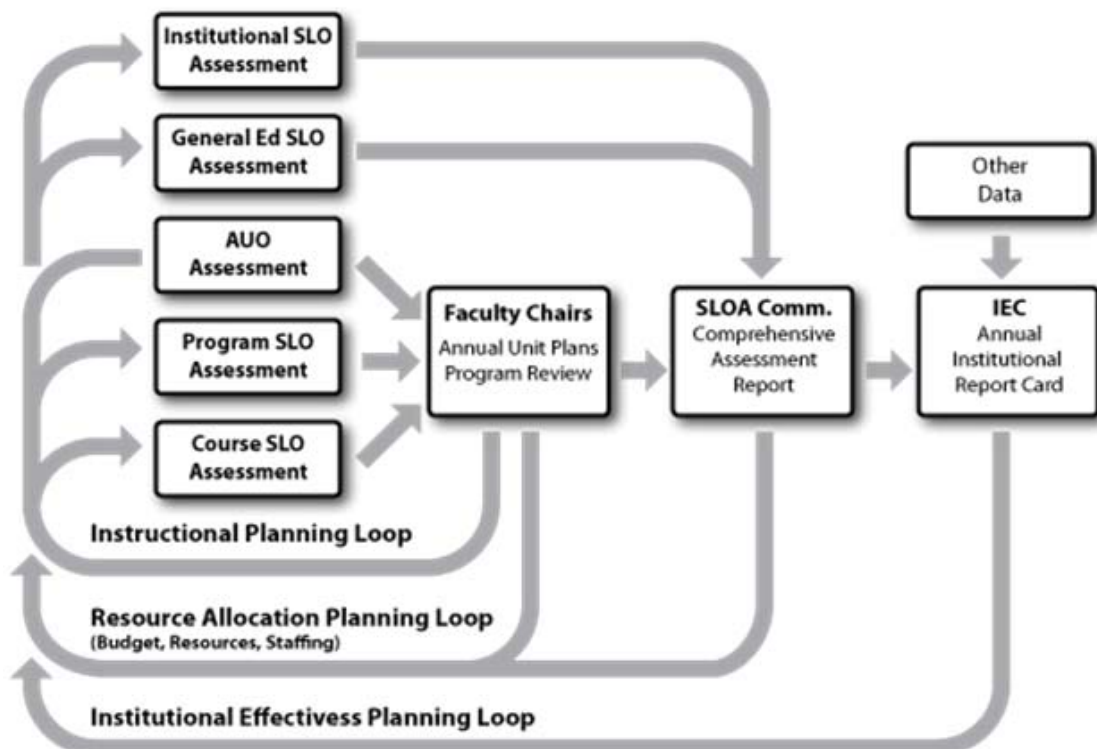
then reassess. The assessment plan, data, analysis, evidence, and other details pertinent to the assessment are contained in the CurricUNET assessment module; the results are summarized in the department's program reviews and annual unit plans.

A second level planning loop includes an annual review by the SLO Assessment Committee, which reports out trends across the College. The committee assists the SLO coordinator in writing a Comprehensive Annual Assessment Report that identifies:

- what the year's assessment focus was
- which outcomes were assessed
- how, which, and when students were assessed
- the results, including institution-wide trends
- who reviewed and analyzed the results
- how the results are being used to make improvements and establish institutional priorities

This report is completed at the end of the year and made available to managers and faculty chairs for the purposes of informing decisions at those levels [doc. 89].

Finally, an institutional 'Report Card' is compiled and made available at the end of each year by the IEC. This document, which is designed for both internal and external constituencies, is a summary of the overall effectiveness of the institution, with respect to student learning, operations, and planning structures [doc. 84].





## Assessment Analysis, Reporting, and Planning

### Self-Evaluation:

The College meets this Standard. It has an integrated planning structure that encourages dialogue at multiple levels and informs constituencies across the institution. This is evidenced by the procedures that are in place to analyze SLO's and department and committee meeting minutes that document dialogue. All assessment data is publicly accessible through a search filter in the CurricUNET Assessment Module, and annual unit plans and the Comprehensive Annual Assessment Report summarize results and describe trends within programs and across the College. The broader institutional planning cycle, which makes annual unit plans and program reviews available as a resource for more inclusive planning and resource allocation decisions, also disseminates information about program currency.

### Actionable Improvement Plan:

None

### II.A.2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

### Descriptive Summary:

The college does not use any departmental course or program examinations.

### Self-Evaluation:

Not applicable

### Actionable Improvement Plan:

None

### II.A.2.h

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

**Descriptive Summary:**

Consistent with California Education Code and Title 5 regulations and as described in the college catalog, students may earn one of the following grades: A, B, C, D, F, P, NP, W, I, or IP. Credit is earned with a grade of D or better. Students may also opt to petition for credit/no credit grading. Credit is assigned if students achieve a grade of C or better. The college catalog also contains a clear explanation about how the attainment of specific learning outcomes is the basis upon which grades are determined:

Evaluation of student achievement is made in relation to the attainment of specific student learning outcomes. At the beginning of a course, the instructor will describe the learning outcomes and the basis upon which grades are determined [**doc. 71**].

Through the curriculum review process, the College ensures that course topics, methods of presentation, methods of evaluation, and out of class assignments center around defined student learning outcomes, as explained more thoroughly in Standard II.A.1.c. This provides a direct path between the achievement of outcomes and the awarding of credit.

Units of credit are based on the accepted norm of one unit for every 18 hours of lecture instruction. Laboratory and active participation courses assign one unit for every 54 hours. For Work Experience courses, one unit equals 60 hours of volunteer or 75 hours of paid work. Internships and externships follow all appropriate legal requirements.

The amount of work expected of students outside the classroom is based on the Carnegie unit: one to two hours of out-of-class work are expected for each hour of lecture. This expectation is formalized in the CurricUNET template with a section specifically labeled “Out-of-Class Assignments” that displays an hour calculation automatically generated by how many lecture units are entered for the course. This value is reviewed by the curriculum committee when courses come up for creation or revision, together with the appropriateness, rigor, and relevancy of the out-of-class assignments listed [**doc. 102, doc. 97**].

Overall, criteria for awarding credit are clearly identified in the catalog, on the institution’s website, in the yearly approved CIC Curriculum Handbook, in the course outlines of record, and on course syllabi distributed to students [**doc. 366**].

**Self-Evaluation:**

The College meets this Standard. It has a clear description of how credit is awarded based on the attainment of student learning outcomes, and clear curriculum approval procedures to ensure the critical path between student work, student learning outcomes, grades, and credit. These criteria are based on accepted norms in higher education.

**Actionable Improvement Plan:**

None

**II.A.2.i**

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

**Descriptive Summary:**

All Cerro Coso degrees and certificates have defined program learning outcomes (PLO's)[**doc. 296**]. Achievement of PLO's is measured by the successful completion of learning outcomes in courses required of the program. The program outline of record in CurricUNET contains all PLO's as well as a matrix linking PLO's to every course listed in the program. Faculty proposers are required to map the courses, both required courses and restricted electives, to the PLO's. This is true when new degrees and certificates are proposed—and also true every time a degree and certificate comes through for substantial or even non-substantial revision. Successful completion of a program is determined by successful completion of the individual courses that make up the program, all of which have undergone review for appropriateness and relevancy. Dialogue exists in establishing PLO's. The curriculum process for new and revised courses, as described more fully in II.A.2.a, ensures inclusive communication among faculty in the discipline, the curriculum committee, and educational administrators to ensure that the results are a collaborative effort.

Completion of required courses for the degree or certificate is affirmed at the time of graduation by means of two processes. The student meets with a counselor in the semester of graduation, the transcript is reviewed, and a Graduation Evaluation and Petition to Graduate application is completed [**doc. 153**]. The application is also reviewed and affirmed by the Admissions and Records Office, which audits each student record individually to ensure all program requirements have been completed.

A program's stated learning outcomes are available in the catalog, on the institution's website, and in various promotional material [**doc. 77, doc. 295, doc. 83**].

**Self-Evaluation:**

The College meets this Standard. Students cannot earn degrees or certificates without having achieved the program's PLO's. All courses within the program are mapped directly to PLO's. The College assures through two levels of graduation checks that the student receiving credit for the program has satisfied all the program's stated learning outcomes.

**Actionable Improvement Plan:**

None

**II.A.3**

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

**Descriptive Summary:**

All academic and vocational degree programs require completion of a general education (GE) component. As explained in the catalog and on the college website, this general education component may be satisfied by one of the following options [**doc. 76**]:

- Option A: Cerro Coso Local General Education Pattern
- Option B: CSU General Education Breadth
- Option C: IGETC for either UC or CSU

The College has a clear GE philosophy that adheres closely to Title 5 regulations. A recent revision to this philosophy was adopted by the Academic Senate in December 2011 and is stated in the catalog:

The awarding of an Associate Degree at Cerro Coso Community College is intended to represent more than an accumulation of units. It is intended to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

Central to an Associate Degree, General Education reflects the conviction of Cerro Coso Community College that those who receive their degrees share certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. General Education should lead to better self-understanding and involve students in actively examining values inherent in proposed solutions to major social problems [**doc. 76**].

GE areas and specific course requirements are collectively decided upon by the Academic Senate and applied to both the Associate in Arts and the Associate in Science degrees. The College's local GE pattern includes course requirements in the areas of:

- Natural Science
- Social and Behavioral Sciences
- Humanities
- Language and Rationality
- Information Competency
- Diversity
- Health and Wellness

In Fall 2011, a General Education Task Force was convened by the vice president of Academic Affairs to review the general education philosophy, establish general education learning outcomes (GELO's), and create a process for mapping individual courses to GELO's. Up to that time, the College had no established GELO's and no process for evaluating the appropriateness for a course designated as fulfilling a GE area. The task force was composed of faculty members, educational administrators, and the SLO coordinator.

In January 2011, a set of GELO's for the general education areas was recommended by the task force and adopted by the Senate [doc. 4\_3]. These were communicated out to faculty, posted on the SLO website, and entered into the CurricUNET Assessment Module. In January 2012, the task force developed a process for assigning specific courses to GE areas that called for at least one course-level SLO to match up with at least one GELO in the appropriate area. Faculty chairs with courses on the general education pattern completed the mapping project by the end of Spring 2012 [doc. 139, doc. 325].

An additional layer of scrutiny in this process is provided in annual submission of courses for transfer acceptance. University faculty carefully scrutinize the course outlines and decide whether or not the courses can be added to fulfill the requirements of CSU General Education Breadth or the Intersegmental General Education Transfer Core (IGETC) [doc. 162]. Although these decisions do not directly affect the College's general education requirement list, they do provide an external evaluation of the criteria used to assess courses for applicability.

### **Self-Evaluation:**

The College meets this Standard. A GE philosophy has been established that is accessible to students. The pattern includes knowledge and skills that are essential for students to be successful and productive in a global and knowledge-based economy. GE requirements and the courses that satisfy those requirements are developed collegially by faculty and educational administrators. The existing College process ensures the linkage between requirements and courses.

However, what has not been completed yet is a GE program review. Now that the College has a set of an established philosophy, an agreed-upon group of student learning outcomes, and a set of criteria for determining the tie between courses and requirements, it is in position for the first time to comprehensively assess its local GE program. The General Education Program Review is on the program review schedule for 2012-2013 [doc. 282].

### **Actionable Improvement Plan:**

Complete the General Education Program Review in 2012-2013.

### **II.A.3.a**

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

### **Descriptive Summary:**

Natural science, social and behavioral sciences, and humanities comprise a substantial portion of the general education pattern, representing a breadth of knowledge in these content-focused areas. Student learning outcomes for general education areas have been defined, and courses that are approved to satisfy a specific area of general education must map over to one or more general education student learning outcomes [doc. 325].

Student learning outcome for humanities include the ability to:

- Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
- Evaluate the significance of artistic and cultural constructions.

Student learning outcomes for the natural sciences include the ability to:

- Effectively communicate scientific results, including graphically, verbally and in writing.
- Demonstrate competency of the Scientific Method, including the experimental and empirical methodologies characteristic of Science and the modern methods and tools used in scientific inquiry.

Student learning outcomes for the social and behavioral sciences include the ability to:

- Describe the method of inquiry used by the social and behavioral sciences.
- Evaluate the operation of societies and social sub-groups.

Students must complete a minimum of 6 units from the humanities area, 2 lecture course (6 units) or a lecture/laboratory course (4 units) from the natural sciences area, and 6 units from the social and behavioral sciences area [doc. 76].

### **Self-Evaluation:**

The College meets this Standard. The College's GE pattern sufficiently addresses content and methodology of the majors areas of study addressed in this topic. SLO's exist for each of these areas and are being assessed through direct measures. The descriptions of these assessments, the results, and the analysis with recommendations for improvement are located in the Assessment Module of CurricUNET [doc. 296]. The GE program review slated for 2012-2013 will assess the results in the aggregate, identify gaps, and recommend improvements.

### **Actionable Improvement Plan:**

None

## **II.A.3.b**

- b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

### **Descriptive Summary:**

In addition to addressing the broad areas of knowledge described in the preceding standard, Cerro Coso's local general education pattern requires fulfillment of SLO's in language and rationality and information competency [doc. 325].

Student learning outcomes for language and rationality include the ability to:

- Use clear and precise language to express logical thought
- Use a complex symbol system to solve problems

Student learning outcomes for information competency include the ability to:

- Explain the fundamentals of the research process and documentation style

- Clearly identify types of information needed to address a research problem and evaluate the credibility of sources

Students must choose two courses from the language and rationality area, including a course of English composition and a course of analytical thinking. Students must also complete Information Competency C075, Introduction to Library Research and Bibliography or pass the Information Competency Proficiency Exam [**doc. 76**].

Computer literacy is not required as a graduation component. But many courses that are technologically oriented have an advisory requisite of computer competency or the course equivalent, Computer Science C070, Computer Literacy. Student learning outcomes for computer competency include the ability to:

- Perform computer start up and shut down procedures correctly.
- Use computer input and output devices, such as the keyboard, mouse, stylus, trackball, or printer with proficiency.
- Access and manage login accounts and documents effectively. This includes downloading, creating, naming, retrieving, and decompressing files and folders with an awareness of file size, location of saved files and folders, and available space on storage media and a clear distinction between various campus, email, and course login accounts.
- Perform editing tasks, such as copying, cutting, and pasting of content and applying spell checking.
- Send an outgoing email with an attachment, and open an incoming email and its attachment.
- Search and navigate the Internet and other types of media and environments easily.
- Be aware of the need to evaluate Internet content for relevance, authenticity, authority, and currency.

Scientific and quantitative reasoning and the ability to acquire knowledge through a variety of means are assessed in the GE requirements of the natural sciences, the social and behavioral sciences, and the humanities as explained in the preceding Standard.

Critical analysis/logical thinking is directly assessed in the analytical thinking requirement of the language and rationality area and indirectly communicated and evaluated in the most of the other areas. Critical thinking is expected of all college-level courses. This is evaluated in the curriculum committee through review and discussion of SLO's for the courses that come through for creation or revision [**doc. 102**]. Although no set description has been established by CIC for what constitutes an acceptable level of critical thinking, the discussion of SLO's at curriculum meetings often turn on the suitability of the verbs chosen by faculty proposers, especially to what extent they demonstrate higher order cognitive skills as expressed, for example, in Bloom's Taxonomy of cognitive domains. One of the topics of the SLO Professional Development day for



part-time instructors in November 2011 was the appropriate selection of assessment artifacts to match the critical thinking skills in their courses [**doc. 242**].

### **Self-Evaluation:**

The College meets this Standard. Cerro Coso's local GE pattern sufficiently addresses lifelong learning in the areas of oral and written communication, information competency, scientific and quantitative reasoning, and critical analysis/logical thinking. Student learning outcomes exist for each of these areas and are being assessed through direct measures.

One such measure was afforded by the Community College Survey of Student Engagement (CCSSE) administered in Spring 2011. Lifelong learning, oral and written communication, information competency, computer literacy, and high-order critical thinking skills were assessed by a questions in sections 4, 5, and 12. The responses from Cerro Coso students in these areas averaged a 2.5 (63%). Although this outcome is very close to the national cohort score of 2.6 (65%), it falls below our target of 70% [**doc. 319**].

The College is continuing to make changes as part of quality improvement. It recognizes it does less well directly teaching computer literacy, which has been more of an incoming expectation than a learning outcome. In the last annual unit plan cycle, several departments expressed dissatisfaction with the level of technological preparedness of students, especially in the online environment [**doc. 31, doc. 32**]. One of the recommendations of the Distance Education Task Force was to develop a required modular self-assessment orientation/tool for first-time online students to assess readiness for courses offered via Distance Education [**doc. 119**]. The College is currently looking at the commercially developed tool SmarterMeasure, which is a multi-faceted assessment tool and diagnostic that can evaluate the technological readiness of students for online learning and indicate places where they could benefit from improvement/instruction.

### **Actionable Improvement Plan:**

None.

### **II.A.3.c**

- c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

### **Descriptive Summary:**

Many sections of the GE requirements are designed to enhance students' cultural awareness

and appreciation of their personal and social responsibilities. The general education areas of the natural sciences, social and behavioral sciences, and humanities addresses topics of ethics and citizenship. One special general education area requirement at Cerro Coso is diversity.

Student learning outcome for diversity is the ability to:

- Describe and analyze the effects of race, ethnicity, class, gender, sexuality, disability or religion on human interactions [doc. 103].

Students must complete one courses from the approved list of diversity courses on the Cerro Coso Local GE pattern [doc. 76].

Besides academic courses designed to develop ethical, cultural, and aesthetic understanding, Cerro Coso provides students with a rich program of student activities, including eight clubs and organizations, an active student government, and an arts, drama, and music program [doc. 38]. Student clubs and the Cerro Coso student government association (ASCC) are co-curricular avenues for providing students ways to exercise responsibilities of a civic, political, and social nature. Students representing the ASCC sit on participatory governance committees and make recommendations to the faculty and college administration regarding campus policies and procedures [doc. 251]. Participation in the student government is open to all students who meet the minimum academic requirements.

### **Self-Evaluation:**

The College partially meets this Standard. The GE pattern sufficiently addresses topics like respect for cultural diversity and historical and aesthetic sensitivity. Student learning outcomes exist for each of these areas and are being assessed through direct measures. The descriptions of these assessments, the results, and the analysis with recommendations for improvement are located in the Assessment Module of CurricUNET [doc. 296].

Other topics in this Standard are addressed by daily classroom interaction and by students being members of the college community: civility, interpersonal skills, and an appreciation of ethical principles. These are expressed as expectations of student behavior in the student conduct policy and made available in the catalog, on the College website, and through orientation workshops and classes [doc. 71, doc. 190\_34, doc. 342, doc. 351]. But they are not systematically taught or assessed. Formal instruction in what it means to be an effective citizen and assume civic, political, and social responsibilities is not required of every student. In the College's review of its mission begun in Spring 2012, this gap was discussed and the preliminary revision of the mission statement (to be discussed and vetted more thoroughly by all stakeholders in 2012-2013) includes a commitment to developing the ethical understanding and effective citizenship of students [doc. 81].

**Actionable Improvement Plan:**

Complete the revision of the mission statement as appropriate, implement programmatic changes as needed, design or adapt a method of assessment.

**II.A.4**

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

**Descriptive Summary:**

All Associate degrees at Cerro Coso require satisfactory completion of at least 18 semester units in a specific area of study. For all non-liberal arts degrees, these 18 units are required in a specific major. For the liberal arts degrees, they are required in an area of emphasis [doc. 71, doc. 77].

**Self-Evaluation:**

The College meets this standard. All degrees at Cerro Coso are built on the same philosophy that broad introductory courses should lead to more focused study. Every course applicable to a degree is specifically listed in the program description as either a required course or a restricted elective.

To assure understanding and compliance in the area of program requirements and electives, the College curriculum committee carries out Stand-Alone Training every year, as mandated by the California Community College Chancellor's Office [doc. 53].

**Actionable Improvement Plan:**

None

**II.A.5**

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

**Descriptive Summary:**

Cerro Coso Community College prepares students to enter the workforce based on industry standards and requirements including those occupations that require licensure or certification. The College has the following courses and programs which require external licensure following completion: Administration of Justice, Emergency Medical Technology, Certified Nursing

Assistant, Home Health Aide, and Licensed Vocational Nursing. All these licensure passage rates are above the state and national averages and exemplify the preparedness of our students [**doc. 100**].

For those occupations that do not require external licensure or certification, demonstration of technical and professional competencies is based on successful completion of CTE programs. Core employment competencies in program-level student learning outcomes are assessed through such means as certifications, capstone projects, and portfolios [**doc. 321**]. Additional evaluation tools include the ARCC report, VTEA Core Indicator reports and internal data reports [**doc. 1, doc. 261, doc. 28, doc. 279**]. CTE also holds bi-annual retreats when faculty come together and review the data, identify potential strategies and write a strategic improvement VTEA plan for the college in all occupational areas [**doc. 101**].

Students demonstrate their technical and professional competencies outside the college when they are employed in industry. CTE programs consistently meet with advisory boards several times a year to ensure that technical and professional competencies meet employment and standards pertinent to their fields. During these bi-annual meetings, employers routinely report back on the preparation of graduates from the programs and of students interning in their areas [**doc. 23**].

#### **Self-Evaluation:**

The College meets this Standard. Students completing the CTE programs that require external licensure are meeting and exceeding the standards. Faculty and administration continually review data for student passage rates, success rates, retention, persistence rates in the development of unit plans, the CTE section plans, and VTEA Plans.

#### **Actionable Improvement Plan:**

None

### **II.A.6**

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

#### **Descriptive Summary:**

Students receive clear and accurate information about programs in the college catalog as well as

in the “Programs Offered” section of the college website [**doc. 69, doc. 295**]. Program information on the website and in the catalog provides:

- program title and description
- program learning outcomes PLOs
- course requirements
- program unit value
- conditions of enrollment/prerequisite information (if any)
- links to gainful employment disclosure where applicable.

Since Fall 2011, the College has complied with Gainful Employment legislation which mandates that institutions disclose to students and prospective students clear and accurate information of program completion and cost rates. This information is linked directly on each program’s main page [**doc. 152**]. Additionally, in the effort to provide students with as much clear and accurate employment information as possible, the College provides links to Career Coach on our college website. Students enter a career or field they are interested in, and Career Coach provides them with valuable information on how wages, trends, and careers connect to education and training at Cerro Coso Community College. Career Coach also provides a listing of current job listings in the service area [**doc. 49**].

The College expects course-level student learning outcomes identical to those in the course outline of record to be published in class syllabuses handed out by all full- and part-time instructors. The college enforces this policy through a collection and review of syllabuses by the Office of Academic Affairs [**doc. 366**]. It is also reflected through the faculty evaluation process, where “instructor’s syllabus explains course objectives and grading criteria,” is the first question on the student evaluation form [**doc. 190\_52**].

Transfer policies are described in full in the college catalog [**doc. 71, doc. 76**].

### **Self-Evaluation:**

The College meets this Standard. Cerro Coso Community College provides clear and accurate information to students about courses, programs, transfer policies, and student learning outcomes are made available to students in course syllabuses.

In addition, in the effort to get as much information as possible to students to inform their educational choices, the College has linked the program pathways from the program pages of the college website [**doc. 295**].

### **Actionable Improvement Plan:**

None

### II.A.6.a

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own course. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

#### **Descriptive Summary:**

The catalog clearly states that Cerro Coso recognizes work taken at other regionally accredited Colleges. Students must request official transcripts be sent from prior institutions in order to receive credit. There is a process to determine whether the transfer courses will count for elective units only or meet general education or major requirements. The process requires that a student request an evaluation of credit through counseling. The counseling staff use catalogs from other institutions, which are available in published form and electronically, to determine how the incoming classes can be used to complete Cerro Coso graduation requirements. In addition, counselors rely on the ASSIST website in order to evaluate incoming transcripts. In situations that are not clear-cut, the counseling staff will require the student to provide additional information such as a course outline and also rely on the academic faculty to make the determination of the class's applicability. A student who wishes to challenge the decision can appeal to the Academic Exceptions Committee [doc. 71].

The College plans periodic articulation conferences with our service area high school partners. Two such conferences have been held since 2007 with the most recent resulting in the maintenance of 33 articulation agreements with ten of the 19 high schools in the service area. The last articulation conference in Spring 2012 drew participants from California City, Mojave, Tehachapi, Lake Isabella, Ridgecrest, and Mammoth Lakes [doc. 156].

College and high school faculty compare course descriptions, student learning outcomes, course topics, and course hours to determine if the courses exhibit alignment in content and rigor. They also discuss how students will evidence successful mastery of the student learning outcomes, typically by means of a final exam or project. Documents that are submitted to the College include the following:

- Articulation forms signed by faculty members from the college and high school
- Syllabi from both courses
- The mutually agreed upon final exam (or a rubric by which to assess other types of student work)

Articulation agreements must be reaffirmed annually. The agreements together with the

matching high school and college course outlines and a date of completion are housed on a publicly accessible webpage [doc. 156]. To better facilitate the record keeping and granting of credit for high school articulated courses, the District has invested in the CATEMA system. Previously, high school students had to retain and submit paper certification. CATEMA provides an electronic trackable means for maintaining articulation records, with the goal of increasing the number of high school students receiving the college credit they have earned.

**Self-Evaluation:**

The College meets this Standard. It has clear policies regarding transfer of coursework that are clearly communicated to students through the catalog and College website. These policies include transfer of credit both from local area high schools and toward four-year universities and are regularly reviewed.

Articulation conferences provide us a valuable forum to develop relationships and dialogue with high school faculty. Because our service area's far-flung geography makes it challenging to coordinate with 19 high schools as far away as 3.5 hours, we hold the conferences only periodically and update individual agreements annually.

The relationships developed have led to other innovations in addressing preparedness for College. The Southern & Eastern Sierra CTE Collaborative was developed in 2008 to form partnerships in working on providing seamless transition from high school to the community college through articulation, dual enrollment, and outreach [doc. 326]. The Virtual High School project was launched in 2007 which provided students the opportunity to take an online CTE college course in a facilitated environment in the high school [doc. 382]. The articulation conference in Spring 2012 not only produced 33 articulation agreements but led to plans to offer two dual enrollment English classes at California City High School in Fall 2012.

**Actionable Improvement Plan:**

None

**II.A.6.b**

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

**Descriptive Summary:**

The Cerro Coso Community College Academic Senate has an official program discontinuance policy that was originally drafted and approved in May 2006 and adheres closely to KCCD

board policy [**doc. 190\_31, doc. 277**]. This policy states that programs may be discontinued for one of two reasons: by default if a program review has not been completed after three years for a program in the CTE area or after seven years for a general education program, or by decision of the Academic Senate following the completion of a program discontinuance procedure as outlined in the document.

When a substantial change is made to any degree and certificate program, including inactivation or deletion, students are contacted individually and afforded individualized solutions. Students with catalog rights are allowed to complete the curriculum requirements in effect at the time they began the program as long as they maintain continuous enrollment and finish within five years of the catalog publication date [**doc. 71**]. If a student's progress is disrupted by changing requirements, that student has the right to request substitutions or waiver from the Academic Exceptions Committee.

**Self-Evaluation:**

The College meets this Standard. The Academic Senate has an approved discontinuance procedure that addresses student impact and provides for a planned teach-out of students in the program. In practice, students are contacted and advised on how to complete educational requirements when programs are eliminated or modified.

The Senate's program discontinuance policy was recently revised in Spring 2012 to place the Institutional Effectiveness Committee in a more central and advisory role. Much like what was done with program review, the IEC committee has replaced the curriculum committee as the group to advise the senate about programs to be discontinued. Another clarification was that the vice president of Academic Affairs or any interested party could initiate the discontinuance proposal by submitting a rationale stating the operative and compelling factors for discontinuance [**doc. 7**].

**Actionable Improvement Plan:**

None

**II.A.6.c**

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

**Descriptive Summary:**

Cerro Coso Community College provides students and prospective students clear and accurate



information concerning educational courses and programs through the catalog and on the college website. As explained above in standard II.6, each program main page on the college website includes the program name, description of content, course requirements, program learning outcomes (PLO's), and links to disclosures as appropriate, such as Gainful Employment. The catalog is published annually after review by faculty, administration, and staff to ensure that it represents the most current information regarding degrees, programs, total course offerings as well as additional material affecting students.

The College publishes the schedule of classes in electronic form which lists all course offerings at all sites of the College [doc. 312]. This information is available in a searchable schedule so that students can find only the courses that suit their needs. Additional information is also provided, such as a calendar of important dates, information about enrollment process, and a student handbook. The sequence of courses required for graduation in the areas of minimum proficiency—writing, reading and mathematics—are also available and are presented in a flowchart mode [doc. 76]. In compliance with the Student Right-to-Know and Campus Security Act of 1990, Cerro Coso makes available its completion and transfer rates to all current and prospective students [doc. 70]. This data is collected from the California Community Colleges Student Right-to-Know Information Clearinghouse which is updated annually.

In 2011, the College implemented the Luminis web portal, which makes disseminating information to students and personnel more efficient, reliable, and timely. It centralizes important information for students, including links to online classes, college news, the catalog, class schedules, student services, transcripts, academic calendar, and academic programs. It likewise centralizes information for personnel, including announcements from the president, academic calendar, employee forms, planning documents, CurricUNET, and Banner [doc. 164].

The College publicizes the results of its SLO assessments to students, personnel and community through program reviews, which are available for public viewing on the college website [doc. 284]. The Student Learning Outcome Assessment Committee aggregates the results of institutional, general education, program, and course learning outcome assessment, analyzes how those results are being used to establish institutional priorities and instructional improvements, and writes an Annual Comprehensive Assessment Report [doc. 89].

### **Self-Evaluation:**

The College meets this Standard. It presents information clearly, accurately, and consistently in a variety of accessible formats to both internal and external constituents. In 2011, the College hired a Public Relations, Marketing and Development Manager, whose main responsibility is to ensure that disseminated information is a clear, accurate, and consistent representation of the College and its mission, programs, and services.

The College markets a number of its courses and programs by brochures [doc. 83], informational

fliers, and press releases [doc. 271]. In all these materials, it is the Public Relations Manager's role to ensure the unity, coherence, and integrity of the information provided. The College adheres to Gainful Employment requirements in providing students with program completion and cost rates [doc. 152].

### **Actionable Improvement Plan:**

None

## **II.A.7**

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

### **II.A.7.a**

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

### **Descriptive Summary:**

Cerro Coso Community College expects faculty members to deliver instruction in a fair and objective manner, free from bias. Kern Community College Board Policy states:

Faculty members acknowledge that in the exercise of academic freedom they have a responsibility to be accurate and comprehensive in making reports, to be fair-minded in making interpretations and judgments, to respect the freedoms of other persons, to exclude irrelevant matters from classroom discussions and instructional exercises, and to make appropriate distinctions between statements of fact made as faculty subject matter specialists and opinions made as private citizens [doc. 190\_43].

Elsewhere, Board Policy states in part:

[t]he discussion of controversial issues in the classroom is essential to the development of informed and responsible citizens. Instructors are to be encouraged to provide opportunities for the development of clear thinking, balanced judgment, intelligent choices, and an understanding of the methods and devices of propaganda. [I]nstructors ... shall refrain from using classroom privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind [doc. 190\_32].

The faculty evaluation process permits students to remark on any perceived unfairness or lack

of objectivity on the part of faculty [doc. 190\_52, doc. 190\_53]. Students who feel an instructor is not fair also have recourse to the student complaint procedure [doc. 190\_33]. Academic freedom and responsibility is also addressed in the student complaint process, which is made publicly available to students in the Student Handbook [doc. 347], on the college website, and as handouts available on all campuses [doc. 341].

**Self-Evaluation:**

The College meets this Standard. The Kern Community College District Board Policy Manual provides sufficient guidance for distinguishing between personal conviction and proven conclusions and presenting relevant data fairly and objectively, and the faculty evaluation instrument as a means of assessment.

**Actionable Improvement Plan:**

None

**II.A.7.b**

The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

**Descriptive Summary:**

The College is committed to promoting and enforcing academic honesty. Expectations for student honesty are stated in the KCCCD Board Policy Manual [doc. 190\_35, doc. 190\_34]. Included are definitions of plagiarism and cheating as well as the disciplinary actions that may be imposed. This policy on academic honesty is also published in catalog and is available on the college website [doc. 71]. Moreover, many instructors present them in class syllabuses [doc. 366].

The College has many avenues for publishing expectations regarding academic honesty. Students completing an Associate degree or transfer pattern preparation receive direct instruction in avoiding plagiarism in English C101, Freshman Composition, and Information Competency C075, Introduction to Library Research and Bibliography. Several times a semester MLA and APA workshops are provided to students through the learning support centers at all campus locations [doc. 35]. The librarian and librarian adjunct faculty at all campuses schedule visits from individual students and entire class sections for instruction on using the research databases and using effectively and information correctly. The project of embedded librarianship, explained more fully in Standard II.C.1.a, brings instruction in this area directly into general education courses in a contextualized manner. More informally, many instructors make extensive use of rubrics as a best practice, which have been shown to cut down on instances of cheating and plagiarism.

Student authentication and academic honesty in the DE environment pose unique challenges. The college employs several strategies to verify student identity and enforce academic honesty in online. One is a unique login and password to access online courses. Students access all their online classes from InsideCC and this requires a secure login and password. Many instructors use textbook companion sites that also require their own unique username and password. A second is required proctoring in a course. Proctoring had always been voluntarily selected by faculty, but the logistics of implementation fell on individual faculty members who often did not have time and/or the expertise to create and run a secure procedure. Not required and not supported, proctoring was mostly abandoned. Recognizing this as a serious gap [doc. 119], the College committed resources to the hiring of a learning center technician in Fall 2011 to develop and implement a proctoring system. A pilot project was implemented with ten mathematics and one English course in Spring 2012. A report was produced that concluded wider implementation of the program was feasible [doc. 363].

In an effort to more systematically address the Higher Education Opportunity Act's directive for colleges to have processes in place that verify that the student who registers in a course or program is the same one who participates in and completes it and receives the academic credit, the Cerro Coso Community College Academic Senate approved a set of recommendations for controlling cheating and plagiarism in the online environment [doc. 300, doc. 9]. These recommendations include making use of multiple assessment types, using anti-plagiarism techniques, becoming familiar with students through their writing styles, employing test banks and timed test delivery, and raising awareness among students about what constitutes appropriate academic behavior.

The College informs the faculty and provides training in the above practices and technologies through its own online faculty training certification process, in professional development workshops, and by means of regular electronic communications from the Director of Distance Education [doc. 144, doc. 306].

### **Self-Evaluation:**

The College meets this Standard. The College provides students with clear expectations concerning the principles of academic honesty and the sanctions for violations in the College's Student Conduct Policy in the college catalog and in course syllabi.

In addition to the strategies noted above, the college subscribes to TurnItIn.com, a service that evaluates written student work for originality. Student essays are checked against a database of over 150 million archived papers and 90,000 journals, periodicals, and books. The English department has used this tool extensively for years to enforce academic honesty. Originally the domain of the English department, it is being by a growing number of other disciplines that

regularly assign research papers, and was the subject of a Spring 2012 flex day presentation [**doc. 142**].

Additionally, the College's supported course management system, Moodle, has a number of options in its quiz settings to discourage cheating, including that the quiz/exam can be set up to require a separate password, access can be restricted to approved IP network addresses, the quiz can be timed, questions and answers can be randomly shuffled each time the test is taken, and a large test bank can be accommodated so different questions can appear each time the test is taken.

### **Actionable Improvement Plan:**

None

### **II.A.7.c**

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

### **Descriptive Summary:**

As a public institution, Cerro Coso does not advocate specific beliefs or worldviews, although the Kern Community College District Board Policy Manual expresses moral, ethical, and spiritual values that are the guiding principles of the institution [**doc. 190\_1**].

Since June 2008, the KCCD has had a specific ethics statement, which is contained in Board Policy which reads in part that "[t]he Kern Community College District recognizes that a commitment to the highest ethical and professional standards on the part of all persons associated with the District is necessary to fulfilling our mission and realizing our vision, which are policies of the District" [**doc. 190\_81**]. The code is based on two understandings—the recognition of the dignity of all persons, and "a commitment to fulfilling our obligations to others using fair and honest means"—and is divided into three subsections: Respect for Persons and Academic Freedom, Fairness and Honesty, and Competence.

Policies that govern the conduct of issues related to certificated faculty in particular are stated in the collective bargaining agreement that serves as Section 5 of Board Policy [**doc. 190\_41**]. These policies address copyright issues, conflict of interest, outside employment, and are enforced by the article dealing with personnel files and complaints—and in particular, Appendix A of that section: "Employee Dismissals/Disciplinary Action" [**doc. 190\_39**].

KCCD Board Policy Manual also prescribes a code of conduct for students [**doc. 190\_34**].

The rules for student conduct are published as sections in the Student Handbook [**doc. 347**] and appear separately in the Student Conduct Policy [**doc. 342**]. Disciplinary sanctions and procedures are specified in the respective documents.

A policy that governs student appeals of decisions resulting from a violation of the rules of student conduct is also contained in Board Policy [**doc. 190\_36**].

Prior notice is provided to students in several forms. The rules for student conduct are published as sections in the Student Handbook and in the Student Conduct Policy flyer. This information is readily available to students at all campuses, in information racks in building hallways, as part of the student's orientation materials, in the main offices of the community campuses, the Office of Instruction, the Counseling Center at the Ridgecrest Indian Wells Valley campus, and on the college's website.

**Self-Evaluation:**

Cerro Coso meets this Standard.

**Actionable Improvement Plan:**

None

**II.A.8**

Institutions offering Curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

**Descriptive Summary:**

Cerro Coso Community College does not offer instruction in foreign locations.

**Self-Evaluation:**

Not applicable.

**Actionable Improvement Plan:**

None

## Inventory of Evidence

- 1 AARC Report 2012
- 5 Academic Senate Minutes - April 19, 2012
- 6 Academic Senate Minutes - CHDV April 19, 2012, Library May 10, 2012
- 7 Academic Senate Minutes - January 26, 2012
- 9 Academic Senate Minutes - May 10, 2012
- 15 ACCJC/WASC 2006 Recommendations
- 16 ACCJC/WASC 2007 Progress Report
- 23 Advisory Committees Meeting Minutes
- 25 Annual Integrated Planning Cycle Materials
- 28 Annual Unit Plan Data Report
- 29 Annual Unit Plan Templates (instructional and non-instructional)
- 30 Annual Unit Plans
- 31 Annual Unit Plans - Child Development
- 32 Annual Unit Plans - Digital Media Arts
- 35 APA and MLA Workshop Calendars
- 44 Basic Skills Initiative Work Plans
- 49 Career Coach
- 53 CCCCCO Confirmation of Stand-Alone Training
- 54 CCCCCO Inventory of Approved Programs Report
- 55 CCSSE Key Findings Report
- 57 Cerro Coso Community College 2006 Accreditation Self-Study
- 59 Cerro Coso Community College Substantive Change Proposal 1998
- 60 Cerro Coso Community College Substantive Change Proposal 2011
- 69 College Catalog
- 70 College Catalog - About the College
- 71 College Catalog - Academic Information and Standards
- 76 College Catalog - Graduation and General Education
- 77 College Catalog - Programs of Study
- 80 College Council Minutes - BSOT & Business Programs Dec 2010, CIS & Web Design  
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- 81 College Council Minutes - February 24, 2012
- 83 College Promotional Brochures
- 84 College Report Card
- 85 Community Forum Minutes - Fall 2006
- 86 Community Forum Minutes - Spring 2011
- 87 Community Forum Minutes - Spring 2012
- 89 Comprehensive Annual Assessment Report
- 95 Course Outlines of Record: Conditions of Enrollment Samples
- 96 Course Outlines of Record: Distance Ed Addendum Samples

- 97 Course Outlines of Record: Template, Reports, Samples
- 100 CTE Licensure Examination Pass Rates, 2009-2012
- 101 CTE Retreat Minutes and Materials
- 102 Curriculum and Instruction Council Agenda and Minutes
- 103 Curriculum and Instruction Council Diversity Criteria
- 104 Curriculum and Instruction Council Handbook
- 105 Curriculum and Instruction Council Minutes - Oct 18, 2010 2 year CTE Program Reviews & Business, Apr. 8, 2011 AJ AS & CIS AS, Sept. 24, 2010 Basic Skills, BSOT, Learning Assistance Center
- 106 Curriculum Approval Queue Samples
- 107 CurricUNET Issue Tracking
- 113 Department Meeting Agendas and Minutes
- 115 Department SLO Work Plans, 2011-2012
- 117 Director of Distance Education Job Description
- 119 Distance Education Task Force Report and Moodle
- 124 Educational Master Plan - Environmental Scan
- 128 Employer Summit Meeting Minutes and Materials
- 129 EMSI Data
- 138 Faculty Chair Meeting Minutes - CCSSE Sept. 6, 2011, Sept. 20, 2011
- 139 Faculty Chair Meeting Minutes - March 5, 2012
- 140 Faculty Chair Meeting Minutes - ODS reports March 5, 2012 ODS, Program Review Data Dec. 6, 2011
- 141 Faculty Chair Meeting Minutes - SLO assessments Sept. 6 & 20, 2011, Feb. 13, 2012, and April 30, 2012
- 142 Faculty Flex Day Materials, 2011-2012
- 144 Faculty Online Training Moodle
- 152 Gainful Employment Materials
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- 156 High School Articulation Status Website
- 162 IGETC/CSU Articulation Reports
- 164 InsideCC
- 168 Institutional Effectiveness Committee Minutes - September 20, 2011
- 169 Institutional Learning Outcomes
- 170 Institutional Learning Outcomes Workgroup Minutes and Materials
- 173 Instructional Methodologies Used in Moodle
- 190\_1 BP 1
- 190\_31 BP 4B6
- 190\_32 BP 4B11
- 190\_33 BP 4F10
- 190\_34 BP 4F8
- 190\_35 BP 4F8D, procedure 4F8D



190_36	BP 4F9
190_39	BP 5.14
190_41	BP 5.4
190_43	BP 5.4A3
190_51	BP 5.6, 5.7 appendix C
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312	Schedule of Classes Website
313	Schedule of Classes, Spring 2012 and Fall 2012
316	SLO Assessment Database and Reports
322	SLO Results: Sample Distance Education Courses
317	SLO Results: English 102
319	SLO Results: Institutional Learning Outcomes
318	SLO Results: Information Competency
323	SLO Results: Science and Engineering
321	SLO Results: Sample CTE Courses
325	SLO-to-GELO Mapping for GE Courses

326	Southern and Eastern Career Technical Education Collaborative Agenda and Minutes
327	SPAR Study
38	Student Activities Calendar
339	Student Assessment Materials (AccuPLACER, etc.)
341	Student Complaint Policy
342	Student Conduct Policy
345	Student Experience and Satisfaction Survey
347	Student Handbook
348	Student Learning Outcomes Website and Moodle
351	Student Resources Website
355	Student Services Executive Council Minutes - Aug. 15, 2011, Oct. 6, 2011, Nov. 3, 2011, Dec. 8, 2011, Feb. 16, 2012, March 1, 2012
362	Student Success Plan, 2011-2012
363	Summary Proctor Report
366	Syllabi Samples
372	TAACCCT Grant Proposal and Work Plan
375	To Sample or Not to Sample?
382	Virtual High School Materials
383	Wind DACUM Materials

## II.B. Student Support Services

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

### **Descriptive Summary:**

Cerro Coso Community College is committed to serving members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning [doc. 70]. To that end, the College recruits and admits students from diverse backgrounds who are capable of benefiting from its academic programs. This ability to benefit is determined in multiple ways: (1) through placement tests for writing and mathematics courses, (2) through the “ability to benefit” test if the student does not have a high school diploma or general educational development and plans to apply for financial aid, and (3) through special testing through Disabled Students Programs and Services [doc. 2, doc. 329].

The College recognizes that students enter with different levels of preparedness, and because of this, a variety of support services are available across the campuses to assist with student progress, learning and success. From academic advising and counseling to one-on-one tutoring in the Learning Assistance Centers, students have access to support services [doc. 361]. Support services are provided across Cerro Coso’s vast geographical area onsite and online.

Processes are in place to provide integrated services designed to meet the varied and complex needs of our students. Outreach is conducted to elementary schools, middle schools, high schools, the community, and students already enrolled. The counseling department develops a yearly outreach and recruitment calendar and a report of activities in an effort to inform, reduce duplication of outreach efforts, and increase collaboration among departments and programs [doc. 301]. Much of the outreach and recruitment activities are focused on the increase of college awareness and college going rates for high school students and other targeted populations, such as Veterans, with a particular focus on minority populations. A number of the activities focus on career and college exploration, such as the Preview Day event for all service area high school juniors and seniors, which starts with a career and college fairs representing the programs of study available at Cerro Coso and the local career opportunities represented by the major local area employers. While all juniors and seniors are invited, populations of students such as the Advancement via Individual Determination (AVID) students at Burroughs and the Native American students at the Eastern Sierra area high schools are particularly recruited to participate in the event [doc. 272].

While not every outreach and recruitment activity or event takes place at every campus—Preview Day, for example is hosted only at the Ridgecrest Indian Wells Valley (IWV) campus—there are some activities that take place at every campus and some events that are specifically planned by one of the other campuses based on the unique needs of the community. The Eastern Sierra campuses host Admissions Days to allow students to complete the entire matriculation process in one day [doc. 121]. Events are evaluated by participation level and feedback solicited through an evaluation process at the end of the event [doc. 302, doc. 250]. The career fair portion of Preview Day was added as a result of the assessment of one of the student learning outcomes (SLO's) associated with the event [doc. 273]. Other events have been abandoned based on evaluation of participation and outcomes. Every year the calendar of activities is evaluated based on participation and outcomes to determine the events to be scheduled the following year.

Submission of an online admissions application initiates the enrollment process. The admissions application is completed online through our Banner Self-Service system. This application is common for the three colleges in the Kern Community College District [doc. 245].

The matriculation process is core to providing entry and ongoing support services at Cerro Coso. Orientation can be completed onsite or online. During the onsite group orientation, a counselor provides information designed to prepare new students to begin at the college and to connect them early to available support services. The orientation is delivered according to a script to ensure that the information provided is consistent and comprehensive. The online orientation provides the same information, and inherent in the process is a series of assessments to ensure that the SLO's for orientation are met. The orientation is particularly focused on essential information for becoming a student at Cerro Coso and early connection to available support services to increase the likelihood of student success [doc. 246, doc. 248].

Admitted students are assessed for recommended placement in courses with prerequisites if the student has not met the prerequisite through the successful completion of previous course work. Cerro Coso uses the web-based Accuplacer as the assessment instrument. Assessment is available at all campuses to groups and to individual students by appointments or drop-in and is available at a distance through the use of an approved proctor. A paper and pencil version, Accuplacer Companion, is also available when needed. Multiple measures background questions are built into the assessment testing process, as are questions to query applicants on the type of support services they believe they need to be successful. The goal of the process is to place students into classes in which they are most likely to be successful based on their skill level determined by the assessment [doc. 340, doc. 239].

Following the English, reading, and mathematics assessments, students attend a counseling session to review the results, begin discussing the student's educational goals, and schedule classes. For online students, placement information is reviewed via email and/or telephone so that the online student receives the equivalent of the on-campus counseling appointment. Placement is enforced in English, reading and mathematics [doc. 265].

The counseling department offers individual appointments and ongoing student educational planning (SEP) workshops to be able to serve a larger number of students. In creating the SEP, students are provided information on the classes needed to graduate in their chosen major or to transfer to a four-year institution. Once the process for educational planning is started in the workshop, students are referred to follow up to finalize the semester-by-semester, long-term education plan with a counselor [doc. 93, doc. 236]. Educational advisors then provide advising appointments to update the plan periodically. As part of the process of counseling/advising online students, an educational plan is developed and sent to the student electronically so that online students receive the equivalent to the paper SEP's provided to onsite students [doc. 244]. A variety of strategies are in place for early intervention and follow up. At the beginning of the semester, counseling provides the instructional faculty with an opportunity to provide early feedback to students through the early alert system available through Banner Self-Service, the web version of our management information system [doc. 120]. Students receive this communication from the instructor via email. A copy also goes to Counseling, Special Services, and the Learning Assistance Center to follow up to connect these students with services. Early alert has been evaluated through a variety of SLO assessments. This has resulted in the changes to the level of follow-up that takes place when the alert is received and the offices who receive the alert to provide follow-up services. While not a dramatic difference, assessment has shown the early alert process to have a positive effect on student outcomes [doc. 120].

Counseling also has an intervention process for students on academic/progress probation and disqualification. These students are notified of their status and that a hold has been placed on their record. Students are required to participate in an academic/progress probation and disqualification workshop conducted by a counselor to complete student success contract and to discuss effective strategies for student success [doc. 274]. Students who are on probation for a second semester ('Term 2 Probation') are limited to no more than 12 units, which have to be approved by a counselor prior to registration. Disqualification students must complete a Petition for Readmission to be considered for re-enrollment and are limited to no more than 7 units [doc. 263]. If not already taken, students are referred to one of the student success courses, PDEV C101, Becoming a Master Student, or COUN C101, Tools for College Success. Students taking courses online may also be referred to PDEV C052, Becoming a Successful Online Student.

The Special Services program is one of the supportive services available which provide integrated, holistic services to economically disadvantaged/under represented students within the categorically funded Extended Opportunity Program and Services/Cooperative Agencies for Resources in Education (EOPS/CARE), and Disabled Student Program and Services (DSPS). In addition there is a close working relationship with the CalWORKs programs to maximize benefits and avoid duplication of services [doc. 328].

All students seen in the Special Services program are screened for financial and academic need, verification of disability, and the programs and financial assistance for which they qualify. Each

student is provided with an assigned counselor and special services assistant and, if appropriate, a learning assistant who work together through a needs analysis to assist the student in obtaining an optimum use of services and programs without duplication. During the time students are in the program, this network of support is intended to create an environment for the student to successfully reach his/her academic, career and personal goals, as well as building leadership and self-advocacy skills. Special Services is not currently offered equitably at all sites. Currently, the Eastern Sierra campuses have very limited services, provided solely at a distance by the main campus at Ridgecrest [doc. 292]. This is insufficient and has been addressed in the college staffing reorganization plan [doc. 307].

Cerro Coso offers a comprehensive array of financial aid programs to its students. The College currently participates in the following programs [doc. 147]:

- Federal Pell Grant
- Federal Supplemental Opportunity Grant (SEOG)
- Federal Work Study (FWS)
- Cal Grant B, C
- CARE Grants
- Bureau of Indian Affairs (BIA)
- Veterans Educational Benefits Scholarships
- Emergency Student Loans
- Board of Governors Waiver (BOGW)

Financial aid services are available to all Cerro Coso students either through the main Ridgecrest campus, at a local campus location, or through online/telephone support. All paperwork is sent to the main campus where needs analysis and packaging take place. In addition, all monetary transactions take place through the main campus such as scholarship withdrawals and emergency student loans. Students can choose to have financial aid funds disbursed via direct deposit or a mailed paper check.

The matriculation components of orientation, assessment and counseling continue to be provided on the campuses of many of our service area high schools. Graduating seniors receive priority registration status.

The counseling department has developed and maintained a variety of courses that are designed to increase student success. Courses offered include study skills, personal skill development, career development, and job search information. Classes are taught by counselors or other faculty as specified in the course outline.

The Career and Transfer Center, located on the IWV campus, serves a dual purpose. A job development specialist is located in the Career and Transfer Center, providing career exploration support and resources, connecting students with job opportunities, creating connections with

prospective employers, and coordinating activities with the Career Technical Education programs [doc. 48]. Counseling faculty and staff offer transfer exploration preparation and workshops in the Career and Transfer Center. October is designated as Transfer Awareness Month and includes a variety of activities and workshops targeted at promoting transfer as an option. Trips for students to travel to four-year universities are scheduled several times a year [doc. 376].

The vice president of Student Services is also the articulation officer. An administrative assistant assists the vice president with all of the work associated with articulation. This includes the submission of Cerro Coso's curriculum committee decisions on additions to and maintenance of UC system-wide Transfer Course Agreement, additions to the general education patterns for the University of California (IGETC) and the California State University (GE Certification) systems, computer input to the ASSIST database, submissions to request course to course articulation with the UCs, CSUs and private/independent colleges, and submissions to statewide Course Identification Numbering System (C-ID).

Student access, progress, learning, and success are topics discussed regularly by the District's Board of Trustees, faculty members, classified staff, and management personnel. In Fall 2011, a wide cross-section of representatives from all three colleges gathered for a dialogue focused on student success and the establishment of measures and metrics for the evaluation of progress toward improving completion and student success [doc. 222]. Associated with this, in Fall 2011, through a collaborative process, the Kern Community College District (KCCD) revised its district strategic plan to better reflect district-wide goals and objectives associated with this agenda. Significant aspects of this plan focus on areas associated with the services to support student success. With the completion of the district strategic plan, the process was initiated to review and revise the Cerro Coso strategic plan in Spring 2012. A review of the Cerro Coso mission statement by College Council was the first step in this process [doc. 81]. The process will continue and is scheduled to be completed in the fall of 2012. All planning supports the goals established in the college strategic plan.

Student Service programs follow the same institutional planning cycle as Academic Affairs. Programs participate in annual reporting, evaluating, and planning through the annual unit planning cycle. SLO's are established, assessed, evaluated, and modified on an annual cycle that is reported through the unit planning process. The annual unit plan (AUP) is coordinated by the area manager and developed with the input of faculty and staff, who are also involved in the establishment, assessment, and evaluation of the service area student learning outcomes. In the Student Services area, annual unit plans are completed by [doc. 25, doc. 30]:

- Athletics
- Associated Students and Student Government
- Articulation
- Admissions and Records
- CalWORKs

- Career and Transfer Center
- Counseling
- EOPS/CARE and DSPS (Special Services)
- Financial Aid
- Matriculation
- Veteran's Affairs

The vice president of Student Services compiles the results of the Student Services' unit plan outcomes, goals and associated resource requests in an executive summary and division plan included as part of the annual educational master planning process. This process is explained more thoroughly in Standard I.B.3 [doc. 24]. This executive summary is used to identify trends, gaps, and future development strategies across all student services programs. Program review is completed for these same programs on a six-year cycle. A non-instructional program review model has been established for these programs, though counseling uses the same format for reporting and evaluating the associated curriculum as the instructional model [doc. 283].

**Self-Evaluation:**

The College meets this Standard. Cerro Coso Community College delivers the matriculation components that provide access, monitor progress, and helps to establish the pathway into and through the institution. Through a comprehensive range of in-person and online services that directly support the college mission and strategic planning goals, Cerro Coso ensures that quality support services are available to all students.

**Actionable Improvement Plan:**

None

**II.B.1**

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

**Descriptive Summary:**

Cerro Coso is committed to providing equitable, quality student services. An important emphasis is to assure that the quality of services is maintained at all college locations, regardless of mode of delivery. This is accomplished in part by using technology to enhance communications between the programs and staff at all sites. Ongoing meetings and trainings are conducted by all of the Student Services programs and are able to include staff at all sites through the use of teleconferencing. Inclusion of all staff from all sites in ongoing professional development and



training maintains consistency and accuracy in the programs and service delivery. Depending on the department, these meetings take place 1-2 times monthly [doc. 22, doc. 42, doc. 92]. The Student Services Executive Council (SSEC), consisting of all Student Services managers, the site directors, and the vice president of Student Services, meets twice a month to discuss and coordinate related support services and to review department and college measurements [doc. 354].

In addition to the monthly or bi-monthly meetings and trainings held by each of the Student Services departments or programs, once a semester all Student Services staff and faculty meet for an all-day, face-to-face training/professional development meeting [doc. 352]. Extensive use is made of email as a communication tool. Additionally, the vice president of Student Services maintains a Student Services 'group' within the college InsideCC portal system, which is a central repository for agendas, minutes, forms, policies, practices, and announcements. All Student Services faculty and staff at all sites have access to this group on the portal [doc. 357]. Counseling maintains an intranet site to serve as a central repository for all forms, policies, procedures, updates, minutes and agendas associated with counseling. This site is accessible by all counselors and educational advisors [doc. 91].

During the Spring 2012 semester, Student Services conducted a satisfaction and experience survey for student services programs [doc. 345]. The purpose of the survey was to gather essential information about student's perceptions of their experience with student services and satisfaction with the services they have received. The survey was also designed to assess student learning and service department outcomes for some of the student services programs. This survey was administered to a random selection of 1,500 onsite students from all campuses and all online students through the use of Survey Monkey. At the time of the writing of this document, the survey was still open for students, so results are not yet available. Once completed, the results of this survey will be shared with all departments and inform the focus of intervention strategies and support services and the development of professional development and training opportunities. As explained in more detail in Standard II.B.4 below, a cycle will be established for the continued administration of the experience survey to alternate with the subsequent administrations of the Community College Survey of Student Engagement, which is also being offered every other year.

SLO assessment provides an opportunity to focus on the evaluation of specific services, activities, and strategies to determine whether the intended outcome is being achieved. Each program determines the SLO's to be assessed during the annual cycle based on discussions surrounding the program, the unit planning process, and the evaluation of the previous assessment cycle. Once the SLOs are identified, the assessment plan is developed, with the assistance of the college's student learning outcome coordinator if help is needed. The assessment data is gathered according to method and timeline described in the assessment plan [doc. 360]. Examples of changes that have occurred as a result of SLO assessment include:

- changes in the amount of follow up and the offices involved in follow up within the early alert process
- a change in the way a self-assessment tool SmartGrades.net is used with basic skills students
- an increase in the information covered within the orientation process
- the development of instructional materials for the registration process
- the offering of financial aid workshops to assist with the financial aid application process

Student Services has also recently established service department outcomes (SDO's) to assess student satisfaction with and usage of student services programs [doc. 359]. These SDO's will be evaluated for the first time in the Spring 2012 semester and are primarily to be assessed through the student experience and satisfaction survey. Once completed, the results of this survey will be shared with all departments and inform the focus of intervention strategies and support services and the development of professional development and training opportunities. For the first time, at the end of Spring 2012, Student Services developed and published a summary of activities, accomplishments and data associated with usage, satisfaction and outcomes. This summary was publicized to the internal college community at all campuses and to the communities served by each of the campuses. This report will be annually published and distributed [doc. 353].

#### **Self- Evaluation:**

The College meets this Standard. Evaluation of programs and services occurs through the integrated, institutional planning cycle, which occurs with program reviews, the annual unit planning cycle and the assessment of SLO's and SDO's.

#### **Actionable Improvement Plans:**

None

### **II.B.2**

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

- a. General Information
  - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
  - Educational Mission
  - Course, Program and Degree Offerings
  - Academic Calendar and Program Length
  - Academic Freedom Statement

- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members
- b. Requirements
  - Admissions
  - Student Fees and Other Financial Obligations
  - Degrees, Certificates, Graduation, and Transfer
- c. Major Policies Affecting Students
  - Academic Regulations, including Academic Honesty
  - Nondiscrimination
  - Acceptance of Transfer Credits
  - Grievance and Complaint Procedures
  - Sexual Harassment
  - Refund of Fees
- d. Locations or publications where other policies may be found

### **Descriptive Summary:**

The Cerro Coso Community College catalog is used to provide students with the most accurate and current information at the time of publication. The review and update of the college catalog has taken place at different times ranging from once a year to every two years. Currently, the catalog and addendum are available online with a limited number of print copies made available to staff and faculty at all sites [doc. 69]. The online .pdf version is in a printable format so that a student can print all or part of the catalog should the student require a hard copy. The catalog is distributed to all administrators, faculty chairs, members of counseling, and to any other employee who requests it. The college's vice president of Academic Affairs is charged with the oversight of keeping a master catalog updated and current for its revision.

An annual catalog is published with a target for completion in time for counseling new students for the summer and fall terms. A comprehensive review of the catalog information is coordinated by the vice presidents of Academic Affairs and Student Services. The vice president of Academic Affairs coordinates the review and update by faculty chairs and the curriculum assistant of the course and program information to ensure that all curriculum changes approved through CIC are reflected in the catalog. The vice president of Student Services coordinates the review and updates by all Student Services program directors of the other catalog matter dealing with student information and college policies and procedures. To ensure the accuracy and completeness of the catalog, an additional final review takes place prior to publishing. Any inaccuracies that make it into the catalog are corrected through an addendum maintained on the college website [doc. 69].

The online catalog is linked from the college homepage. Catalogs are mailed to the campuses

of California State Universities and the University of California, to high schools, and to other colleges upon request. New students who matriculate and attend orientation receive general information on where and how to access the catalog [doc. 248].

The catalog accurately conveys information about Cerro Coso Community College's mission statement, values, vision, strategic goals, and accreditation status. The catalog details the descriptions of courses, their transferability to the University of California or California State University and the requirements for Associate degrees and certificates. The names of the members of the Board of Trustees and district administrators, as well as the names and degrees of all the college's full-time administrators, managers, and faculty, are published. The catalog contains descriptions of the all student support services available and the Learning Assistance Centers. Detailed information regarding fees, refund policies, and financial aid is included. Major academic policies are published in the college catalog and they are available on the college website [doc. 349]. All policies of the Kern Community College District Board Policy Manual are available on the District's website [doc. 191]. Student complaints, grievances, and petitions are housed in different offices: the vice president of Student Services maintains the student complaint and student conduct files while Admissions and Records maintains files on all student petitions (e.g., grade changes and class drops).

Policies pertaining to students are found on the college's website, <http://www.cerrocoso.edu/>, and in the student handbook [doc. 347].

### **Self-Evaluation:**

The College meets this Standard. The Cerro Coso catalog contains current, comprehensive information for students and as a resource for staff and faculty. It includes the college mission and is published in a variety of formats.

The College has alternated between an annual and two-year catalog cycle. After discussion in the CIC, the College has now committed to a consistent annual catalog to ensure reliable and accurate information for students regarding policies, procedures, course descriptions, degrees and certificates, special programs, and support services. A timeline for the updating and publishing of the annual catalog has been established to coordinate with Curriculum and Instruction Council deadlines. This timeline is provided to faculty and staff in print and online.

Program learning outcomes for all programs have been added to the 2012-2013 catalog. Additionally, program information has been significantly revised.

The College has significantly reduced the number of print catalogs published in recent years. The primary availability of the catalog is through the college website in a printable and searchable .pdf format. Though available and functional, there are some limitations to the current format of the catalog for ease of use. As the College moves forward, it has plans to continue to assess student use and access of the catalog.

**Actionable Improvement Plan:**

None

**II.B.3**

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

**Descriptive Summary:**

As described in detail above in Standard II.B, the College provides a range of support services to meet the diverse needs of the students served within the wide ranging service area. Cerro Coso Community College is committed to the learning support needs of students as they matriculate: from the point of application through graduating with a completed degree or certificate. Student needs are analyzed through program review, the annual unit planning process, research, and departmental and student services meetings, all of which contribute to the information used to determine what is needed to support student learning.

A variety of approaches are used in researching and identifying the learning support needs of our students.

***Assessment Testing***

An annual report of the number of students placing into each level of English, reading, and math is generated out of the assessment office. This provides important information on the number of basic skills students attending the college and the likely demand on the associated support services. Matriculation data from the State Chancellor's Datamart is also tracked to determine the percentage of students completing the assessment process [**doc. 237**].

***Student Achievement Data***

Through the institutional researcher and the ODS data system, Student Services managers have access to data on student achievement disaggregated by such student characteristics as age, ethnicity, and gender and by such factors as mode of delivery and campus location. Additionally, data is annually reviewed on success and retention rates associated with support programs such as EOPS, DSPS, CalWORKS, and Financial Aid [**doc. 353**]. A recent study was conducted by the District Institutional Research Team (DIRT) on the relationship of the components of Matriculation to student success [**doc. 327**].

***Other***

A number of additional data points are used to evaluate support service needs, such as:

- Information gathered from the college application, such as students who have identified themselves as “undeclared” or “undecided” for major and educational goal [doc. 380]
- High school enrollment yield to determine what percentage of high school seniors are enrolling for service area high schools [doc. 157]
- Environmental scan data on educational achievement level of the populations local to each campus community, community demographic data, and average salary range data [doc. 124]
- Demographic trend data [doc. 100]
- Responses to background questions built into the assessment process [doc. 18].

This information is reviewed within the annual unit planning and program review processes. It informs the self-evaluation within these processes and the goals set by the programs for meeting student needs.

#### **Self-Evaluation:**

The College meets this Standard. Student Services uses a combination of quantitative and qualitative data in researching and identifying student needs. The Student Services data plan also includes usage data gathered from SARS Grid and other tracking processes in offices like Admissions and Records. The Student Services data plan was established in Spring 2012 and will be produced on an annual basis. The plan is flexible and will continue to be revised based on the needs of the programs.

#### **Actionable Improvement Plan:**

None

#### **II.B.3.a**

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

#### **Descriptive Summary:**

As a multi-campus college, Cerro Coso must constantly attend to ensuring equity of support and services at all sites. The college sites are integrated through the use of campus directors and participatory governance. Site directors are included on the SSEC which allows participation in the coordination of student support services as they relate to the sites [doc. 356]. Additionally, all department and program meetings are conducted face-to-face and via teleconference, allowing for participation of staff and faculty from all sites. Student support services are available at all campus sites and online. Every attempt is made to provide appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. These services

take the student from the initial point of application to the point of filing for graduation and/or transfer. Student Services staffing is organized to maintain face-to-face services whenever possible at all sites and through the use of technology to fill in any gaps, like the use of online counseling to serve students at the Kern River Valley outreach and the Eastern Sierra College Center campuses during the summer when counselors are not available.

Cerro Coso provides a series of resources for students to evaluate preparedness for the online program. These include online self-assessment tools for both student and technical skills, an online orientation that includes information specific to the requirements of online classes, and a one-unit orientation course designed to prepare new students for taking classes online. This course is not required, though it is encouraged for new students who are referred to this course through the self-assessment process [doc. 50].

Through KCCD's web-enabled MIS system, Banner Self-Service, students are able to complete the application, update, and registration processes entirely online through the portal. Additionally, major Admissions and Records services can be completed at a distance via online information, services, forms, and through email and telephone interaction. The complete college catalog and schedule of courses are available online. The forms necessary to conduct business with the college are available online in .pdf, Word, or web formats. A step-by-step online process leads students through the steps of matriculation, the application for financial aid, and to registration.

The orientation process is available online through use of a third-party tool. Students click through the online orientation which includes text, images and quizzes to check for understanding. Students have to complete a final quiz with a score of 70% or better to be considered to have completed orientation [doc. 246]. The online orientation is aligned with the onsite orientation. Both online and onsite orientation cover important concepts, information, and skills associated with distance education. Extended orientation courses are available online including:

- PDEV C052, Becoming a Successful Online Student [doc. 368]
- PDEV C101, Becoming a Master Student [doc. 370]
- COUN C101, Tools for College Success [doc. 367]

The orientation process and extended orientation courses are evaluated through SLO assessment. Assessment of these outcomes has resulted in the development of extended orientations, orientations to target the specific populations, and revision to the delivery of information in the orientation process. Outcome assessment within the student success courses has led to a professional development workshop for all course instructors to share resources and better align the delivery of course content.

Assessment is available at a distance through a proctor approval process for the administration of Accuplacer online. Students can submit a proposed proctor who, if approved, can administer

the online version of Accuplacer in a secure environment and employing a defined student authentication process [**doc. 36**]. Students review assessment results with a counselor or educational advisor who advises them according to the same cut-scores as traditional students.

Students access counseling/advising services via an online intake form, email, and telephone. Students at a distance are given equal priority in accessing counseling/advising services. Counselors and educational advisors receive training and ongoing professional development in serving students at a distance. Student education plans are developed via .pdf documents sent to students via email. Previous transcripts are mailed and/or faxed for inclusion in course evaluations. Cerro Coso supports several online major and career exploration tools and provides account access to all distance education students. We offer two courses online in the areas of career exploration and transfer preparation: PDEV C075, Career Alternatives [**doc. 369**], and PDEV C131, Making Transfer Easy [**doc. 371**].

Faculty have access to providing early feedback on all students via an online early alert system, available through the Banner Self-Service system. This system sends an email directly to the student providing notification of concerns about the student's performance and providing appropriate referral to resources. These alerts are also received in counseling and the Learning Assistance Center to follow up with communication regarding counseling/advising services and tutorial support.

Important policies and procedures are provided online in the college catalog, the student handbook, and in the forms/documents section of the website. Both the complete student complaint and student conduct policies are available in several locations on the college website. All forms and policy information can also be emailed to a student. Both student complaint and student conduct proceedings are conducted via email and telephone for non-local, distance education students [**doc. 341, doc. 342**]. All forms and steps for the graduation application process are available online and through interaction with counseling and admissions and records. All students are invited to participate in the graduation ceremony.

Communication tools are used to keep all students informed of important information and updates regarding college policies, procedures, and activities. These communication tools include the portal system as well a mass-alert system which is programmed to send messages to students via email, telephone, and text [**doc. 164**]. Students access online classes through the portal, providing an ongoing venue for communication to distance education students. Distance education students can purchase an Associated Student card at a distance. The photo is sent electronically and the card is mailed to the student. Distance education students are included in the votes for the associated students via an online voting system [**doc. 247**].

The EOPS program provides an extensive counseling support system to acclimate the student to the college environment with additional support services including tutoring, campus activities, assigned counselors, peer mentors. In addition, the EOPS program supports students financially



through a book voucher/loan system for required text books [**doc. 329**].

The CARE program is a supplemental program to EOPS for single parents. In addition to the support from EOPS, the CARE program provides single parents with workshops, school supplies, gas vouchers, meal vouchers, child care for study time, and a club that helps support the single parent through networking with other single parents attending the college's classes [**doc. 329**].

The DSPS program provides accommodations for students with disabilities. This includes services such as interpreters for the deaf, textbooks in Braille, adaptive computer software, assigned learning assistants to develop study skill strategies, mobility assistance, tutors, scribes, and note takers. This program supports access to higher education for the disabled without compromising the rigor and integrity of a college education [**doc. 329**].

CalWORKs provides short term training and job transition services for persons receiving AFDC/TANF cash assistance. This program also provides work/study employment opportunities and childcare referrals and payment [**doc. 329**].

The Financial Aid Office provides direct advisement assistance through individual appointments and specialized workshops. It works with local feeder high school counseling staff to raise awareness about financial aid resources and ensure accurate completion of the Free Application for Federal Student Aid (FAFSA). Financial Aid staff members make presentations to community groups, to high schools, to student clubs, and in classes [**doc. 147**].

Students can complete their applications and registration at any campus as well as on the Cerro Coso website. Through the Cerro Coso website, students can access Financial Aid and complete applications for the FAFSA, Board of Governors Waiver, VA benefits, and scholarships. There is an identified full-time counselor that handles online counseling support services and directs students' questions and needs to the appropriate office or program(s). Information regarding the Special Services program is available at all sites and through online links at the Cerro Coso website. Alternative media provides the catalog in formats that allow access for students with disabilities.

Regularly scheduled placement testing is administered at all sites and advertised in the schedule of classes, as well as through the local media. Online students can complete their college placement through the use of a verified proctor. College placement testing is provided to feeder high school students preparing to enroll at Cerro Coso Community College. Counseling staff administer the placement test at the high schools and personally assist the students in applying to the college and registering for classes during the spring semester prior to students enrolling for the beginning of the next academic year.

**Self-Evaluation:**

The College meets this Standard. Cerro Coso maintains a particular focus on providing services at all sites and through multiple modes of delivery. Technology is regularly employed to supplement services for all campuses and to provide access to students at a distance. All steps of the matriculation processes, as well as ongoing support for continuing students are available at a distance.

For the most part minimum staffing has been maintained at each of Cerro Coso's campuses. During the 2010-11 academic year, Student Services participated in the reorganization planning initiated by the president to identify gaps in sufficient staffing and to lead to the foundation for the ongoing staffing plan. Several student services positions were identified as part of this reorganization, including:

- a full-time educational advisor to serve both of the ESCC campuses
- a full-time financial aid technician for IWV to replace a staff member lost due to budget cuts
- minimum Student Services staff to serve the South Kern Campus at Edwards Air Force Base and California City

These student services positions are also reflected in the annual unit plans for these areas.

The Distance Education Task Force called out a number of recommendations to strengthen resources for student preparation and support. These recommendations have been incorporated into the Student Services section of the 2011-12 Student Success Plan and are reflected in the goals of the Student Services division plan [**doc. 362, doc. 24**]. The director of distance education has been added to the membership of the Student Services Executive Council and will assist in addressing the recommendations of the Distance Education Task Force [**doc. 119**].

The College evaluates how students progress through the matriculation process. In reviewing data associated with the number of students completing the matriculation process, it was identified that a high percentage of students are registering for courses without completing the steps of matriculation. The data indicating that approximately 80% of Cerro Coso attend part time suggests a possible reason for these low percentages. However, in the context of the study completed by the District Institutional Research Team that demonstrates the positive impact of the matriculation components on student success, this has been identified as an area of particular focus for Student Services [**doc. 24**].

**Actionable Improvement Plan:**

None

### II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

#### **Descriptive Summary:**

Cerro Coso provides counseling and personal development courses, a student ambassador program, student government, a peer mentor program for Special Services students, student activities, athletics for both men and women, clubs, learning assistants, and tutoring services. At various times, Cerro Coso has offered different types of opportunities for student involvement and development. Additionally, students are given the opportunity to develop service learning activities and work within the elementary, middle and high schools to mentor younger students and help them develop strategies to combat violence and racial tensions in their own schools. Field trip opportunities offered through student development funds and categorical programs provide students with an opportunity to develop their cultural awareness and aesthetic sensibilities in varied settings such as the Los Angeles Metropolitan area, New York, and Europe, where they have visited museums and attended plays and theatrical events that deal with important multi-cultural ethnic and contemporary issues, as well as Washington D.C. and surrounding areas, where students participated in an intense visit and experience of major political and cultural attractions [**doc. 98**].

The Counseling department at the IWV campus also provides support to the Cerro Coso honors program. One of the full-time counselors has responsibility for serving the students in the program and supporting transfer agreements and the transfer certification process. Since 2000, Cerro Coso has been one of 48 California community colleges to be a member of the UCLA Transfer Alliance Program (TAP). Cerro Coso's honors program was re-affirmed through a self-evaluation and site review in 2009. As a result of the recommendations from this site review, the honors program was recently expanded to offer honors contracts, an independent study opportunity for earning honors credit, which provides the honors opportunity to all sites. The counselor who works with the program serves on the Honors Program Advisory Committee. The faculty and administration support three honors program scholarships [**doc. 161**].

The student ambassador program is available to all students interested in acquiring skills necessary to be a student ambassador on campus. The course focuses on developing the interpersonal skills necessary for effective verbal communication and appropriate behavior and dress for the work place. The course provides information regarding college resources and facilities as well as an understanding of the world of academia so that students may effectively represent the campus in a variety of settings. While primarily available at the main campus, opportunities for student ambassadors have been offered at all campuses [**doc. 338**].

The Associated Students of Cerro Coso (ASCC) manage the affairs of the associated students to whom they give voice and representation. ASCC students serve on a variety of campus and district wide committees, participating in the participatory governance process, adopting and overseeing use of an annual ASCC budget, allocating funds for new programs and projects, granting club charters, and providing and administering a program of activities and services for students [doc. 37]. Through the Student Activities Advisory Council, the ASCC provides funding and administration of events such as the 'Concerts in the Garden' series, sexual violence awareness, musical performances, and a variety of speakers on topics ranging from geopolitical events to energy alternatives to historical perspectives. The Student Activities Office provides Cerro Coso's students with activities, events, information, and resources. There are currently ten active clubs on our campuses. Club activities include fund raising, participation in community events, and providing resources to fellow students [doc. 39].

The athletics program currently consists of two sports, women's basketball and men's baseball. Athletics went through a program review conducted by the Foothill Conference in the fall of 2010. This program review has resulted in the development of a plan for restoration of previous sports programs and the development of new programs, primarily to address the current Title IX inequity. A full-time counselor and full-time educational advisor work with the athletes to develop their SEP's, class schedules, and monthly grade checks. All new student athletes agree to and sign a code of conduct for athletes [doc. 43].

### **Self-Evaluation:**

The College meets this Standard. Cerro Coso recognizes the value of an environment that develops all aspects of students and the importance of activities to student education [doc. 38]. The College recognizes that engaging students outside of the classroom improves student success.

Funding through the student activity card purchases has reduced significantly over the last several years, likely because the large online and part-time population of students does not see the value in the local discounts associated with the card. The student development budget is funded through a commitment by the Barnes and Noble Cerro Coso Bookstore. Faculty and staff can submit applications to have activities funded through these monies [doc. 343]. The activities must 1) benefit students and 2) support student success. This allows for additional activities throughout the year to contribute to all aspects of student development.

### **Actionable Improvement Plans:**

None

### II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

#### **Descriptive Summary:**

Counseling services are coordinated by the director of student and counseling services, who has oversight of Counseling, Matriculation, EOPS/CARE, DSPS and CalWORKs. Counseling is an integrated program across all campuses, with cross training of counselors and educational advisors between general population counseling and special programs to support the needs of all segments of our student population. All counselors are qualified to assist students with choosing a major, determining a career focus, evaluating academic progress, and managing personal concerns. Counselors assess students' needs from a variety of perspectives and provide services in a timely and effective manner. Services include orientation, assessment, developing a student education plan, and follow-up including early alert and referral. Educational advisors provide additional support with academic planning, selection and scheduling of classes, providing initial evaluation of courses and updating student educational plans (SEP), and advising on placement information.

Counselors and educational advisors are trained during weekly counseling staff meetings and professional development semester meetings [**doc. 92**]. In addition, staff has the opportunity to attend annual program conferences and regional meetings for EOPS/CARE, DSPS, CalWORKs and Matriculation, as well as meetings conferences and workshops focused on student success, transfer, basic skills support, and Veterans' Services.

Effectiveness of staff and faculty is evaluated through the faculty and classified staff evaluation processes. Forms specifically for the evaluation of counseling services are within the contract and used to gather student feedback on tenured and full-time counselors. Peer evaluations of counseling appointments are an opportunity for additional feedback [**doc. 190\_54**].

Through the annual assessment cycle, SLO's are identified for a variety of areas of counseling services, such as SEP workshops, transfer awareness activities, extended orientations, and probation workshops. As described above, the assessment of SLO's has led to a variety of changes to service delivery and activities. SDO's for counseling are evaluated through the annual student satisfaction survey, as explained in more detail above in II.B.1 [**doc. 359**].

#### **Self-Evaluation:**

The College meets this Standard. Counseling faculty, staff and administration understand the important connection in delivering counseling and advising services. As the needs of the student population change, adjustments are made in counseling and advising services to meet

those needs. For example, in consideration of the data on the 70% of students assess into basic skills and in support of the strategic goal to “improve service to under-prepared students and increase their success rates,” counseling designated a counselor to work with basic skills faculty members to provide presentations and additional support in the basic skills courses [doc. 90]. This counselor also works with basic skills students on the development of SEP’s, as well as coordinates with the Special Services counselor if the students are also in the EOPS or DSPS programs.

Counseling services are also specifically targeted at meeting the needs of the College’s population of Veteran students. An extended orientation for Veteran students was offered for the first time during the Fall 2011 semester and matriculation resource materials have been developed specific to the needs of Veteran students [doc. 381].

Outreach and recruitment activities are coordinated in the counseling department. Cerro Coso’s Hispanic population has grown by 12% in the last 5 years. Counseling has responded by developing outreach activities targeted to and in partnership with the AVID program at one of our largest feeder high schools.

The results of the predictive study on matriculation services conducted by the District Institutional Research Team referenced in Standard II.B.3 showed that students who completed a student success course had much higher success and persistence rates [doc. 327]. In response, counseling increased the sections of COUN C101, Tools for College Success, being offered. These courses are all taught by counselors and include the development of an SEP.

### Actionable Improvement Plans:

None

### II.B.3.d

The institution designs, maintains, appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

### Descriptive Summary:

Cerro Coso’s local pattern of general education specifically requires the completion of a diversity course [doc. 74]:

\_\_\_\_\_ VI. **DIVERSITY** One of the following courses, or any diversity general education class (D):  
**ART** C101; **BSAD** C152, **CHDV** C125, C241; **DMA** C113 (**MA** C105); **ENGL** C245, C249;  
**FILM/SPAN** C211; **HCRS** C250; **HIST** C209, C226; **HMSV** C102; **INST** C201; **INST/SOCI**  
C210, C220; **MUSC** C173; **SOCI** C121, C131

In order for a course to be approved by the curriculum committee for this area, it must meet the following criteria [**doc. 103**]:

1. It has substantial emphasis on a topic of ethnicity, social class, gender, sexuality, disability, or religion that has been traditionally under-represented in programs of study, or
2. It provides an analysis of the effects of race, ethnicity, class, gender, sexuality, disability, or religion on interactions among peoples in a way that is central and essential to the course content and goals.

Cerro Coso has further included diversity in the development of institution level outcomes [**doc. 169**].

Upon completion of courses or programs of study at Cerro Coso Community College, students will be able to:

- A. Respect individual and cultural diversity.

The Matriculation Advisory Committee also serves as the Student Equity Committee and is made up of faculty, staff administrators, a community representative, and a student representative. The charge of this committee is to provide equal access for all students and analyze student success indicators on the effectiveness of providing equal access for all students. Institutional and categorical funds support the above activities, events, and courses [**doc. 344**].

Student programs that support the college's diverse population most directly include the following:

- Extended Opportunities Programs and Services (EOPS)
- Disabled Student Program and Services
- CalWORKs
- Associated Students of Cerro Coso (ASCC) who support and fund campus wide events such as "Men of Worth" (Celtic music)

The ASCC is composed of senators from the following ten clubs:

- ASCC
- Athletics
- Coyote Christian Club
- International Club
- KRV ASCC
- Eastern Sierra ASCC
- Phi Theta Kappa
- Student Services United

- Coyote Optimist club
- Student Vocational Nurses

The clubs provide an environment that encourages a connectedness and sense of belonging on the college campus that supports and enhances students' understanding and appreciation of diversity. All clubs have faculty advisors.

Student ambassadors represent Cerro Coso Community College during College Night (presentations by four year colleges for students transferring) and Preview Day for incoming high school students. The ambassadors welcome visitors to the campus and provide guided tours. This provides a welcoming environment for those who are visiting our campus from various backgrounds and allows interaction of the student body with a diverse community of people.

### **Self-Evaluation:**

The College meets this Standard. Cerro Coso has a demonstrated commitment to diversity, as evident in the college's vision and value statements [**doc. 70**]. The institution's commitment to diversity is additionally reflected in the identification of "Respect for individual and cultural diversity" as an institutional outcome. College programs and activities for students reflect an atmosphere that is attentive to diversity. The Cerro Coso Associated Students develop a calendar of activities each year, which includes activities and events to promote understanding and appreciation of diversity.

### **Actionable Improvement Plan:**

None

### **II.B.3.e**

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

### **Descriptive Summary:**

Cerro Coso regularly evaluates its admissions instruments and practices to make certain they are effective and to minimize bias. Cerro Coso admits graduates of accredited high schools, holders of CHSPE or GED certificates, and persons 18 years of age or older who are able to benefit from the College's instructional programs. Additionally, specified criteria for special admission of students in the ninth through twelfth grades is attached to all concurrent enrollment forms and is provided to local area high schools and to parents and special admission students upon request [**doc. 73**].



Admission with previously earned credits is granted upon evidence of official transcripts from a regionally accredited postsecondary institution. The College's admissions policies and practices are reviewed annually by a district-wide committee of Admissions and Records directors to ensure compliance with the state's admissions and residency requirements. Students with an Associate degree or higher; who have completed English, reading, or mathematics at another institution; or who provides placement recommendations based on assessment from another California community college are exempt from the assessment process at Cerro Coso [doc. 238].

Accuplacer has been approved by the State Chancellor's Office for placement and includes a separate exam approved for the assessment of the ability to benefit which is required for those students who are non-high school graduates and wish to qualify for Federal financial aid. As previously described, while not required, students who have completed the assessment component of matriculation are given a higher registration priority [doc. 190\_30].

In 2008, the institutional researcher conducted a cut-score validation study for English when the essay assessment was removed from the placement process for English [doc. 108]. Subsequent research is conducted on an ongoing basis to determine the effectiveness of the placement process for English, reading, and mathematics. The research follows the model of consequential-related validity evidence, as outlined in "Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community College". The data is collected each semester to evaluate the accuracy of the assessment measures in placing students appropriately [doc. 310]. The institutional researcher is coordinating a cut-score validation study for reading and math during the Spring 2012 term.

Cerro Coso enforces prerequisite and co-requisite requirements through the use of its database management enrollment system. Students are blocked from enrolling in courses for which they have not met the prerequisite or co-requisite requirement. The College has established procedures by which any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment, may seek entry into the class according to a challenge process [doc. 267]. A student may challenge any prerequisite or co-requisite. Students are informed, through the catalog, through the college website and during orientation and counseling, of both the reasons for challenging a prerequisite or co-requisite and the process for doing so.

### **Self-Evaluation:**

The College meets this Standard. The assessment center is part of the counseling department and an assessment assistant reports to the director of student and counseling services. An evaluation of assessment services is included in the counseling department unit plans and program reviews, along with the service department outcome assessment cycle.

Planning and evaluation is focused on placement test validation, review of multiple measures

criteria, course placement. The assessment assistant works with the institutional researcher to gather consequential validity-satisfaction with placement survey information from students and instructional faculty every semester. Cut-score validation for all disciplines within the placement process will be completed by Fall 2012. One area where improvement is needed is the completion of a study of disproportionate impact, which has not been completed since the College began using Accuplacer as its primary placement instrument.

**Actionable Improvement Plan:**

Complete study of disproportionate impact to ensure that students are not being disadvantaged by test bias.

**II.B.3.f**

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

**Descriptive Summary:**

Student records are maintained and retained according to the standards set by the American Association of Collegiate Registrars and Admissions Officers, the American Association for Counseling and Development, the Family Education Rights and Privacy Act of 1974 and Buckley Amendment (FERPA), California Community College Title V Chapter 2.5, Retention and Destruction of Records, and the Kern Community College District Board Policy Manual 3D4. In adherence to those standards, electronic records and files are routinely backed up nightly, both locally and at the District Office to ensure the integrity of the data and the protection of student records. Permanent record cards and incoming transcripts from other institutions are scanned into the College's imaging program for staff access. The imaging program security is maintained through an administrative module that tracks access and is monitored by the director of Admissions and Records and Veterans' Affairs. The server is located in a secured area, and the scanner is located in the Office of Admissions and Records which is also secured. Access to all student records is managed by the district security officer and only those employees who have the 'need to know' have access to student records [**doc. 190\_29, doc. 172**].

Procedures for release of student records are published in the college catalog and the student handbook and on the college website. Training is also provided for new employees and annually for continuing employees on FERPA and the appropriate release of student records. The revision and update to these procedures is coordinated through the district-wide committee of Admissions and Records directors [**doc. 350, doc. 146**].

**Self-Evaluation:**

The College meets this Standard. Secure electronic systems are consistently backed up. Training on Banner is ongoing. Staff are aware of confidentiality of records and ensure that records are kept secure. Staff are trained on the appropriate release of student records and compliance with FERPA guidelines.

**Actionable Improvement Plan:**

None

**II.B.4**

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Descriptive Summary:**

Student Services evaluates the effectiveness of services through a variety of quantitative and qualitative measures. As previously described in Standard I.B, the various student services programs participate in the institution planning, evaluation and resource request process through the annual unit planning process, SLO assessment, and program review. SLO's are identified and assessed on an annual basis. The results of the outcomes assessments are shared and discussed within departmental meetings and adjustments made to practices based on the results of this evaluation [doc. 324].

Cerro Coso Community College evaluates student support services by undertaking annual unit planning and program review according to the timeline of the institutional planning cycle. The same unit planning template is used for all divisions of the college; however, student services programs have a separate non-instructional program review template. Though aligned as much as possible with the instructional program review model, the process is designed to best meet the needs and characteristics of non-instructional programs. Those support service programs with an instructional component, such as counseling and library, complete an additional section from the instructional program review to address the evaluation of courses and curriculum. Usage, satisfaction, and outcomes data are provided to each program to be used in self-evaluation processes of unit planning and program review. This Student Services data plan is a combination of SARS-GRID appointment and service data, survey data, research study data, Cal-PASS data, data from the Chancellor's Datamart system, student learning and service department assessment data, and data from the ODS system on:

- student demographic information
- success and retention rates for support programs such as EOPS, DSPS, CalWORKs, and financial aid
- success and retention rates disaggregated by mode of delivery, first-time status, and age, ethnicity, and gender.

All of this data is used in evaluating the effectiveness of support service programs and informing areas in need of further development or change to strategically target services where they are most likely to impact student achievement.

In Spring 2011, Cerro Coso administered the Community College Survey of Student Engagement (CCSSE). A number of the results of the survey directly related to the student support services such as orientation and student success courses [doc. 56]. These results were discussed and evaluated by the Student Services Executive Council and other student success committees. Of particular concern was an identified lack of awareness of the orientation process. This was consistent with the data on the percentage of non-exempt students participating in orientation [doc. 237]. Strategies were developed to increase the number of students participating in the orientation process and to increase the depth and breadth of the orientation content to provide a meaningful interaction with new students [doc. 288]. The next CCSSE administration is scheduled for Spring 2013.

During the Spring 2012 semester Student Services conducted a satisfaction and experience survey for student services programs as mentioned previously [doc. 361]. The purpose of the survey was to gather essential information about student's perceptions of their experience with student services and satisfaction with the services they have received. This first survey will establish a baseline for the student services programs and become an ongoing source of assessment information for the evaluation of student services programs. This survey will be given again in Spring 2014, alternating with CCSSE.

All Student Services programs have established SLO's [doc. 360]. Learning outcomes to be assessed in a given year are identified in the annual unit plan, as well as the results from the previous cycle reported. The identified and assessed learning outcomes will vary depending on the intervention being evaluated in a given cycle. For example, counseling has identified and assessed SLO's in areas ranging from interventions, like the early alert process, to outreach activities, such as Preview Day. As a result of dialogue about SLO's, Student Services has identified the need to develop and assess SDO's as well, which were assessed for the first time in the 2011-2012 academic year [doc. 359]. These SDO's are directed at more stable outcomes like level of student usage and student satisfaction with services. Outcomes are assessed with a combination of surveys, pre- and post-tests, student report, and student completion of identified tasks. Examples of student learning outcomes leading to change are:

- Quiz questions imbedded in the online orientation assess outcomes associated with what students are supposed to learn from the orientation. In cases where students have trouble with a particular question, the content of the orientation associated with the quiz question has been further expanded. In another instance, information was added to the orientation regarding taking online classes in response to areas where it was identified that students had confusion.
- Evaluation of outcomes associated with the early alert process led to a revision in the intervention process. Previously, students received an email notifying them of the alert with a referral to resources. When it did not appear that this was having much impact, the counseling program began following up with a phone call and follow up email later in the semester. The outcome is now being re-assessed.
- When after several semesters of outcome assessment a tool being used in basic skills classes meant to improve student successful completion was not demonstrated to be making a difference, the use of the tool was re-focused for use with incoming high school students.
- SLO assessment in financial aid that demonstrated confusion about the FAFSA process led to the installation of kiosks in the Financial Aid Office so that students can complete the FAFSA application in an assisted environment.

All of this data is used in evaluating the effectiveness of support service programs and informing areas in need of further development or change to strategically target services where they are most likely to impact student achievement.

**Self-Evaluation:**

The College meets this Standard. All student services programs participate in the annual unit and program review processes according to the annual institutional planning cycle. Through program review, departmental meetings, coordination within SSEC, feedback from students and other college groups, improvements are identified to better serve students. SSEC has just completed a revision of the non-instructional program review template and is in the process of enhancing data collection and analysis to facilitate better planning, program improvement, and resource allocation.

**Actionable Improvement Plan:**

None

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353	Student Services Data Plan
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360	Student Services Student Learning Outcome Assessment Plans
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369	Syllabus - PDEV C075
370	Syllabus - PDEV C101
371	Syllabus - PDEV C131
376	Transfer Center Website
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381	Veterans Resources Website



## II.C: Library and Learning Support Services

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

### II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

#### **Descriptive Summary:**

##### ***Library Collections***

The primary goal of the Cerro Coso Community College library is to provide "a well-rounded materials and resources collection which primarily supports the instructional programs of the college at all sites" [doc. 230]. The collection consists of 29,362 print volumes, 27,415 eBooks, five print periodical subscriptions, and 2,300+ audiovisual items. The Library subscribes to 20 full-text databases, such as Academic Search Premiere, Opposing Viewpoints Resource Center, Literature Resource Center, and Nursing Resource Center. These databases provide access to over 6-million full-text periodical articles, primary source materials, and audiovisual clips. All library eResources are accessible from networked computers on any of the college's campuses as well as through the web to students and staff with a current ID number [doc. 228].

In addition to the main Learning Resource Center (LRC) at the Ridgecrest Indian Wells Valley campus, the library also maintains services at Eastern Sierra College Center (both Bishop and Mammoth Lakes) and the Kern River Valley outreach in Lake Isabella. Of these other campus locations, only the Eastern Sierra College Center Bishop has specifically designated library space. Bishop has 1,100+ volumes, including a special collection of Eastern Sierra local history/interest books. At Mammoth Lakes, the College jointly uses the same facility as the Mammoth Public Library; the library collections are fully integrated. At the Kern River Valley campus, the development of an equitable library site has been limited by facilities to only a small reference collection.

### ***Library Exhibits***

The libraries at the IWV campus in Ridgecrest and at the Eastern Sierra College Center sites in Bishop and Mammoth Lakes showcase exhibits to support student learning. A “Banned Book” exhibit was put on in Fall 2010 at the IWV campus. An art exhibit at the Bishop campus showcased art books from local authors in Spring 2011. The Child Development department has held art shows at IWV for the past two years. The library promotes each new display using different modes of delivery including campus emails, webpage announcements, campus “Coyote Howler” articles, and press releases in the newspaper [doc. 271].

### ***Library Webpage***

The library website highlights several major information formats: encyclopedias, books, articles, and Internet resources. Not only can students use the library catalog to find books and audiovisual materials, they can also access the full-text of 27,000 electronic books through the catalog. The library’s full-text databases give students access to thousands of articles, book chapters, images, and primary source documents. A “Websites by Subject” tab lists websites evaluated by the library staff for currency and authority along with tips for searching the internet. The site features citation guides and links to learn about policies, procedures, and library staff. In Spring 2010, the library added a 24/7 “Chat with a Librarian” widget on the library web page, a service that expands library reference services to all students regardless of location. Reference questions can be submitted and answered via chat with a live librarian, or students can choose to email or phone the librarian with a reference question [doc. 228].

### ***Learning Assistance Centers***

Learning Assistance Centers (LAC’s) have been developed at the four main physical sites of Ridgecrest Indian Wells Valley, the Eastern Sierra College Center (Bishop and Mammoth Lakes), and the Kern River Valley with the goal of providing equitable services to students at each community. LAC services include tutoring, workshops, proctoring, GED preparation, and basic skills assistance.

The mission of the LAC is to collaboratively provide learning support services to promote learner success on all our campuses [doc. 290]. The LAC values student and college goals, different styles of teaching/learning, current research, and complete and accurate data collection. The vision of the LAC is to promote and provide learning services inside and outside classrooms so the learner may demonstrate mastery of skills necessary for academic and life success.

The Ridgecrest LAC at the Indian Wells Valley campus is located on the second floor of the LRC building. The Ridgecrest LAC is staffed with an office supervisor, who schedules tutoring appointments, handles time cards, supervises lab aides, and provides CLEP exams. A faculty member coordinates LAC activities, tutoring, and tutor training classes. The current faculty

supervisor is also the learning skills specialist, who provides assessments for learning disability services, as well as teaches critical thinking workshops for all students. Trained tutors, lab aides, and classified staff assist students in the open lab as well as in the Student Success Lab, which is a cadre of computers with specialized software to assist basic skills instruction in English and math. Adaptive stations for wheelchair access are available including a scanner with Kurzweil Scan and Read as well as a flat-bed enlarger. At the IWV site, fee-based CLEP exams are offered [doc. 225].

The KRV LAC is shared with the library in a combined learning center and houses a small computer lab with seven computers. Also served are DSPS students with adaptive software and equipment in the same lab. An adaptive station is available including a scanner with Kurzweil Scan and Read.

The Bishop LAC shares space with the library and has four workstations and a LaserJet printer. An adjacent computer lab is used for exam proctoring. There are two adaptive stations at Bishop. A projector is available for students with visual impairments; the output from a laptop PC is projected on a wall for easily read text. Also, Bishop is equipped with an HP scanner and a Kurzweil Scan and Read.

The Mammoth Lakes LAC shares space with the Mammoth Lakes Library. It is equipped with 10 laptops and a LaserJet printer.

Online students are served through the Learning Assistance Center website [doc. 226]. On this set of pages, students can find information about tutoring, GED preparation, ESL/English assistance, CLEP exams, and exam proctoring. The site also houses links to online tutoring request forms for students, tutoring referral forms for faculty, as well as to a "Useful WWW Links" page that provides numerous resources for improving 'soft skills' that are a primary focus of the basic skills program [doc. 227]. Tutoring online uses Adobe Connect Professional for synchronous tutoring. Online tutoring stations are located at the four campus locations and are equipped with camera and graphics pad for visual contact and document sharing.

### ***Tutoring and Supplemental Instruction***

Need for tutoring services is determined by student requests, instructor referral of students to tutoring, the availability of trained peer tutors, and the readiness of students for tutoring. The LAC provides a webpage for students to self-assess skills in a pre-tutoring inventory that evaluates their need (not just that they want someone to proofread their paper) and readiness to learn in the tutoring environment. Faculty referrals require the student's name, the course name, the concepts or skills to be reinforced by tutoring, and a checkbox for notification. Every student who receives tutoring at Cerro Coso Community College, whether onsite or online, directed by a faculty member or self-initiated, must have a referral on file [doc. 145].

Students are normally assigned to a peer tutor for two hours per week per class. Tutoring may take place in groups or singly based on demand, individual need, and tutor availability. Students with identified difficulties can receive additional tutoring on their own or by a counselor request or through demonstrated need. Students sign a tutee agreement. Each tutoring session is documented for collection of student learning outcomes (SLO's) [**doc. 379**].

Other types of tutoring offered through the LAC's are targeted tutoring—in which a specific learning need for a student or students is identified, such as note taking, and then a mentor tutor take notes in a class and meets with students later to review and discuss—and supplemental instruction, which at Cerro Coso Community College is based on the University of Missouri Kansas City model, in which a peer tutor with additional training as a supplemental instructor attends class and works with students in a study group once a week.

As explained in the college's Tutoring Handbook, tutors receive 10 hours of training by enrolling in the course EDUC 170, Tutor Training, for one-half unit; supplemental instructors receive all the same tutoring training plus additional hours. Tutors are trained via iTV or online. Students who meet all the criteria are eligible to earn a College Reading and Learning Association's International Tutor Certificate [**doc. 378**].

Tutoring services are assessed both quantitatively and qualitatively. SLO's are tracked for individual sessions on all students who have completed more than four hours of tutoring support [**doc. 290, doc. 320**]. The success rates of those students in courses for which tutoring is received is also tracked. Qualitative assessments of student satisfaction from instructor and student feedback have yielded positive results. A Spring 2012 student experience survey conducted by Student Services reported an overwhelmingly positive experience with tutoring services: over 90% of students reported being "Very Satisfied" (49.5%) or "Satisfied" (45.5%) in over 75 responses [**doc. 346**].

### **Computer Laboratories**

The Ridgecrest Indian Wells Valley campus currently has a mixture of open labs and instructional computer labs along with laptops for checkout. There are currently 60 computers dedicated for open-only use at the IWV campus and these computers are located in the LRC along with 10 checkout laptops and three open-network student-use printers. IWV has four instructional computer labs assigned for classes that require students to use a computer as part of the lab component of a course. There currently are three labs with 30 seats, and one lab with 25 seats. In addition the College has a 30 unit laptop cart that is assigned to the science lab, a 15 unit laptop cart assigned to the nursing lab, and 19 laptops assigned to the renewable energy program. A small 11-unit music lab that is maintained by the Visual and Performing Arts Department has not been used in several semesters.

The ESCC Bishop campus currently has two rooms dedicated for computer use. One is an

open computer lab, the other a combination computer lab and classroom. The open lab has 30 available seats, the lab/classroom has 15 seats, and both have networked printers for student use. At Mammoth Lakes, an open computer lab has 16 available seats and a combination computer lab and classroom has 30 seats; both have networked printers for student use. The KRV campus currently has one combination computer lab and classroom that has 27 available seats. In addition, KRV has 15 laptops available for checkout and a networked printer for student use. At the South Kern office located at Edwards Air Force Base, there are five computers and a printer.

All computer laboratories use a LAN for internet access, printing, user authentication, and access to local campus resources. The LAN includes both wired and wireless access. The computers in the labs are replaced every five years as part of the College's hardware replacement plan [doc. 175]. The computers are up to date and have the latest instructional software that is identified every new semester through faculty requests.

### **Classroom Learning Technology**

Cerro Coso Community College maintains three types of technology-enhanced classrooms: basic presentation, smart classrooms, and iTV. In addition, standard classrooms can be equipped with portable multimedia carts to provide temporary audiovisual capabilities.

Basic presentation rooms contain a ceiling mounted projector, a computer with internet connectivity, a pull down screen and/or whiteboards, and desktop audio. There is one of these types of rooms at KRV and ten at IWV.

Smart classrooms contain all of the same equipment as a basic room in addition to a document camera, DVD/VCR, over-head sound, and a podium with touch panel Exton controls and switching equipment. Some of these rooms also include large ceiling mounted displays to provide great student visibility. There are four of these smart classrooms at the college: two at IWV and one each at Bishop and Mammoth Lakes.

iTV is an important feature that allows Cerro Coso Community College to provide education to the college's extensive service area. Four of the college's five physical locations have dedicated iTV rooms. The IWV campus has three dedicated iTV classrooms. One classroom has 50 seats; the other two have 24 seats each. The Bishop campus has two dedicated iTV classrooms with a seating capacity of 30 students each. The Mammoth Lakes campus has two dedicated iTV classrooms likewise with a seating capacity of 30 students. The Kern River Valley campus also has one dedicated iTV classroom with 30 seats.

iTV classrooms utilize Polycom codecs and controllers with AMX touch panels. They contain ceiling hanging microphones and two cameras for the instructor and the students. Monitors and/or projectors are positioned at the front and rear of the classrooms. At the front of each room is a podium with a DVD/VCR player, computer, and document camera. All of the iTV classrooms

have telephone and data connections available. Multi-site interactive classes are controlled by a video bridge with scheduling software from Polycom. All iTV classroom equipment including the bridge gets the latest software updates as they are released. All equipment is covered by a full maintenance contract that includes on-site service. This maintenance contract is paid for by and housed at the District Office and is renewed every year.

### **Self-Evaluation:**

The College meets this Standard. The library's combined collection of over 55,000 print and electronic books easily exceeds the state standards of 40,000 volumes for a college with approximately 3,000 FTES. Collections are current. Statistics show that 45% of the collection has a copyright date of 1990 or older with 55% of books more current than 1990. Thirty-four percent of the collection is more current than 2000 [**doc. 231**]. The College has the means and resources to sustain its library on the long-term. The book budget for the past few years has remained steady at \$10,000 annually for new books [**doc. 65**]. While, the library no longer has a print periodical budget, the subscription databases offer full-text coverage to thousands of periodicals.

In Spring 2011, the library staff embarked on efforts to develop a textbook reserve collection. Providing affordable textbook alternatives is part of the College's third strategic goal [**doc. 335**]. As of Spring 2012, over 180 current textbooks have been procured, and this service has been very popular among students. Library exhibits meet the standard of supporting the institution's instructional programs and intellectual, aesthetic, and cultural activities. Exhibits are ongoing if not frequent and relate to the College's courses and programs.

The library website serves as an adequate access point for all library collections, services, and policies. Previous library annual unit plans have called for increasing instructional components directly embedded on the library webpage [**doc. 33**]. The librarian is currently working with the newly hired director of distance education and the newly hired web content editor to develop ways to meet this programmatic need.

The configuration of the Learning Assistance Center has changed several times over the past few years because of philosophical and financial considerations, and this is a recognized area of improvement for the college. The institution recognizes the need to make a staffing and resource commitment that provides equitable services to all sites and yet can be sustained fiscally on the short and long term. To that end, dialogue ensued in Fall 2011 among faculty, management, and staff that began with a 'zero-based' reconsideration of demonstrated student learning support needs and used that as a basis for determining what a minimal level of services ought to be for all locations. The consensus decision was to extend the learning center technician position (piloted in Fall 2011 at IWV) to both ESCC and KRV in Spring 2012 and establish basic skills Student Success Labs at every site. Other minimal services identified are:

- Library Services available at least eight hours a week at any location, provided by an adjunct librarian
- Tutoring availability for several hours a week (based on student demand), provided by a faculty member, classified staff person, or trained peer tutor but not necessarily for apportionment
- Proctoring availability for several hours a week (based on student demand)
- Coverage to span days and blocks of hours to provide availability for as many students as possible (morning-afternoon Monday and Tuesday, for instance, not morning-morning Monday and Wednesday)

These changes are being implemented in the spring and fall semesters of 2012 and will be assessed at the end of the fall semester.

Tutoring has been a success, particularly at the Ridgecrest campus where the program has been entrenched in its current form for many years. Tutors are trained according to best practices and state requirements. The program's focus on building student independence—"Helping Students Learn How to Learn"—and strong emphasis on metacognitive study skills has resulted in measured achievement in student learning [**doc. 290, doc. 320**]. In general, assessment of the program has been more qualitative than quantitative, and there is room for improvement to identify more precise types of measures. Improving data design for better collection and analysis of the effectiveness of tutoring is an LAC goal for the 2012-2013 year.

All SLO's are being met at the IWV and KRV campuses with two of three SLO's met at ESCC. Analysis of student grades after four hours of tutoring show optimal success when students receive a minimum of 8 hours/semester of tutoring. Other analysis shows self-identified DSPS and ESL students use the greatest number of hours of tutoring for success with an average of 21 and 16 tutoring hours respectively. Classes with the largest number of students with unsatisfactory grades were basic skills courses. This data is part of an ongoing discussion in Basic Skills Committee on requiring forms of supplemental instruction for basic skills courses [**doc. 377**].

The College's computer laboratory spaces are adequate for current instructional and student need. The replacement and software deployment process ensures that faculty and students have access to needed technology resources.

The College's tiered approach to classroom learning technology ensures that the technology used by faculty and students is adequate to serve the needs of the campus. As explained more fully in Standard III.C, planning for technology—including classroom technology—is reviewed by both the Technology and Resource Team and the Pedagogy and Technology Committee, as well as approved and prioritized by College Council. ITV capacity currently exceeds instructional need and connectivity has improved greatly with fewer glitches since the recent installation of fiber optic connections.

**Actionable Improvement Plan:**

None

**II.C.1.a**

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

**Descriptive Summary:**

The library directly addresses the College's mission by selecting materials that support and supplement the curriculum. One of the primary responsibilities of the librarian is to select materials in conjunction with instructional faculty. In addition to working with faculty on selection, materials are also chosen based on standard review sources, with subscriptions to full-text periodical databases being made upon recommendations from library consortia. The librarian invites faculty members at all sites, including adjuncts, to recommend material, which is done each semester. Lists of titles recommended by faculty are submitted to the library technicians, who purchase and catalog items [doc. 232]. The library also accepts donations after careful review. Some instructors submit materials to be placed on reserve so that they can circulate for a limited time. Library staff contacts textbook publishers directly to request desk copies of texts to be placed on reserve. Most reserve items can be found in the online catalog.

Collection development for all sites is undertaken by the librarian and library adjuncts at the sites in the same manner and on the same schedule as collection development for the main campus library collection.

The librarian serves as a member of the College's curriculum committee (CIC) to ensure that the collection can support the new curriculum. The librarian is a faculty member who regularly participates in campus organizations, such as the Academic Senate and is a member of the Basic Skills Committee. The librarian works informally with representatives of vocational programs accredited by external agencies to ensure library holdings meet program accreditation requirements. Collections standards defined by the Association of College and Research Libraries (ACRL) and in Title 5 of the California Code of Regulations are also used as benchmarks by the librarian to ensure quality and depth of collections.

One measurable goal of the library is to "provide materials and services that support academic programs and the research interests of students, staff, and faculty." Faculty surveys are distributed periodically to collect input about the quality and depth of the collections and services [doc. 233]. Dynix Horizon, the library management system that facilitates cataloging and



circulation functions, makes statistics reports available on the quantity, variety, and use of the collection.

In the LAC's, resources such as books are made available based on input and donations from faculty who teach in areas for which students need tutoring. Each semester LAC staff college-wide are asked to submit lists of needs to the lead LAC faculty member who compiles them and seeks funding from either general funds or basic skill funds as appropriate. Instructors and tutors may request additional purchases (such as Spanish-to-English dictionaries now in our collection). Resources that become outdated such as APA and MLA manuals are frequently updated [doc. 224]. Specific software purchases are made upon the advice and expertise of the Basic Skills Committee, Special Services faculty and staff, the learning skills specialist, tutors and IT staff. Software chosen for the Student Success Labs include GED software for basic skills practice, Inspiration for organizing essays from English papers to science lab reports, and Read & Write Gold for specialized literacy/writing support. Other equipment such as calculators, chemistry models, head sets, and math videos are also available for use on campus.

### **Self-Evaluation:**

The College meets this Standard. The librarian relies on faculty recommendations for new purchases. Several notices are sent out each semester to encourage faculty recommendations. These titles receive priority consideration for purchasing. A new form on the library website allows faculty to recommend new acquisitions online [doc. 229].

Gathering faculty recommendations for collection development has been informal in the past, but plans for updating the annual unit plan template include creating a resource section for library materials, which will greatly formalize the process. As a permanent member of CIC, the librarian is often consulted with by faculty proposers as their courses and programs move through the curriculum process. In addition, the planning summary required of all new and substantially revised programs calls for proposers to explain what library and learning resources are necessary to support the program as designed [doc. 296]. This is consistent with information required by the California Community College Chancellor's Office for program approval.

To assess faculty and student satisfaction with the library collections, the library has used surveys to improve its support of student achievement. In a Fall 2010 survey, only about half of faculty respondents reported to be "satisfied" with the library's print and online collections. [doc. 233]. In a student library survey given at the same time, it was discovered that many respondents lacked awareness of online library resources [doc. 235]. To address these discouraging results, the library department increased its outreach and instruction efforts across campuses, with the assistance of newly acquired adjunct librarians. A similar survey was given in Spring 2012 to both faculty and students, and findings reveal an increase in user satisfaction in the area of library collections. Sixty-one percent of faculty respondents and 67% percent of student respondents reported being satisfied with library collections, and 76% percent of all respondents reported to be satisfied with

access to collections. Unfavorable responses came primarily from faculty at the Kern River Valley campus, where there is currently no library collection to speak of due to facility limitations. Purchasing more eBooks might be a way to make the collection more equitable.

Of particular concern to the library is the lack of audiovisual resources. Of the 2252 VHS and DVD titles in the collection, only a small portion (1.2%) of VHS titles are closed captioned. State law requires that all videos must be captioned before they can be used in the classroom. The College recently took advantage of a Distance Education Captioning and Transcription Grant administered by the College of the Canyons to have certain titles in the collection closed-captioned, but the process was cumbersome and resulted in only a small section being completed. In 2011, the library hosted a trial of the closed-captioned “Films on Demand” database and is looking to subscribe permanently. This would greatly increase the closed captioned offerings to all classes, regardless of physical location.

Resources at the LAC’s are adequate for the task. The College has the means to supply most of its tutoring resource needs through the general fund or the Basic Skills Initiative. While a list of resource books is maintained for the IWV campus in Ridgecrest, this is not currently being done for the smaller sites. It is hoped that the hiring of permanent classified staff can result in ‘ownership’ of the materials and establishment of processes for their deployment and maintenance at the community campuses.

**Actionable Improvement Plan:**

None

**II.C.1.b**

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

**Descriptive Summary:**

***Library***

The full- and part-time library instructors and staff provide reference and research assistance to students. The information competencies that the library stresses in all of its instruction—both formal and informal—are those identified by the ACRL [**doc. 291**]:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base

- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

The College offers the course IC C075, Introduction to Library Research and Bibliography, a one-unit graduation requirement for the Associate degree that teaches students steps in the research process, identifying and developing a research topic, finding and accessing information in a variety of formats, evaluating information sources, documentation styles, presenting information effectively, and the importance of information ethics [doc. 94]. It is offered at all campus locations including online in numerous sections per semester. Its effectiveness is assessed formally through SLO's [doc. 318].

The library also provides research instruction by means of presentations to classes. In the past, such presentations were sporadic and mostly confined to the Ridgecrest IWV site. Recognizing the need to bring equitable services to all campuses, the new librarian worked with adjunct librarians to formally define the content and outcomes of these presentations, regularize the method of instruction, and adopt a systematic approach to scheduling. These "one shot" orientations have now been available at all sites since Fall 2011. The presentations take place either in the classroom, with the librarian visiting and presenting the material through a web connection, or, at the Ridgecrest IWV campus, in the library itself, with faculty members bringing their students for the one-hour presentation. Librarians work closely with instructors to customize the presentations to their students—for example, using the topic of a class research project as the example when demonstrating how to conduct an effective search. They have formal learning outcomes that align with the core competencies and are assessed by means of a student quiz and faculty survey [doc. 249].

Responding to the needs of students and instructors in the online environment, the library has recently piloted an innovative variation of this classroom presentation by "embedding" the library function within an online class. In Spring 2012 the full-time librarian worked with a Biology instructor to create several research tutorials for an environmental studies course. An asynchronous "Research Forum" was also set up where the students could ask the librarian questions about their research projects. The trial was informally reported as very successful, and several additional online instructors have expressed interest in embedded online library instruction.

Stand-alone workshops have been recently developed that cover citation styles and research fundamentals. Several are offered each semester, focusing on the information competency skills of using information effectively and locating and retrieving information from the library collections and online [doc. 35]. The workshop schedule is posted on the library webpage.

Informally, the library provides instruction through patron queries, reference transactions focus on instructing students on the use of library resources (accessing resources, evaluating resources,

using resources effectively). One-on-one reference help is offered at the library reference desk at all locations except South Kern. To evaluate these in-person reference transactions, the librarians developed a brief questionnaire they intend to implement in Fall 2012 [doc. 297]. Students can also find a number of materials on the library website that instruct them on research methods. Librarians have created several tutorials for students linked to the library's website, including MLA and APA brochures and quick guides, tips for evaluating information, and instructions for use of eBooks. Researching ways to assess these informal instructional interactions is a goal for the library in the 2012-2013 year [doc. 33].

#### Computer Lab

In the open lab environment, lab aides provide direct assistance to students who lack fundamental skills using email, composing word documents, and finding and functioning in online courses. Though informal, this direct assistance provides a layer of instruction to students who have not signed up for classes in computer literacy and/or who can benefit from a quick explanation or tutorial.

#### Self-Evaluation:

Cerro Coso Community College meets this Standard. Core competencies are aligned with widely recognized guidelines in the discipline. The institution acts purposefully to teach these competencies. Information competency is well integrated into the general education curriculum. The library assesses the competencies in information retrieval, evaluates its effectiveness at teaching the standards, and sets goals for improvement. The college librarians will continue efforts that support meeting the Standard, including creating more information competency instructional tutorials for online users and refining the instruments used for assessing library instruction online.

Informal lab aide assistance in the open computer labs is not tracked or assessed on any kind of quantitative or qualitative way. Although every lab aide is a tutor who has gone through the tutor training program, the College recognizes this is a gap that needs addressing. As an avenue of instruction—no matter how spontaneous or informal—it deserves to be evaluated for its effectiveness in supporting student learning.

#### Actionable Improvement Plan:

Develop a set of outcomes, a plan for assessment, and a feedback loop for improvement for computer lab aide assistance.

### II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

#### **Descriptive Summary:**

##### ***Library***

The College provides students and staff with adequate access to library resources and other support technologies. The main library offers extensive hours during the week: 8 am to 9 pm Mondays through Thursdays and 8 am to 12 noon Fridays. The learning centers at the other sites (KRV, ESCC Bishop, and ESCC Mammoth Lakes) are open approximately 16 hours per week (4 hours per day Monday through Thursday).

Laptops with wireless internet access are available for student, staff, faculty, and community use in the IWV library. In 2011 the College expanded wireless capabilities to all college sites. Students have access to library resources even during non-operational hours. As explained more thoroughly above in Standard II.C, the library website has been designed to help students easily find library materials in specific formats which can be accessed at any college site as well as remotely [doc. 228]. The library subscribes to several electronic databases that can be accessed from the library's website. The site features citation guides, information on the research process, tips for evaluating information sources, and links to library policies and procedures. Faculty can use the library web site to request instructional equipment and audiovisual resources remotely [doc. 229].

The library uses a web-based catalog called Horizon, a product of the SIRSI corporation. With Horizon, services include online "holds" and the ability to look up patron account information. Horizon contains records for all holdings of the library collection: books—circulating, reference, reserves, electronic books—audiovisual titles, and "for loan" laptops. The main library collection is expanded through the "distance delivery" and interlibrary loan services. Students at the distant sites or taking classes online can request any Cerro Coso book to be delivered to their local campus, free of charge. Document delivery generally takes a couple of days. All students, regardless of location, can click on the "Other Libraries" link or the "FirstSearch" link located on the library website to look for items in other libraries. They can then request those items, using an online form, and the library will process an interlibrary loan. Policies on document delivery and interlibrary loan are located on the library website [doc. 174].

Many of the library's database subscriptions have built-in accessibility components that meet the needs of students with diverse learning styles and needs. Audio, font options, and visual components are included features in most databases.

**Learning Resources**

The LAC hours at Ridgecrest IWV campus hours are 8 am to 9 pm Mondays through Thursdays and 8 to 12 noon Fridays. Exact hours of operation at our other campuses can shift from semester to semester depending on course scheduling and staff availability, but approximate 20 hours per week. Tutoring and proctoring are available at any of the campuses when the LAC/LRC space is open.

Learning Disability testing is provided by appointment with the learning skills specialist, who travels to all campuses as needed.

As mentioned above, a number of LAC services are made available to online students through the LAC homepage. Tutoring online uses Adobe Connect Professional for synchronous tutoring.

**Self-Evaluation:**

The College meets this Standard. Librarians and library staff ensure needed information sources are readily available to both students and faculty at all campus sites and online. Electronic access to library instructional materials is available to students 24 hours a day. With the implementation of InsideCC, library staff resources are easily accessible from off campus.

Recent library usage statistics show a steady increase in the preference of electronic books over print books, even though the print collection has grown at all campus locations. The library department attributes this increase—particularly the dramatic jump between 2010 and 2011—to the expanded library research instruction at all sites, which includes how to access and use eBooks:

	2006	2007	2008	2009	2010	2011
eBooks	592	561	979	890	705	1444
Print Books	2317	1796	1747	1548	1269	996

Usage statistics also show an increase of approximately 50% in use of the online reference since first implemented in 2010.

	2010	2011
In-person Reference (IWV)	146	486
Online Reference	219	404

For the LAC’s the hiring of staff has allowed for expanding tutoring and proctoring services into the evening up to the time the LRC closes. Accessibility to test proctoring has greatly improved with the expanded hours. Tutoring is available during the day as part of the class INST C004, Supervised Tutoring, with faculty supervision. Evening hour tutors and lab aide tutors ensure each session is documented and they are evaluated on the same standard as all tutors. Online

tutoring may occur any time the space is open. Online tutors document their sessions which are archived. The center does not offer 24/7 online tutoring with peer tutors due to supervision concerns.

Usage statistics for the LAC show a fairly steady increase of tutoring demand. Though Fall 2011 shows a dip, at the time of the writing of this document, Spring 2012 was on track to be consistent with Spring 2011:

	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Tutees Enrolled	150	200	192	134
Tutoring Hours	1,290	4,620	2,477	1,351

One consideration at each site is securing a testing area for students whose accommodations permit a distraction free environment. At the IWV campus requests for noise-free or distraction-free testing are currently being provided by noise-canceling headsets, moving tutoring to the open lab, allowing the student to use the Special Services area for test proctoring, or—in unusual cases—reserving the LAC as a distraction free area. At KRV a glass-walled conference room serves double duty as a quiet testing room. Other campuses have expressed no need for an additional quiet area.

### **Actionable Improvement Plan:**

None

### **II.C.1.d**

The institution provides effective maintenance and security for its library and other learning support services.

### **Descriptive Summary:**

#### ***Library***

The IWV library provides adequate maintenance of its materials. All the library's books, periodicals, and laptops have security strips, which are sensitized and trigger the security gates unless the strip is de-sensitized. The back door, which provides exit and entry for the staff work area, is alarmed as are the two side doors. All permanent staff members have magnetic keys that open the front and back doors. A log records all alarm activity. The maintenance department oversees the library's door alarms.

The ESCC Bishop learning center is locked when not staffed. A security gate separates the library collection from the adjoining computer lab, so that the lab can operate when the library is closed. The ESCC Mammoth Lakes Library, a joint-use facility, is maintained and secured by the Mono

County Office of Education. The KRV campus LRC is supervised by faculty and staff during hours of operation.

Staff members ensure the quality of books and materials by participating in the updating, weeding, and preservation of the collection. Computer equipment and software are installed and maintained by the college IT department. Audiovisual equipment and resources are maintained at IWV by one of the library technicians.

**Learning Resources**

The IWV campus provides current textbook resources in a storeroom for tutor use while calculators and headsets can be checked out at the LAC desk with a valid picture ID. The LAC itself is its own dedicated room, which is locked when closed. The entire second floor is closed off by a gate that renders it inaccessible when the building is closed. At the smaller sites, the LAC's are either continually staffed or, as at the KRV campus, within line of sight. Resources reside on or in desks and bookshelves set aside for that purpose. Doors are locked when the buildings are closed.

Student confidentiality is maintained in the LAC's for exams. Students must have proof of identity with a picture ID for proctoring. Paper copy test security is maintained with locked cabinets. Proctoring of online exams requires clear instructor directions, a password to be sent to the proctor, and student authentication. An important addition is the new process for remote proctoring put in place in Spring 2012. The proctoring supervisor at IWV tracks and goes through an approval process for online students at remote locations. Folders for each class's proctors are maintained and updated frequently. Proctored paper exams are returned to instructor's mailboxes with a test check-off sheet [doc. 275].

**Library and Laboratory**

Computer accounts and account security are provided through the College's standard login process. Students receive an assigned KCCD email account when they enroll, which also serves as the unique login for network access. Students receive personalized storage capacity as part of this network access.

IT equipment maintenance is performed on a regular basis and includes hardware and software patches and upgrades. There is currently a five-year hardware replacement cycle for all college hardware [doc. 175]. Computer anti-virus and anti-spyware software is installed on all campus owned computers. All operating-system patches and updates along with the latest virus definitions are managed and deployed with the IT departments' Windows Server Update Service. Campus open and instructional lab computers are protect from unwanted changes and malicious intent with Faronics Deep Freeze application.



Computer classrooms are locked following instructional periods any time the instructor is not present between classes. The computer classrooms are locked each evening, as are the entrances to the buildings themselves. Security gates are in place on both the first and second floors of the IWV LRC. Special security screws are used when mounting equipment.

**Self-Evaluation:**

The College meets this Standard. Library, LAC, and computer lab facilities are secure and well maintained. In the past, the librarian has resisted purchasing any collections for the KRV campus because there has been no security to protect library material. To that end, the librarian has recently budgeted for lockable storage units to house the small KRV collection.

Upstairs furniture and computer equipment in the open lab area at the IWV campus had long been vulnerable when public or college functions occurred in the downstairs foyer. The Spring 2012 installation of the security gate across the second floor opening has solved this problem.

**Actionable Improvement Plan:**

None

**II.C.1.e**

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

***Library***

As a member of the Online Computer Library Center (OCLC), the library participates in an interlibrary loan service, both borrowing and lending resources. The Community College Library Consortium (CCLC) provides group purchases of bibliographic databases for all of California's community colleges, including Cerro Coso. The library is also an institutional member of the Council of Chief Librarians (CCL). Membership subscriptions are renewed on a yearly basis and requires KCCD Board of Trustees approval.

Monthly statistics of interlibrary loan requests and eResource usage are collected to show the performance of these services and help in evaluating these services on a regular basis. Additionally, student and faculty surveys are circulated to garner input from service recipients on how well the resources are meeting student learning [**doc. 233, doc. 235**]. Regular library

program reviews include evaluation of how well these resources meet learning outcomes [**doc. 291**].

The Kern County Law Library has established an electronic law library in the LRC. The Law Library underwrites subscriptions to two major legal databases as well as providing telephone reference services. These collaborations are reviewed to ensure continued reliability and effectiveness, and justifications are provided for continuing the partnerships in each year's budget review process and annual unit plan [**doc. 33**].

KCCD entered into an agreement with the Mono County Office of Education in November 2005 resulting in a joint-use library shared by the residents of Mono County and the students of Cerro Coso Community College [**doc. 234**]. A Joint-Use Committee, comprised of the college librarian, the Mono County Public Library director, the Eastern Sierra College Center director, and the vice president of Academic Affairs meets quarterly to evaluate the partnership.

### **Self-Evaluation:**

The College meets this Standard. Performance of most of the services provided by these agreements is evaluated regularly. However, no such assessment tools are in place for determining how well the Kern County Law Library collaboration and the joint-use agreement in Mammoth Lakes are serving Cerro Coso students.

### **Actionable Improvement Plan:**

Develop evaluation tools for the performance and adequacy of the Kern County Law Library and the Mammoth Lakes joint-use facility.

## **II.C.2**

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

### ***Library***

The library evaluates its outcomes on a regular basis, using a variety of measures. Administrative unit outcomes are assessed by faculty and student surveys. Program learning outcomes and course-level student learning outcomes are evaluated by faculty surveys, pre- and post-tests, rubrics, and exam questions [**doc. 291**].

Satisfaction surveys are given to students and faculty to assess the library's effectiveness in meeting their research and teaching needs. Surveys are distributed to students in the library as

well as in classrooms to determine the library's effectiveness at meeting their learning needs. Surveys are distributed to faculty via campus mail and electronic mail and listservs. The library strives to survey its users at least every two years [**doc. 233, doc. 235**].

In addition to satisfaction surveys, data is routinely collected to analyze usage of library services and programs. Faculty members are given forms to evaluate the effectiveness of the library instruction sessions they attend with their classes each semester. A post-quiz was developed to give to students at the end of library instruction sessions to measure student learning [**doc. 229, doc. 297**].

The librarians are evaluated by students and an evaluation team using forms from the faculty contract when it is time for their performance evaluations [**doc. 190\_83**].

The library has identified two administrative unit outcomes [**doc. 291**]:

1. The library provides materials and services that support academic programs and the research interests of students, staff, and faculty.
2. The library provides an environment that supports and fosters student learning, and facilitates faculty teaching and research.

The library has identified four SLO's [**doc. 291**]:

By the end of a student's college experience using the Cerro Coso College Library, 80% of students will be able to:

1. Devise research strategies and methodologies to successfully locate a variety of relevant library resources for the type of project, including books and eBooks, periodical articles, subject resources, and websites.
2. Evaluate information using critical thinking skills and problem solving in order to determine reliability, validity, authority, and point of view.
3. Use information effectively by identifying proper citation format and recognizing ethical aspects of information use.
4. Recognize different areas of the physical and virtual library and identify the services offered in each area.

Assessment of learning outcomes feed into several planning documents. The library's annual unit plan and the program review both inform institutional-level planning documents including the educational master plan, the college strategic plan, and the budget [**doc. 33, doc. 291**].

#### **Learning Assistance Center**

The Learning Assistance Center regularly and consistently collects data on tutoring including usage statistics on student enrollment numbers and hours of use. All students using more than

four hours of tutoring are evaluated for student achievement. Learning results of each tutoring session are collected and analyzed by means of the tutoring session sheets [doc. 379].

Tutoring has several SLO's:

As measured by criteria in the tutee learning summary, students will be able to:

1. Articulate goals for a tutoring session. 70% of tutees will be able to do the above after 4 sessions.
2. Articulate specific skill, concept or study skill learned. 70% of tutees will be able to do the above after 4 sessions.
3. Demonstrate ability to plan inter-session work. 70% of tutees will be able to do the above after 4 sessions.
4. Identify specific skills or concepts they need to use during their study time between sessions. This will be assessed by an open-response questionnaire. 70% of tutees will be able to do the above after 4 sessions.

For the purposes of improving performance the aggregate results of self-identified DSPS and ESL students are maintained along with hours of use and success rates. The LAC also tracks success rates of tutoring by discipline [doc. 377].

A wide variety of other data on student learning is tracked by the LAC. Counselors and faculty who request feedback on specific student referrals to supervised tutoring receive reports throughout the semester. Workshop attendees are provided with verification of their attendance in emails to instructors. The LAC also tracks athletes' attendance at tutoring sessions [doc. 41]. Formative tutor evaluations provide feedback to tutors and identify specific ongoing strengths and weaknesses.

The result of this data collection has led to establishing overall institutional benchmarks for the LAC's:

1. Continue to increase communication about services. This will be measured by an increase in number of tutors at sites where tutoring is minimal.
2. Increase opportunities for faculty input with focus groups and training. Regularly schedule focus groups and trainings apart from flex activities.
3. Evaluate all tutors regardless of whether they will be certified.
4. Evaluate program based on best practices, internal and external research and national standards
5. Continue CRLA Certification, Add optional tutor training on technology and mentoring.
6. Coordinate purchases with other campuses and consider ongoing funding for staffing.

7. Increase the number of critical skills workshops and attendance at them.
8. Meet incoming students to Academic Skills Review, provide them with information about the program, and self-assessments for learning style and study skills.
9. Provide support for success labs with lab aides, copies of faculty assignments, syllabus and tracking of participation [doc. 290].

### Self-Evaluation:

The College meets this Standard. The library and the LAC participate in institutional planning, including the writing of annual unit plans that analyze performance, establish goals, and justify resources [doc. 33]. The programs have not traditionally done program reviews, as they were not considered to be covered by the definition of a program as a sequence courses leading to a degree or certificate. But one of the recommendations of the college's new Institutional Effectiveness Committee in Fall 2011 was to consider the library and LAC as programs that, even if they do not furnish degrees and certificates themselves, are nevertheless crucial in helping students achieve success in the disciplines and area of emphases that do. The library completed its first program review in Spring 2012 [doc. 291]. The LAC completed a program review in 2010 and is scheduled to complete its next one in Spring 2013 [doc. 290].

### Actionable Improvement Plan:

None

### Inventory of Evidence

33	Annual Unit Plans - Library, 2010-2013
35	APA and MLA Workshop Calendars
41	Athlete LAC Hours Report
65	College Budget - Library
94	Course Outlines of Record - IC C075
145	Faculty Referrals to LAC
174	Inter-Library Loan and Document Delivery Procedures
175	IT Hardware Replacement Plan
190_83	BP 5.6, 5.7, appendix M,N
224	Learning Assistance Center Book Lists
225	Learning Assistance Center Handbook
226	Learning Assistance Center Website
227	Learning Assistance Center Website - useful www links page
228	Learning Resource Center/Library Website
229	Learning Resource Center/Library Website - Online Acquisition Form
230	Library Collection Development Policy
231	Library Collection Statistics

232	Library Faculty Book Lists
233	Library Faculty Satisfaction Surveys
234	Library Joint-Use Agreement with Mono County Public Library
235	Library Student Satisfaction Surveys
249	Orientation Workshop SLO's and Assessment Quiz and Survey
271	Press Release and Coyote Howler Archives Website
275	Proctoring Procedures and Documents
290	Program Reviews - Learning Assistance Center
291	Program Reviews - Library
296	Programs: Templates, Reports, Samples
297	Proposed Library Assessment Questionnaire for In-Person Reference Transaction
318	SLO Results: Information Competency
320	SLO Results: Learning Assistance Center
335	Strategic Plan
346	Student Experience and Satisfaction Survey - Library Results
377	Tutoring Analysis Report
378	Tutoring Handbook
379	Tutoring Materials: Tutee Agreement and Session Sheets



# Standard III Resources



**Standard III.A:** Human Resources

**Standard III.B:** Physical Resources

**Standard III.C:** Technology Resources

**Standard III.D:** Financial Resources



## Standard III: Resources

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

### III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

#### III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

##### III.A.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

#### **Descriptive Summary:**

The Kern Community College District employs faculty and staff who provide support for all programs and services in a multi-college environment. All district-wide human resources (HR) functions are administered from the District Office with direct on-site HR management support services at Bakersfield College, Cerro Coso Community College, and Porterville College. The District, through its consultation process, reviews, develops, and implements personnel policy and procedures which positively affect consistency in equal opportunity employment, employee evaluations, professional development, and employee safety.

### ***Determining Positions to Hire***

Hiring decisions at the college level are based on programmatic needs. All requests for new faculty or staff hires are first stated in a department's or unit's annual unit plan (AUP) [**doc. 34**]. As detailed more fully in Standard I.B.3, the AUP is a department or unit's yearly status update of how well it is supporting student achievement, what evidence it can show that its mission and goals have been met, what gaps in service have been demonstrated, and what improvement plans it has for the upcoming year. An analysis of staffing sufficiency and requests for new staffing are a part of this plan. When requesting faculty, the following questions must be addressed in the AUP:

1. Are there too few or too many students enrolling for particular classes or majors?
2. Are there too many courses or programs that are under capacity?
3. Are courses "core mission"?
4. Are courses overscheduled?
5. Is there capacity to offer courses or programs at different times and/or locations?
6. Is there a workforce shortage in the service area or region?
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?
8. In support of your proposal, provide the following data:
  - a. Size of wait lists in the discipline
  - b. Department productivity
  - c. Number of faculty currently in the department
  - d. Number of adjunct faculty
  - e. Number of certificates awarded
  - f. Number of degrees awarded
  - g. Core curriculum classes
  - h. CTE classes with workforce data (wage/high demand)
  - i. Number of students at first day and census

Dialogue and discussion are a part of every new faculty hiring decision. Position proposals from the AUP's are presented by faculty chairs to the Academic Senate, which discusses and prioritizes them according to a ranking system [**doc. 10**]. This prioritized list is forwarded to the college president, who reviews the information contained in the annual unit plans, discusses the prioritization with both vice presidents, seeks additional information from faculty chairs as needed, and makes the final college recommendation. The KCCD chancellor makes the final determination after reviewing all prioritized lists district-wide and discussing them with the presidents.

Part-time faculty are hired with each new semester to fill instructional vacancies. Selections are made out of a discipline-specific pool that is maintained by faculty chairs together with HR. Part-

time instructors are approved into the pools through a consultative process involving faculty, the area's educational administrator, and HR [**doc. 190\_59, doc. 20**].

The determination of new classified positions is also based on demonstrated need. New classified positions are justified in the AUP's, where the following questions are addressed [**doc. 29**]:

1. Describe how the position is linked to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the college's strategic plan.
2. Explain why the work of this position cannot be assigned to current staff.
3. Describe the impact on the college if the position is not filled.

Positions determined for hiring are chosen through a collaborative and consultative process that includes dialogue and discussion at the president's Administrative Cabinet, educational administrator meetings, and College Council. The status of college-wide hiring is a standing report and agenda item at Administrative Cabinet meetings. All new classified positions require an official position requisition form that is signed by the appropriate administrator, the chief business officer, and the president [**doc. 266**]. As with faculty positions, all final hiring decisions are made by the district chancellor.

Confidential and management hiring determinations are generally made in unique circumstances by employee groups working with management. Given the size of the institution, new confidential and management positions are relatively rare and proposed in response to manifest gaps in operational capacity. The director of distance education position hired in January 2012 filled a vacancy in operations when a prior position was split. The need for the position was identified in the Distance Education Task Force Report [**doc. 119**]. All management positions are recommended by the college president and decided by the district chancellor.

### ***Recruitment and Selection of Candidates***

The comprehensive hiring process for all employee groups and classifications include advertisement, application screening, and interviews. Demonstrations, written exercises, role playing exercises, and examinations are also included when appropriate. Hiring criteria, qualifications, and procedures for selection of personnel are stated in the KCCD Human Resources Operational Guidelines document for classified personnel and in board policy for faculty and confidential/management positions [**doc. 212**].

Descriptions for each job are clearly listed and defined. Board policy section requires that the college HR office works in collaboration with administration, the department chairs, faculty members, and supervisors to ensure that recruitment, selection, and hiring is consistent and objective in all phases of the employment process. For faculty hiring, the KCCD Board Policy Manual describes the hiring process as a shared responsibility between the Academic Senates

and administration to develop the hiring criteria, policies, and procedures for new faculty [**doc. 190\_57**]. This section of board policy describes how faculty are involved in every facet of the hiring process from the determination of the job description to the granting of equivalency, if appropriate, to participation on the screening committee and recommendation to the president.

Positions are advertised in several areas. The College adheres closely to the language of Title 5, California Code of Regulations in regards to recruitment. The HR office advertises in-house and to the public. All open positions are listed on the college and district websites. Positions are advertised in local and professional publications along with targeted advertising websites [**doc. 212**].

Both HR and screening committees verify minimum qualifications through application documents, previous work experience, certificates, degrees, panel interviews, possible skills testing, and reference checks. Classified and confidential/management applicants who meet the minimum qualifications or equivalency may be selected for an interview and may be required to perform a skills and/or knowledge demonstration related to the job for which they are applying [**doc. 158**].

Faculty applicants must meet minimum qualifications published by the California Community College Chancellor's Office or equivalent requirements verified through the equivalency process of the Academic Senate. Faculty candidates are evaluated on the basis of subject area knowledge and effective teaching [**doc. 190\_58**]. Each hiring procedure requires a teaching demonstration for both instructional and student services positions [**doc. 159**]. Steps to ensure faculty members have knowledge of their subject matter include a review of previous experience and transcripts, interviews, teaching demonstrations, and reference checks. Interview questions allow candidates to describe their experience in promoting student learning. Teaching demonstrations provide verification of skill. Reference checks verify the applicants' previous experience.

Educational verification is provided through transcripts, credentials, and other evidence of minimum qualifications. Applicants requesting foreign transcript equivalency are informed they may select the recognized foreign transcript evaluation services of their choice. Numerous organizations provide foreign transcript evaluation. A list of acceptable agencies is not offered by the college or district to avoid promotion of any individual organization. Review of foreign transcript evaluation is completed by an HR specialist at the District Office [**doc. 212**].

Safeguards are in place to assure that hiring procedures are consistently applied. At the start of each hiring process, the college HR manager attends the first screening committee meeting to present information regarding the screening process, Equal Employment Opportunity requirements, and confidentiality compliance [**doc. 190\_45, doc. 190\_59, doc. 190\_62, doc. 190\_74**]. As detailed more fully below in III.A.1.b, employee evaluations are conducted on a regular basis for all employee classifications. Evaluation policies are clearly stated in the collective bargaining agreements (CBA's) and in the KCCD Board Policy Manual.

**Self-Evaluation:**

The College meets this Standard. New hires are determined through a documented planning process that begins at the unit level with a review of the unit's effect on student achievement. Every new hire proposal must align with the department or unit's mission and goals and be supported by data and other evidence. The College engages in inclusive, informed, and intentional dialogue about selection of personnel, from the determining of positions to be hired to the selection of successful candidates.

Criteria, qualifications and procedures for selection of personnel are clearly stated in HR Operational Guidelines for classified personnel and in board policy for faculty and confidential/management positions. KCCCD board policy, California Education Code, and CBA's are utilized to ensure all positions are distinctive yet uniform.

Selection of successful candidates is based on evidence of subject/service area knowledge, teaching/service and communications skills, commitment to professional growth, and skill demonstrations.

Hiring procedures are consistently applied. Previously, the colleges and District employed Equal Employment Opportunity (EEO) compliance managers separately at each college and the District Office, but the District has since hired a centralized position to administer its EEO programming across the whole of the organization. This shift away from the reliance on district or college staff in other departments outside of HR has improved monitoring and facilitating EEO compliance.

Evidence that this hiring process yields highly qualified candidates is found in the successful probationary evaluations of hired personnel. The College maintains detailed records on all employee evaluations. The institution relies on the knowledge and expertise of supervisors and human resources personnel to identify any problems or concerns. Some committees have been known to informally debrief after completing their part of the screening process to discuss the quality of questions, the value of the skills demonstration, any problems or difficulties encountered, etc. But this informal assessment is not required or formalized in any established feedback loop.

**Actionable Improvement Plan:**

None

**III.A.1.b**

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities

and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

### **Descriptive Summary:**

Cerro Coso Community College evaluates its employees for the purpose of continuous quality improvement. Quality personnel are essential to the academic excellence of an institution. The College follows California Education Code, KCCCD board policy, and the CBA's to ensure all personnel are comprehensively evaluated. All employee classifications are evaluated on a regular, scheduled basis.

### **Faculty**

Faculty evaluations are handled in accordance with Education Code as well as with procedures outlined in the collective bargaining agreement between KCCCD and the Community College Association (CCA), and included in Board Policy as Article 5. Evaluations include several components and consider the actual assignment. The process includes classroom observation by administration and colleagues, student evaluations, instructional materials review, professional responsibilities review and, when applicable, evaluation of non-instructional assignments [**doc. 190\_45, doc. 133**]. Probationary faculty are evaluated every year for the first four years ("Mode A"). Tenured faculty are on a three-year cycle that alternates between a comprehensive and brief evaluation process ("Mode B").

Part-time faculty evaluations are also conducted in accordance with Education Code and through procedures outlined in the agreement between KCCCD and the Community College Association (CCA). The components are the same as those for full-time faculty with the exception of the professional responsibilities review. Adjunct faculty members are evaluated during their first semester and each year for the first two years and every three years thereafter [**doc. 190\_49, doc. 134**].

It is the stated philosophy of faculty evaluations, whether full-time or part-time, that they are formative with the goal of improving student learning through focusing on professional growth and improvement and promoting faculty service [**doc. 190\_46**]. The connections between the faculty evaluation process and institutional effectiveness and improvement are direct. Faculty are assessed on the performance of the full scope of assigned duties in the areas of

- discipline knowledge
- creation and facilitation of the learning environment
- individual and professional responsibility
- participation in institutional activities
- effective teaching methods.

Full-time faculty goals and accomplishments are expected to be linked to departmental and institutional mission and goals. It is a requirement of the contract that faculty portfolios contain a brief narrative summarizing the faculty member's unique contributions to student learning outcomes and assessment strategies [doc. 190\_47].

If a faculty member's performance is rated less than satisfactory during a comprehensive Mode B evaluation, a special ("Mode C") follow-up evaluation may be declared by the college president. This evaluation includes a remediation plan and a timeline for completing the remediation [doc. 148]. If a less than satisfactory rating is determined during a brief Mode B evaluation, then a Comprehensive Mode B is triggered the following semester.

### ***Classified***

Classified evaluations are completed as per the written agreement between KCCD and California School Employees Association (CSEA), which is Article 9 in Board Policy. Evaluations are based on job-related criteria and completed by their supervisor on a regular basis [doc. 190\_62, doc. 131]. A required component of the evaluations is goal-setting to be measured in the next cycle. During the probationary period, classified personnel are evaluated at 3, 6, and 11 months of employment, and then annually thereafter.

Classified evaluations which are less than satisfactory include detailed information relating to the rating and recommendations for improvement. At their discretion based on the nature of the 'Needs Improvement,' supervisors may schedule off-cycle evaluations for follow up. [doc. 149].

### ***Confidential and Management***

Per KCCD board policy, confidential and management employees are evaluated annually the first two years of employment and every two years thereafter. The process includes a written evaluation completed by the supervisor, an evaluation survey that includes a 360 input, the job description, and a written self-assessment. Confidential and management employees are evaluated on performance of assigned duties as well as participation in institutional responsibilities [doc. 190\_74, doc. 132].

If an evaluation results in a rating of 'Needs Improvement,' KCCD board policy provides that goals for improvement and an appropriate timeline shall be established for demonstrated improvement to occur. At the end of the timeline a follow-up evaluation shall occur [doc. 150].

### **Self-Evaluation:**

The College meets this Standard. All full-time faculty, adjunct faculty, classified and confidential/management employees are evaluated on a consistent basis. Employees are evaluated on performance of assigned duties as well as participation in institutional responsibilities. Processes are in place to assure that evaluations lead to improvement of job performance.

It was a recommendation of the visiting team in 2006 that the College follow board policy in evaluating adjunct faculty in a consistent, timely manner with procedures that assess current performance and promote improvement. As described in the 2009 Midterm Report, this recommendation was met [**doc. 58**]. The College now has all full- and part-time instructors on a formal schedule for evaluation, and all adjunct evaluations are up to date [**doc. 151**]. Adjunct faculty members are part of the faculty union and are now covered by similar policies, procedures, and practices as full-time faculty, including the same expectations for performance and for student evaluations and peer observation. This has greatly regularized the timeliness and consistency with which part-time instructors are evaluated for performance and improvement.

	Scheduled	Completed	Percentage
Fall 2009	47	37	78.7%
Spring 2010	48	34	70.8%
Fall 2010	46	39	84.8%
Spring 2011	70	65	92.9%
Fall 2011	64	63	98.4%

**Completion of Adjunct Evaluations** – source: Cerro Coso HR

Within the last year, the College has recognized that the 360 survey for management evaluations is not effective at getting at specific job performance. It is generic to all types and levels of administrators and designed to assess the evaluatee’s management skills broadly considered. But it does not directly contextualize these skills in the evaluatee’s specific job, and so evaluations have tended to generate less useful feedback than they could. A revision of this instrument is underway at the district level, including a better description of each rating. A draft of the new instrument for feedback was presented at a college administrative retreat in January 2012 [**doc. 298**].

One improvement needed in the full-time faculty evaluation instrument is better determining local expectations for what constitutes an appropriate level of institutional responsibilities for faculty participation. Two stated areas of performance for evaluation are “individual responsibility” and “participation in institutional activities.” Currently, the College has no established rubrics, guidelines, or even expectations for judging this.

### **Actionable Improvement Plan:**

Develop a set of expectations of faculty responsibility for participation in institutional activities.

### **III.A.1.c**

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.



**Descriptive Summary:**

The faculty evaluation process is well established by KCCD. The process includes classroom observation by administration and colleagues, student evaluations, instructional materials review, professional responsibilities review, and, when applicable, evaluation of non-instructional assignments.

For student learning outcomes (SLO's) in particular, one required component of the evaluation for full-time faculty is to present a portfolio of instructional and/or non-instructional materials showing the faculty member's professional growth. In addition to goals, accomplishments, and a teaching philosophy, the portfolio includes syllabi that show SLO's as well as sample assignments/assessment activities for each learning environment that is evaluated. The portfolio is also to contain a brief narrative summarizing the faculty member's "unique contributions" to SLO's and assessment strategies [doc. 190\_48].

For both full-time and part-time instructors, the required peer observation forms contain check boxes for whether or not "Assignments and assessment activities reflect course goals" [doc. 190\_50, doc. 190\_51]. The student evaluations ask whether or not the "instructor's syllabus adequately explains course objectives and grading criteria" [doc. 190\_52, doc. 190\_53].

Faculty chairs have among their core duties the responsibility to monitor student enrollment and program effectiveness and to recommend and implement appropriate measures as needed. They are evaluated on this responsibility by the faculty and staff in the area, as well as by the educational administrator [doc. 190\_44].

Dialogue concerning SLO's has been robust and ongoing for several years. As explained more fully in standard II.A.1.c, college faculty systematically define, assess, and use SLO's to improve student achievement [doc. 348]. This has been done with widespread grassroots involvement of full-time faculty. In November 2011, a professional development day was hosted by the College for part-time instructors to provide the national and state context of the SLO movement, discuss examples of SLO's for different types of courses, describe the concept of assessment, and explain how to design assessment artifacts that effectively measure the course SLO's [doc. 242].

**Self-Evaluation:**

The College meets this Standard. SLO's have been implemented as part of the institutional, program and course level. It is an integral and fixed part of the faculty evaluation process for both full- and part-time faculty. The past two CBA's have continued to incorporate revised language within the evaluation process and questionnaires to enhance the measurability of SLO's within the evaluation process.

The part-time faculty professional development day involving SLO's was a success. The event

was attended by 58 part-time instructors from as far away as Mammoth Lakes and Lake Isabella. A quiz at the end of the day assessed the four main outcomes and revealed that all four garnered at least 70% correct responses [doc. 242]. The event's key 'deliverable' was one complete set of SLO assessments for a course or courses. The follow-up was managed by our SLO Coordinator with the help and resources of an SLO Moodle [doc. 348]. As of April 2012, 19 part-time faculty members had submitted their assignments and completed their assignments, with many more self-reporting they would complete by the end of the Spring 2012 semester.

### **Actionable Improvement Plan:**

None

### **III.A.1.d**

The institution upholds a written code of professional ethics for all of its personnel.

### **Descriptive Summary:**

One recommendation of the visiting team in 2006 was for the District's ethics policy to be revised. As explained in our 2009 Midterm Report, this recommendation was met when the District's Code of Ethics was revised in June 2008 [doc. 190\_81].

Whistleblower protection was added in May 2010. A nepotism policy was added in July 2010. In addition, the CBA's contain provisions regarding professional expectations in this area [doc. 190\_42, doc. 190\_63]. The KCCD ethics policy was printed as a separate booklet and distributed at all college and district locations [doc. 209].

District and state-required written procedures are distributed as part of hiring paperwork for all new employees. Acknowledgements showing receipt of the following documentation related to ethical behavior are filed in the employee's official personnel file located at the District Office:

- Kern Community College District Non-discrimination/Equal Employment Policy, Unlawful Discrimination Policy, Drug-Free Workplace Policy and Computer and Network Use Agreement
- The Department of Fair Employment and Housing Pamphlets: Sexual Harassment is Forbidden by Law and Discrimination is Against the Law

In 2010, the District adopted EthicsPoint, a web-based system to anonymously and confidentially report activities that may involve violations of KCCD ethics policy or even criminal conduct.

### **Self-Evaluation:**

The College meets this Standard. As the dates indicate, sections of Board Policy are regularly

reviewed and, if necessary, revised or created to meet the District's continued commitment to high professional ethics standards. The ethics code is published and made available. New employees are informed of the District's commitment to ethical behavior both as part of the new hire orientation in the college HR office as well as, for classified and management personnel, the more expansive formal orientation at district HR.

**Actionable Improvement Plan:**

None

**III.A.2**

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

**Descriptive Summary:**

As explained more fully in above in III.A.1.a, hiring decisions at the College are based on programmatic needs as expressed in AUP's and other planning documents. Staffing sufficiency is annually reviewed beginning with the department and unit and then successively reviewed at the section, division, and whole-college levels.

These reviews are based on results of student learning and identification of student need. For instructional units, such evidence includes student performance data, student learning outcome assessments, and program reviews. Additional evidence of student demand may be waitlisting information, average section size, and department productivity numbers [**doc. 34**].

For student services and administrative units, annual unit plans and program reviews are used together with student learning and/or administrative unit outcome assessments as appropriate. Additional information may include usage levels of services; completion rate of tasks, such as 'helpdesk' items for units such as Information Technology and Maintenance and Operations; and levels of quality work completed [**doc. 285**].

Annually, a staffing report produced each spring term guides personnel decisions for the upcoming year. As explained more fully in the descriptive summary of the integrated planning cycle in Standard I.B.3, this staffing report is one of the resource support plans that follows the writing of the annual educational master plan update. In this way, the resource allocation in the area of staffing and staffing sufficiency is based on the college's mission and follows the development of yearly goals. It is at this time, too, that any new developments since the filing of the AUP's in October can be accounted for, such as state budgetary changes [**doc. 307**].

In addition to these periodic internal reviews, faculty staffing levels are measured externally by a full-time faculty obligation number (FFON), which is allocated down to the District from the Chancellor's Office and then from the District down to each college. Classified staffing is measured externally by periodic reclassification studies that address all classified staffing district-wide to ensure that duties are consistent with work being performed and that appropriate staffing needs are met. The most recent study was conducted and completed in the 2011-2012 academic year but has not yet been released as of the completion of this document.

**Self-Evaluation:**

The College meets this Standard. Reviews of faculty and staff sufficiency are conducted annually, based on the unit's success in supporting student learning, stated directly in planning documents, and used to drive personnel decisions in the upcoming cycle.

The College met its district-allocated full-time faculty obligation in 2010-11, the last year for which data is available. The classified reclassification study has been completed and the results reported to the Board of Trustees. Upon dissemination of the reclassification study, college HR will work with district HR to review, and, in cooperation with CSEA, put into action the recommendations given.

**Actionable Improvement Plan:**

None

**III.A.3**

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

**III.A.3.a**

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

**Descriptive Summary:**

Cerro Coso Community College applies personnel policies as stated in the KCCD Board Policy Manual, the KCCD Human Resources Operational Guidelines document, and the CBA's.

General employment information and application processes can be found on the district website. All specific position announcements list application procedures which include the submission of a complete application packet by a stated deadline to guarantee consideration. Equal employment opportunity (EEO) and non-discrimination statements are included in all position

announcements. The Board Policy Manual and Human Resources Operational Guidelines details hiring procedures for all employee groups [doc. 190\_57, doc. 190\_62, doc. 190\_72, doc. 212].

An EEO brief is given by the HR manager to each screening committee at the beginning of the process. This ensures all members understand their responsibility with respect to confidentiality, equal opportunity employment, diversity, and general policies relating to the screening process [doc. 158, doc. 159].

Upon hire, all new faculty members receive a copy of the CCA contract. New full-time faculty receive an orientation from college HR as well as an orientation arranged by the appropriate educational administrator(s) in Academic Affairs or Student Services [doc. 190]. Part-time faculty receive a brief orientation on personnel policies from the college HR office and additional guidance from the faculty chair upon hire.

All new classified and management employees attend a new hire orientation at the college HR office. In addition, they attend an expanded orientation held at the District Office that covers topics such as payroll, benefits, discrimination/harassment, and safety/worker's comp/public safety [doc. 215]. All new classified employees receive a copy of the CSEA contract.

The effectiveness of these orientations is assessed formally by means surveys distributed after the district orientations for those who are required to attend the orientations, and through informal follow-up, interaction, and monitoring of job performance [doc. 216].

#### **Self-Evaluation:**

The College meets this Standard. District and college HR ensures that it administers personnel policies and procedures consistently and equitably. District and college HR evaluate the effectiveness of its obligations addressed in this standard.

#### **Actionable Improvement Plan:**

None

### **III.A.3.b**

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

#### **Descriptive Summary:**

Official personnel files for Cerro Coso Community College are maintained at the district HR office. The KCCD Board Policy Manual and HR Operational Guidelines list the access requirements for these files [doc. 190\_40, doc. 190\_60].

Local copies of official documents are kept in secured file cabinets in a storage room of the college HR office. Full access to these file cabinets is limited to HR staff. During operational hours, HR staff have direct line of sight of this room and the contents. The cabinets and the door are locked before HR personnel exit the office. Door keys for the HR office are limited to the HR staff, Maintenance & Operations, and the college president, in the event of an emergency.

Access to the college and district-wide employee and student database system requires administrative approval. Formal Banner training is required before access can even be granted. Query access is the most common type of access approved for most employees. Maintenance access is strictly limited. As an additional safeguard, no single manager can approve access to the total database. To protect confidentiality the College and District have a policy that employees shall not share logins and passwords [**doc. 190\_29**].

Inactive confidential documents are destroyed. The district contracts the shredding services to Bakersfield ARC. Documents are placed in a secure bin until scheduled pick-up which is every two months. Separated employees have network access disabled on the day of their separation, which includes access to Banner.

For added security, generated ID numbers have been used for many years in place of social security numbers as identifiers on campus and district forms, reports, and the database system.

**Self-Evaluation:**

The College meets the Standard. All personnel documents and information are secure and confidential.

**Actionable Improvement Plan:**

None

**III.A.4**

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

**III.A.4.a**

The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.

**Descriptive Summary:**

Kern Community College District's commitment to equity and diversity in employment is

addressed in Board Policy:

It shall be the policy of the Kern Community College District that equal opportunity shall be afforded to all who qualify without discrimination because of race, color, ethnic group identification, ancestry, religion, national origin, sex (gender), sexual orientation, age, and/or physical or mental disability [doc. 190\_77].

The policy was recently amended to incorporate changes in EEO standards in Education Code and Title 5 Regulations that took place in December 2009. Equal Employment Opportunity plan changes were adopted in the board of governors' January 2011 meeting; however, the State Department of Finance has denied implementation of the new EEO regulations due to the proposed plan creating an unintentional mandated cost. At the advice of legal counsel, the District is awaiting guidance from the California Community College Chancellor's Office regarding this matter.

In support of its personnel, the College provides for diversity and equity awareness activities for staff and students every semester, primarily through cultural events. Such events in the past have been the library exhibit "Wherever There is a Fight" showcasing the American struggle for civil liberties (Spring 2012) and the staging of the theatrical documentary "Not Just Ramps," to celebrate National Disability Awareness Month (September 2010) [doc. 271].

#### **Self-Evaluation:**

The College partially meets this Standard. Commitment to equity and diversity is clearly established in board policy and broadly communicated on campuses. The College also does well to provide for a number of cultural events that draw attendance not only from staff and students but from local communities. In this sense, the College fosters and promotes a positive environment and overall hospitable atmosphere to staff and students of all cultures and heritages, encouraging the appreciation and value of diversity to the College's various communities.

The College does recognize that it has not historically created and maintained programs whose specific focus is supporting its diverse personnel, such as a mentoring programs or specific cultural support groups.

The following chart shows the distribution of ethnicity and of our employees matched up against that of our student population and general service area population:

	Staff*					Students**	General Population†
	Admin.	FT Fac.	PT Fac.	Classified	Total		
African American	0%	0%	5%	3%	3%	5%	4%
American Indian	0%	0%	1%	0%	0%	2%	3%
Asian/Filipino	6%	7%	2%	6%	4%	4%	4%
Hispanic	6%	2%	5%	11%	6%	21%	25%
White	83%	82%	79%	74%	78%	60%	61%
Other/Unknown	6%	9%	8%	6%	8%	7%	3%
Count	15	55	131	88	292	9,301	97,933

#### Ethnicity Comparison of Staff, Students, and General Population

\*\* Source: IPEDS† Source: EMSI—4th Quarter 2010

Economies of scale aside, the College recognizes this as an area for improvement. One of the goals of the 2012-2013 Professional Development Plan is to raise cultural awareness and understanding through workshops, webinars, and focused training for the 2012-2013 academic year for all employee classifications [doc. 306]. But even this falls short of designing specific programs in support of the institution's diverse personnel.

#### Actionable Improvement Plan:

Implement professional development opportunities for raising cultural awareness.  
Identify, implement, and assess specific programs in support of our diverse personnel.

#### III.A.4.b

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

#### Descriptive Summary:

Kern Community College District's commitment to assessing its record in this area is addressed in the KCCD Board Policy Manual, which states in part:

The District will continuously review its policies, procedures, practices, pool and workforce statistics, and any other factor that might contribute to workforce imbalance or adversely impact employment opportunities of members of protected groups [doc. 190\_78].

Board policy also states that 1) the District shall annually review its EEO plan and revise it as appropriate to address any problems with regard to recruiting a diverse workforce, 2) information regarding EEO shall made available annually to the staff and community, and 3) the District and EEO officer shall conduct periodic internal auditing, reporting, and evaluating of the effectiveness of the EEO program [doc. 190\_79]. Moreover, board policy also provides



for a district-level EEO Advisory Committee to review staff availability data and other relevant information for advising the District and assisting in its commitment and goals in achieving equal employment opportunities [doc. 190\_80].

One additional way the District and College assess their record in employment equity and diversity is periodically reviewing advertising coverage to ensure that all open positions are posted to diversity recruitment sites, such as AsiansinHigherEd.com, BlacksInHigherEd.com, and HispanicsinHigherEd.com.

During the application process, all successful candidates also have the option of completing an EEO Survey form included in their hiring packets.

**Self-Evaluation:**

The College meets this Standard. The College and District track its employment equity record, maintains records at the District Office, and reports out as required by board policy and federal regulations.

**Actionable Improvement Plan:**

None

**III.A.4.c**

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

**Descriptive Summary:**

Kern Community College District utilizes a variety of media such as handbooks, guidebooks, brochures, catalogs, the Board Policy Manual, web communications, and bulletin boards to communicate policies and procedures to guarantee fair and consistent treatment of employees and students.

Policies related to fair and equitable treatment of personnel and students are reflected in various sections of board policy. Topics covered within the section devoted to general personnel administration include non-discrimination, discrimination complaint process, sexual harassment, students and staff with disabilities, wellness of employees, drug-free workplace, employees with chronic communicable diseases or infectious conditions, safety and security [doc. 190\_76]. The classified and faculty bargaining agreements include the formal grievance procedure to resolve issues covered under the contracts. Additional policies for students contain the student complaint procedure and student conduct and discipline. Student policies are published in the college

catalog, class schedule, and on the college website. Student orientation workshops and courses also cover policies related to integrity and fairness in the treatment of students.

New faculty members receive policy and contract information as well as a copy of the CCA contract during the orientation with college HR. Upon hire, new classified employees receive a copy of the CSEA agreement along with policy and procedure information during orientation. Administrative staff are also given policy and procedure information when hired. Labor posters are displayed at each campus location.

**Self-Evaluation:**

The College meets this Standard. Labor posters, non-discrimination policy, and sexual harassment policies are all posted in public areas on bulletin boards at all sites. Each employee and student complaint is processed, reviewed, investigated if appropriate, and resolved according to the procedures outlined in the KCCD Board Policy Manual.

**Actionable Improvement Plan:**

None

**III.A.5**

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**III.A.5.a**

The institution plans professional development activities to meet the needs of its personnel.

**Descriptive Summary:**

The College has planned professional development activities for its faculty and staff. Professional development at Cerro Coso Community College is overseen by the Professional Development Committee, a participatory governance group and subcommittee of College Council composed of faculty, administrators, classified personnel, and students [doc. 256]. This committee meets regularly throughout the year with the charge of facilitating the expansion of knowledge, understanding, and creative expression for the professional development of all Cerro Coso Community College staff. In practice, the committee has the responsibility for determining professional development needs among faculty, staff, and administration, develops a comprehensive plan for staff development, annually evaluates the effectiveness of conducted activities, maintains records as required by law, and acts as the advisory committee for the

flexible calendar program [**doc. 306**].

The College is on a flex calendar and has three flex days a year—two in the fall and one in spring. Flex day presentations provide a blend of workshops and department meetings together with one general session for topics of importance to the entire faculty community. In August 2011, for example, the general session focused on how successful basic skills strategies could be implemented in classes across the curriculum. Most flex activities are designed for individual development. In the past, workshop topics have ranged from focused trainings (e.g., how to use the new smart classrooms) to colloquies on successful classroom management techniques (how to increase the success of research paper assignments) [**doc. 142**]. Department meetings are used in whatever way the departments see fit but have been increasingly been used for SLO planning and assessment [**doc. 114**].

Aside from flex day activities, professional development activities are offered in a variety of modes, from group conference attendance to brown bag seminars to focused trainings [**doc. 306**]. New faculty members are provided a day-long new faculty orientation [**doc. 240**]. The College also runs a comprehensive online training course for new online instructors. This 54-hour course not only introduces faculty to the best practices in online pedagogy and classroom management techniques but also familiarizes them with the Moodle environment, the district's adopted online course management system. The creation of a Moodle-based class is the outcome of the training course [**doc. 144**].

In their professional development activities, faculty members are encouraged to further their education by applying and receiving approval for salary progression [**doc 190\_38**]. Part-time instructors are provided targeted professional development opportunities once each semester and are encouraged to attend flex day events and department meetings with their full-time colleagues.

Professional development for management include a semi-annual retreat to team build, plan for the upcoming semester, be brought up to date on new policies and procedures, and learn of emerging trends state-wide. Managers also attend various webinars and focused trainings, such as Liebert Cassidy Whitmore workshops on employment, education, and labor law.

Professional development for classified staff ranges from focused trainings (such as when new Banner upgrades happen) to group updates on the impact of new policies and procedures. All Student Services employees, for example, meet once a semester for such updates [**doc. 358**]. Classified staff members are encouraged to enroll in professional development program continuing education which benefits the employees and the district [**doc. 190\_61**]. Upon approval, classified staff may be compensated \$1,500 for each 15 credits completed.

A professional development opportunity available to all faculty and staff is the District's Leadership Academy. Cerro Coso Community College has had 12 graduates over the four years

the program has been offered.

### **Self-Evaluation:**

The College meets this Standard. Professional development activities are planned, directly related to continuous quality improvement in supporting student achievement, and responsive to the specific teaching and learning needs of its faculty and staff.

One of the benefits of the college's new annual integrated planning cycle is the way professional development is more firmly tied to institutional planning. Previously, flex days and professional development opportunities tended to be isolated offerings. By pulling the pieces together and making them part of the planning cycle, the whole effort is now governed by a yearly professional development plan drafted by the Professional Development Committee and approved by College Council. The plan establishes specific professional development goals for the institution overall. It indicates alignment of goals with the college strategic goals, the educational master plan goals, and ACCJC/WASC Standards. And it puts forward a chart of specific activities for the following year (as much as can be known ahead of time) that includes the person responsible and type of assessment as follow up [doc. 306]. This chart is provided as resource to faculty members completing their faculty flex contracts [doc. 143].

### **Actionable Improvement Plan:**

None

### **III.A.5.b**

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

### **Descriptive Summary:**

Flex day activities for faculty and staff have been evaluated with direct assessments such as quizzes as well as with satisfaction surveys. These assessments are completed individually for individual presentations and workshops, submitted to the Office of Instruction, and housed with the vice president of Academic Affairs [doc. 142].

Assessments for management and classified staff professional development activities also take the form of direct assessment by quiz, observation, and satisfaction surveys. Surveys are conducted after the new hire orientations at the District Office, for instance [doc. 216]. Such activities are also informally evaluated by whether work performance or competence has improved. Direct assessments are housed with the department or unit responsible for the activity.

**Self-Evaluation:**

The College partially meets this Standard. Although evaluations of professional development have been ongoing, they have been inconsistent. The College recognizes that it does not have a steady and reliable systematic practice for evaluating professional development activities, for determining what counts as a viable instrument for the different types of activities it plans, for housing the results of these evaluations in a central location, and for systematically analyzing them as the basis for improvement.

The Professional Development Committee has plans in 2012-2013 to create a collection of standard assessment instruments for the different types of activities--workshops, trainings, seminars, conferences, etc. This will not only permit the effectiveness of specific activities to be analyzed, gaps identified, and improvements made, but also allow for uniform and consistent gathering of data in order to evaluate the College's effort overall.

**Actionable Improvement Plan:**

Develop procedures for evaluating professional development activities of different types, identify a repository for housing the results of these evaluations, and develop guidelines and expectations for systematically analyzing them as the basis for improvement.

**III.A.6**

Human Resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**Descriptive Summary:**

College HR planning is integrated with institutional planning in a number of ways. As explained in more detail in Standard I.B.3, the integrated planning cycle established by the college in 2011-2012 begins with a review of student achievement results in SLO assessment and program review (for operational units, with a review of the success of prior goals); leads to the development of unit, section, division, and educational master plan goals that use those results as a basis of improvement; and ends with resource allocation captured in various resource support plans. Staffing is one of these support plans. Professional Development is another. Through this process, both are tied directly back to the institutional goals expressed in the educational master plan and, beyond that, to evidence of student achievement in program review and SLO assessment [doc. 25].

### Self-Evaluation:

The College partially meets this Standard. Human resource decisions emanate from institutional need and plans for improvement. However, the institution does not have a formal process for assessing the global use of its HR efforts. This is especially true as the human resource function is split between the District and the College. Certain specific functions of human resources are evaluated, such as the surveys given for the new employee orientation. But the effectiveness of the function as a whole—particularly in its split role—has no comprehensive formal evaluation instrument.

### Actionable Improvement Plan

Develop a formalized evaluation of the effectiveness of college human-resources procedures and programs.

### Inventory of Evidence

10	Academic Senate Minutes - November 3, 2011
20	Adjunct Faculty Pool List
25	Annual Integrated Planning Cycle Materials
29	Annual Unit Plan Templates (instructional and non-instructional)
34	Annual Unit Plans with Staffing Requests - English, Counseling Health Careers, Public Services
58	Cerro Coso Community College 2009 Midterm Report to ACCJC
114	Department Meeting Minutes - Flex Days
119	Distance Education Task Force Report and Moodle
131	Evaluation Samples: Classified Staff
132	Evaluation Samples: Confidential and Management Staff
133	Evaluation Samples: Full-Time Faculty
134	Evaluation Samples: Part-time Faculty
142	Faculty Flex Day Materials, 2011-2012
143	Faculty Flex Forms
144	Faculty Online Training Moodle
148	Follow-Up Evaluations on Faculty Mode C Remediation Plans
149	Follow-up Evaluations on Less Than Satisfactory Ratings for Classified
150	Follow-up Evaluations on Less Than Satisfactory Ratings for Management
151	Full- and Part-time Faculty Evaluation Schedule
158	Hiring Materials for Classified and Management Positions: Binders, Sample Questions, Skill Demonstrations
159	Hiring Materials for Faculty: Binders, Sample Questions, Skill Demonstrations
190	KCCD Board Policy Manual

190_29	BP procedure 3E1C(a)
190_38	BP 5.11F
190_40	BP 5.14F
190_42	BP 5.4A
190_44	BP 5.5
190_45	BP 5.6
190_46	BP 5.6A
190_47	BP 5.6C
190_48	BP 5.6C2
190_49	BP 5.7
190_50	BP 5.6, 5.7 appendix B
190_51	BP 5.6, 5.7 appendix C
190_52	BP 5.6, 5.7 appendix E
190_53	BP 5.6, 5.7 appendix F
190_57	BP 6G
190_58	BP 6G6G
190_59	BP 7
190_60	BP 9C1
190_61	BP 9G9
190_62	BP 9M
190_63	BP 9M10E2
190_72	BP 10B
190_74	BP 10E
190_76	BP 11
190_77	BP 11D
190_78	BP 11D1A
190_79	BP 11D1A2, 11D1A3, 11D1E
190_80	BP 11D1C
190_81	BP 11E
209	KCCD Ethics Policy Booklet
212	KCCD Human Resources Operational Guidelines
215	KCCD New Employee Orientation PowerPoint
216	KCCD New Employee Orientation Survey
240	New Faculty Orientation Materials
242	November 5 Part-time Faculty Professional Development Day Materials
256	Participatory Governance Model - Professional Development Committee
266	Position Requisition Form
271	Press Release and Coyote Howler Archives Website
285	Program Reviews
298	Proposed Revisions to 360-degree Management Survey *Draft*
306	Resource Support Plans - Professional Development

- 307 Resource Support Plans - Staffing
- 348 Student Learning Outcomes Website and Moodle
- 358 Student Services Retreat Agenda and Minutes



## III.B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning. programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness.

### III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

#### III.B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

#### **Descriptive Summary:**

In order to provide for the physical resources in such a large service area, Cerro Coso Community College has established five physical campuses: the Indian Wells Valley (IWV) campus located in Ridgecrest; the Eastern Sierra College Center (ESCC) in Bishop and Mammoth; the South Kern Center (SoK) located on Edwards Air Force Base and in California City; and the Kern River Valley campus (KRV) located at Lake Isabella. The Indian Wells Valley campus is considered the main campus.

IWV campus consists of the following buildings and structures:

- Main Building (offices and classrooms)
- East Wing (classrooms)
- West Wing (offices and classrooms)
- Physical Education building
- Outdoor Physical Education/Athletic complex
- Child Development Center
- Learning Resource Center
- Maintenance and Operations building (office and shipping/receiving)
- Maintenance and Operations shop
- Campus storage building
- Photovoltaic building

Eastern Sierra College Center consists of 2 buildings:

- Bishop
- Mammoth Lakes

Kern River Valley campus consists of:

- Leased property

South Kern campus consists of:

- Property provided by the US Air Force
- Undeveloped land in California City

The IWV campus main building, completed in 1974, includes approximately 71,700 square feet of assignable space. The three-story building houses classrooms, laboratories, 225 seat lecture hall, faculty and administration offices, and student services.

The west wing is comprised of classrooms and laboratories for renewable energy, welding, and fine arts, as well as eleven faculty offices. It was completed in 1984 and has 27,214 square feet. A recent modernization of the Fine Arts wing (completed in August 2011) increased the assignable area by approximately 12,000 sq. ft.

The east wing is comprised of 8 classrooms, two of which are double sized and hold approximately 60 seats. It was completed in 1990 and has 8,427 square feet.

The Learning Resource Center consist of approximately 45,000 sq. ft. and houses a library, Learning Assistance Center, computer labs, art gallery and art work room, interactive television classroom, several faculty offices, and IT staff and equipment.

The physical education building consists of a full size gymnasium with seating for approximately 2200, racquetball court, weight training lab, cardio lab, floor exercise lab, men's and women's locker rooms, athletic training room, and one additional classroom. It was completed in 1991 and has 34,500 square feet.

An outdoor physical education/athletic complex consists of six tennis courts, eight handball courts, three outdoor volleyball courts, an all-weather track, and collegiate baseball, softball, and soccer fields.

The Child Development Center was constructed in 1990 with 7,755 square feet. A renovation/restoration grant in 1999 provided the center with an additional 880 square feet and a larger parking lot as well as needed improvement to the existing facility. The Center consists of infant and toddler activity areas, both inside and outside, as well as a preschool activity area comprised of a fenced play facility with all conforming equipment.

Maintenance and Operations offices are located on the east side of campus and consist of two buildings. The Maintenance and Operations shop is approximately 4,000 square feet and has space for vehicle repairs and small construction projects. The outside area provides a full fenced compound for vehicle and tool storage. In 1989, an additional 6,000 square foot metal storage building was added. Nearby, a photovoltaic building consists of 753 square feet with its primary function to house the solar inverters and associated components that provide daytime power to the entire IWV campus.

The Eastern Sierra College Center is composed of two full-service centers. The Bishop campus is 22,410 square feet in size with administrative offices, computer commons, faculty offices, a library, and tutoring center, and general purpose and interactive classrooms. The Mammoth Lakes campus is 20,128 square feet with administrative offices, computer commons, faculty offices, and general purpose and interactive classrooms.

The Kern River Valley campus is a leased facility consisting of 12,000 square feet, with administrative offices, learning laboratories, seven general purpose classrooms, and one interactive classroom.

The South Kern facility is administered from Edwards Air Force Base where the College shares an education facility provided by the United States Air Force. The College owns and operates a childcare facility in California City.

To further meet the educational needs of its students, Cerro Coso Community College also offers classes at several off-site locations:

- Burroughs High School in Ridgecrest, for industrial technology classes
- Bishop Union High School in Bishop, for math and English as a Second Language classes
- California City High School in California City for a variety of general education and career technical offerings
- Kern County Sheriff's Department in Bakersfield for police academy and public service workforce training classes
- The Owens Valley Career Development Center in Bishop for courses and programs mostly in computer applications and business office technology courses.

In addition, the institution makes use of the Mammoth Lakes Public Library to house its Learning Resource Center in a joint-use agreement.

Finally, the College recently purchased land in California City to provide for future growth in the South Kern region.

Facilities planning is based on the direction and goals set by the College's educational master plan. In conjunction with an environmental scan and the setting of future educational goals, this

document contains a space usage study and projections for long-term facilities needs [doc. 123]. In Fall 2011, the Kern Community College District contracted with Cambridge West Partnership, LLC, to provide consulting services in the planning, developing, supporting and augmenting of educational and facilities master plans for each of its colleges. Cambridge West teamed up with HPI, Inc., an experienced architectural firm in facilities planning, to develop, present, and deliver their conclusions as an integral part of the 2012-2017 Educational Master Plan [doc. 125].

In addition to the long-term planning captured in the educational master plan, facilities planning also takes place every year as part of the annual integrated planning cycle. As explained more thoroughly in Standard I.B.3, this planning cycle begins with the writing of annual unit plans (AUP's) at the level of each college instructional and service unit. These in turn drive section and division plans and ultimately an annual update of the educational master plan. This gives a direction and scope for the development of various resource support plans, of which facilities is one [doc. 305]. In this way, the College ensures that decision-making regarding resource allocation, including that of facilities, follows an integrated process that begins with evaluation of program and service achievement in supporting student learning and ends with a specific work plan and budget to carry out that support [doc. 25, doc. 66].

Cerro Coso Community College reviews and analyzes the physical resource needs of programs and services through the work of the Facilities Committee which is a sub-committee of College Council. The composition of the committee, as identified in the college Participatory Governance Model, ensures that all stakeholders have a voice in planning [doc. 253]. Through the planning documents comprising the educational master planning process, the committee is able to assess the physical resources needed for each campus of the college [doc. 127]. The committee engages in dialogue and discussions with various entities throughout the campus to develop a recommendation for the allocation of resources that are shared within the resource support plan, at College Council, and to the president as appropriate [doc. 136].

The committee assists with the development of long-term plans for supporting the space needs and the capacity for growth of the college as part of the KCCD District Facilities Plan. Team members work with various district- and college-wide groups to develop plans to identify, prioritize, integrate, acquire, and maintain the facilities and infrastructure for the college. The committee takes into account Safety and Repair Improvement District (SRID) bond funds, scheduled maintenance funds, and grants and balances them with technology requirements and the needs of the communities Cerro Coso Community College serves [doc. 136].

The Facilities Committee works closely with the District Facilities and Planning and Construction Department (DFPCD). DFPCD is responsible for working with the colleges to coordinate the development of plans for facilities, land, and equipment required for initial utilization of buildings. DFPCD coordinates the implementation of construction projects as well as the writing of the facilities master plan, a document produced annually that addresses facilities and construction for the district as a whole [doc. 210]. DFPCD coordinates construction related

compliance including required Americans with Disability Act (ADA) updates and Division of the State Architect (DSA) closeout of all facility projects. Building modernizations are coordinated through the DFPCD, as well as energy management and scheduled maintenance of \$30,000 or more. DFPCD is also responsible for maintaining accurate data within the State Chancellor's FUSION program, such as populating the facilities planning module. It coordinates the deferred or scheduled maintenance planning with the colleges and incorporates these plans into FUSION [doc. 207, doc. 311].

The College assesses its facilities needs in a number of ways. Besides the annual unit planning process that culminates in the local facilities resource support plan, the College also keeps track of its space inventories, building ages, program needs, and capacity load ratios in FUSION. This data is updated annually, and the colleges and DFPCD use it to assess the adequacy of facilities for meeting the district and college mission. In 2011, the College also participated in a district-wide climate survey that addressed, among other issues, employee perception of safety and security at all district facilities; as of the writing of this document, the results have not been released. Occasional quick feedback is also generated by ad hoc online surveys. The Academic Senate recently gathered information on a preference for white boards vs. dry erase boards by means of a Survey Monkey poll [doc. 11].

Employees encountering any problems with facilities or physical resources are asked to send an email to Maintenance and Operations official work order system, cc\_mo@listserv.cerrocoso.edu [doc. 384]. More informally, custodians and other maintenance employees are stopped in the hallways, on the grounds, or on the way to other calls and informed of problems and issues.

### **Self-Evaluation:**

The College partially meets the Standard. Cerro Coso Community College includes all stakeholders in the development of plans through facilities upgrades, remodels and new construction. Most projects utilizing bond funding are leveraged with state capital outlay money and local funds.

Since the last educational quality and institutional effectiveness review in 2006, the institution has successfully completed several of the modernization projects that were approved by voters. The science modernization project at IWV created three labs, a prep room, and a new hood room, along with new faculty offices and class room spaces. The old HVAC units were replaced with new energy efficient units, vacuum and compressed air were added for the lab tables, and new computer technology was added to make the labs state of the art. Fire alarm and security systems were brought up to current code. ADA access requirements were met.

A fine arts modernization project provided remodeled classrooms, ADA compliant restrooms, storage for ceramics, and a new clay mixing room. An 11,000 sq. foot facility expansion provided the space to house the metal and wood working areas. Exterior lighting, security cameras, and

alarms were incorporated into the project for safety.

The student center modernization project consisted of enlarging the bookstore, adding new office space for the Student Activities Office and the Associated Students of Cerro Coso, renovating the kitchen, and creating a new student gathering space. New furniture, electronics, security cameras, and wi-fi technology were added to the area, as well as a second floor mezzanine for student use.

Other projects completed include an upgrade of ADA hardware which provided automated doors for accessing the buildings; a walkway bridge project with new concrete, proper drainage, deck coating and paint; west wing office renovation that added new HVAC, lighting, carpet and paint; and security camera and software upgrades.

The Facilities Committee is completing their prioritization of the SRID/schedule maintenance projects with the deadline of submitting recommendations to College Council by the end of the Spring 2012 semester. These projects will be entered into Gafcon's cm13 program which provides a project completion status report. A new transition plan is to be completed for all physically owned locations through use of the SRID/schedule maintenance funds.

Despite these projects and improvements that are the results of assessment and planning, the College recognizes it has not developed a systematic way to measure the adequacy of the physical resources once they are established. Need is assessed in the initial development of a physical resource. When something breaks, a work order is submitted. Additional feedback comes in through the annual unit planning process, the climate survey, and other means like ad hoc surveys. But all these sources tend to be reactive instead of anticipatory, and the college would be well served to develop an ongoing systematic feedback loop to gather information on the sufficiency of its facilities and other physical resources ahead of time instead of waiting to hear what needs to be fixed.

#### **Actionable Improvement Plan:**

Develop a mechanism for evaluating facilities and how well they meet the needs of programs and services.

#### **III.B.1.b**

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

#### **Descriptive Summary:**

The Maintenance and Operations Department ensures that all Cerro Coso Community College

sites are accessible and secure, with safety being the top priority. All newly constructed buildings do not receive DSA close out until they are in strict compliance with all building and public accessibility codes. DFPCD is required to meet all ADA and DSA requirements for constructing college facilities. Guided by the 2005 ADA Transition Plan, existing structures are being brought up to current code requirements as improvements occur [**doc. 19**].

A process exists for reporting incidents such as medical emergencies, disturbances, traffic accidents, criminal activity, perceived threats, and other like occurrences. Incident reports are reviewed by the appropriate administrators to determine course of action. Annually the college publishes its Clery Report in compliance with federal regulations, listing all crime occurring on campus and timely warning notices provided by local law enforcement agencies [**doc. 62**]. Statistics for the report are compiled using college incident reports and local law enforcement statistics when available.

To further enhance safety at all of its campuses, Cerro Coso Community College has a Safety and Security Committee. The mission of this group is to promote campus security by preparing the College to respond effectively to a range of safety-related issues [**doc. 251**]. The committee makes recommendations regarding facilities issues relating to safety such as lighting and access, both general and ADA. The committee also engages employees and students in emergency preparedness training, working within the National Incident Management System (NIMS) structure [**doc. 309**]. Specific trainings have included fire drills, Automated External Defibrillator (AED) use, and "The Great Shakeout" earthquake simulation, a California state-wide drill. Many of these trainings have been used to simulate the activation of the college Emergency Operations Center (EOC) utilizing the NIMS Incident Command Structure. Local law enforcement has provided active shooter training to all employees during staff development days and fire personnel have provided training on usage of fire extinguisher.

Additionally, the College has also made available its facilities to local enforcement and fire stations for training of their personnel. This facilitates the ability of local officials to effectively respond should an emergency arise.

The College has adopted the CC Alert mass notification system, a web-based program provided by Blackboard Connect Ed. This program allows the College to notify all employees and students through email, phone, and text of important incidents occurring at the college. Such notifications have included college closures due to snow and participation of the College in emergency drills like "The Great Shakeout." The system allows notification to be targeted to a specific campus or group.

To ensure the safety of students and employees, the College contracts for security officer services at the IWV and KRV sites. Cameras with monitoring service have been installed at the IWV, KRV, Bishop, and Mammoth Lakes campuses. All facilities have alarm systems that are monitored by an external agency. At the various campus sites, access, security, and safety are monitored by the

staff at each facility where the programs and/or classes are held.

**Self-Evaluation:**

The College meets the Standard. Cerro Coso Community College consistently maintains its facilities to provide a safe and environmentally friendly place to learn and work. Although the current work order system is efficient and responsive, the institution will be rolling out a new web-based maintenance management system, SchoolDude, in Fall 2012 to provide for fuller metrics and better reports. The system was previewed at an administrative retreat in June 2012.

Safety and emergency preparedness continue to be a high priority with the College, as it remains one of the institution's professional development goals for 2012-2013 [doc. 306].

The Safety and Security Committee is committed to keeping our employees prepared for disasters both man-made and natural. As of August 2011, 90% of permanent employees of Cerro Coso Community College had received training for the minimum ICS Orientation Module 1 I-100. The emergency operation center staff, which consists of all management and key faculty and staff, have completed all levels of ICS 200, 700, and 300 training [doc. 241]. While the college personnel are trained in handling various emergencies if they should occur, we are still not able to implement an active shooter procedure that truly creates a secure environment. This is due to the inability to secure all doors from the inside of all offices and classrooms and we lack an audible, on-campus mass notification device.

**Actionable Improvement Plan:**

Implement an active shooter lockdown procedure.

**III.B.2**

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

**Descriptive Summary:**

The planning and budget process serves as the basis for establishing equipment needs for the educational and support units of the institution. Facilities needs such as repairs, and improvements are identified in the annual unit plans and reviewed by the appropriate supervisor during the development of the resource support plans. Approved items are then assessed for the most appropriate budget source. Most are dealt with through the Maintenance and Operations budget, the college scheduled maintenance budget, or SRID budget [doc. 63, doc. 330]. Scheduled maintenance and SRID items are vetted through the planning process via the



Facilities Committee. The proposed equipment needs are then prioritized for purchase based on the funding for each year and the justification for the expenditure in accordance with the need demonstrated in the annual unit plans, the goals of the strategic plan, and the direction of the educational master plan (once every five years) and the educational master plan update (annually). These requests are funneled up through the budget development process defined by the Academic Senate and the college Participatory Governance Model.

Selection of new or replacement of old equipment is made by the department requiring the equipment, by the department that specializes in maintaining the equipment, or both. Equipment is maintained and repaired by college personnel, district personnel, or by contracted service depending on the type of equipment, the availability of college or district maintenance and technical staff, and the immediate need and importance to the instructional program. Equipment in campus laboratories and shops are routinely cared for by technicians and faculty in those areas. Maintenance and repair of equipment that is out of the technicians' area of expertise are contracted with outside vendors.

Inventorying of new equipment over \$5,000 is required to have a fixed asset tag attached to it. Once the tag is issued all information for the product is sent to the District Office. Surplus equipment is collected by Maintenance and Operations and stored in a designated location on campus. These items are then logged as being surplus [doc. 365]. Obsolete or broken equipment is donated, sold, or scrapped once the Board of Trustees deems it surplus.

**Self-Evaluation:**

The College meets the Standard. With the educational and facilities master plans, the annual integrated planning cycle, and the strategic plan, the College has set a planning process that supports the goals of the institution. Direct and indirect costs are identified and used to support acquisition and planning decisions for a wide range of assets across the college community.

**Actionable Improvement Plan:**

None

**III.B.2.a**

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

**Descriptive Summary:**

Planning focuses on the future trends, needs, and conditions that will influence the long-range development of the college and its educational centers and reflects the guidelines established by

the California Community College Chancellor's Office. Applying for state funds from the capital outlay program for facilities is always given consideration, thus capitalizing on and maximizing the potential of the district's local bond program. Grants are sought on the basis of their ability to support the educational master plan and the strategic plan; SRID funds are regularly reviewed by a community oversight committee to insure that the funds are spent in accordance with voter approved bond guidelines [doc. 331]. In Spring 2011 the District contracted with GafCon to provide construction management services in an attempt to minimize cost overruns and provide in-house expertise in construction management and compliance.

DFPCD incorporates total costs of ownership information into its facility master plans to ensure colleges are aware of potential incremental changes in operating costs upon facilities coming on line.

#### **Self-Evaluation:**

The College meets the Standard. The DFPCD working with the local facilities committees utilizes the institution's educational master plan to develop and recommend long-range facilities master plans. The District and College are currently working under the 2010-2014 Facilities Master Plan. The plan for 2013-2017 has been drafted but not released as of the completion of this self evaluation. Annual space inventories are conducted, along with buildings' age, program needs and capacity load ratios. The data from the assessment is used in the scheduling of classes as well as annual updates to the scheduled maintenance projects listings. All of this data is integrated into the FUSION planning system and used to help develop capital outlay project proposals that may be forwarded to the state for funding consideration. [doc. 210].

#### **Actionable Improvement Plan:**

None

### **III.B.2.b**

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

#### **Descriptive Summary:**

Cerro Coso Community College has established planning processes that support the goals of the institution. Through program reviews and annual unit plans, all college programs and services assess the results of the prior goals [doc. 285, doc. 30]. In turn these plans feed the resource support plans of facilities, staffing, information technology, marketing, and professional development. Any changes or modifications to allocations for facilities and equipment are

determined during budget building, such as potential facilities projects that would be eligible for general obligation bond funding.

At the district level, KCCD submits a five-year capital outlay construction plan every year [**doc. 211**]. This plan summarizes the facilities projects for which the District and College is planning to seek state funding. DFPCD utilizes the College's educational master plan to develop its facilities master plans. These plans are conducted on a regularly scheduled basis. As with college-level planning, the process begins with a review of the outcomes of prior plans [**doc. 210**].

### **Self-Evaluation:**

The College meets the Standard. The College integrates physical resource planning into its overall institutional planning processes. In addition to utilizing the educational and facilities master plans, the College has linked departmental facilities and equipment needs to the annual unit planning process so that future needs may be met while overall supporting the College's strategic plan.

Where the College recognizes it has a need is developing a systematic way to assess how effectively facilities are ongoingly meeting the needs of programs and services. As this item was addressed in III.B.1.a above, the same action plan is listed here.

### **Actionable Improvement Plan:**

Develop a mechanism for evaluating facilities and how well they meet the needs of programs and services.

### **Inventory of Evidence**

11	Academic Senate Survey (white boards vs. dry erase boards)
19	ADA Transition Plan, 2005
25	Annual Integrated Planning Cycle Materials
30	Annual Unit Plans
62	Clery Report
63	College Budget
66	College Budget - Maintenance & Operations
123	Educational Master Plan
125	Educational Master Plan - Long-Term Facilities Plan
127	Educational Master Planning Website
136	Facilities Committee Meeting Minutes and Materials
207	KCCD District Facilities Planning and Construction Mission and Charge
210	KCCD Facilities Master Plan
211	KCCD Five-Year Capital Outlay Construction Plan

241	NIMS Completion Verifications
251	Participatory Governance Model
253	Participatory Governance Model - College Council
285	Program Reviews
305	Resource Support Plans - Maintenance & Operations
306	Resource Support Plans - Professional Development
309	Safety and Security Committee Agenda and Minutes
311	Schedule Maintenance Priority Chart
330	SRID Budget
331	SRID Oversight Committee Agenda and Minutes
365	Surplus Equipment Log
384	Work Order Email Samples

### III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

#### III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

##### III.C.1.a

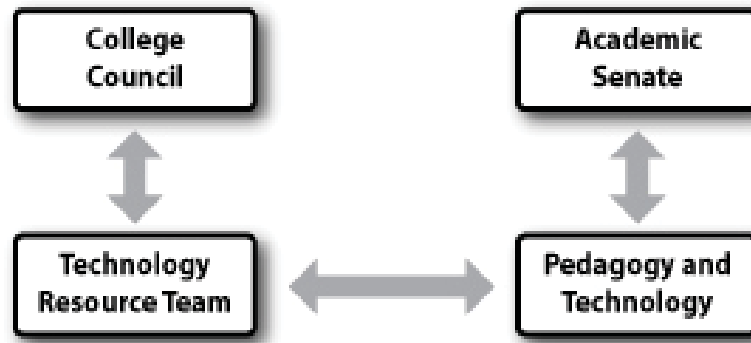
Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

#### **Descriptive Summary:**

Information Technology (IT) at Cerro Coso Community College directly supports student learning. Technology planning takes place yearly and is based on resource requests in the annual unit plans (AUP's), section and division plans, and the educational master plan update—all of which specifically identify technology needs of students, faculty, and staff. As explained more thoroughly in Standard I.B.3 and in III.C.2 below, technology resources college-wide are allocated through an integrated planning process that starts with a review of the mission, strategic goals, and student achievement in program reviews and student learning outcome (SLO) assessments and ends in resource allocation in the adopted budget [**doc. 25**]. Resources for infrastructure and operational equipment are captured in an annual IT resource support plan that summarizes and categorizes demonstrated need and sets a plan of work for the following year [**doc. 304**].

The College has the means and organization to support IT. The Technology Resource Team (TRT) is a participatory governance committee responsible for overseeing technology planning and serving as the primary recommending body to College Council for all matters regarding information and educational technology and distance education in the areas of practices, procedures, equipment standards, and training. Its membership represents instruction, student services, CC Online, interactive television, web services, and network administration [**doc. 259**].

The group is assisted by the Pedagogy and Technology committee, a standing committee of the Academic Senate, whose area of inquiry is technology that has a specific impact on students and their learning environment [**doc. 3**]. This double committee structure of TRT talking to Ped and Tech, with each reporting to their broader constituent groups, ensures technology decisions at the College are subject to inclusive dialogue, broadly communicated, and in support of student learning:



College IT committees and services have a close working relationship with IT committees and services at the District Office. The Kern Community College District (KCCD) has established an oversight committee, the District Information Technology Managers Group, to identify the collective technology needs of each college and where they can be enhanced by collaboration and centralization. The vice chancellor of operations oversees this group, which includes the IT managers from all three colleges working together with key system and network managers from the district office support team. The core mission is to provide solutions to needs that have been brought forward by other district-wide committees.

Operationally, recommendations for improving the effectiveness of IT services inform and are informed by input from the colleges. IT managers from each college are responsible for bringing forward college technology requests and enhancements to the group for consideration, prioritization, collaboration, and possible adoption district-wide. Within the last six years, KCCD has streamlined and centralized certain support functions such as the helpdesk, the Luminis portal service, the Polycom videoconference equipment, the online course management system Moodle, and CurricUNET contact. The decision to move all three colleges to the Moodle platform, for example, was the result of multi-year dialogue among all three colleges. This dialogue involved numerous meetings and opportunity for feedback from campus constituents and stakeholders [doc. 204].

College and district IT services support the following resources for institutional effectiveness:

- Learning Resource Center: The LRC provides students, staff, faculty, and the community with access to the library resources, open computer lab, and iTV equipped classrooms and conference rooms.
- Wireless Access: The college provides managed, secure wireless access to students, staff, and faculty, and open guest access to the community. This managed wireless service is available at all of the Cerro Coso sites except South Kern.
- Campus Intranet Site: The college intranet hosts internal campus information including committee minutes, academic schedules, forms, and other college information.

- Shared Drive: The college has a network accessible file storage system designated to allow individuals to backup and share data. Students are also provided folders for storing their data for easy access from all campus labs.
- High Tech Center: The High Tech Center is a computer-training center designed to train individuals with disabilities to use assistive technologies.
- College Website and Portal: A college website (<http://www.cerrocoso.edu>) and portal system (<http://inside.cerrocoso.edu>) work together to provide college information to both internal and external constituencies.
- Video Conferencing: Video conferencing equipment is set up to facilitate faculty and staff inclusiveness among the separate physical locations of Cerro Coso Community College.
- Helpdesk: The KCCD is in phase one of outsourcing the help desk functions for computer, phone, network, iTV, email, and other system access related issues. The campus does continue to provide support in the open lab, via lab assistants for student login issues.
- Backup Systems: The KCCD has completed phase 1 of the district wide backup consolidation project. The backup system in place regularly backs up user and system data; this data is stored both locally and off-site.

Part of the planning process of implementation of new technologies and systems includes the phasing out of the old technologies. This process and the timing of this process are driven by multiple factors, which include industry standards, technology support life cycle, and campus needs. Major changes or upgrades are planned, tested, and approved before implementation.

The assessment process of how effective the current technologies are is primarily driven by user feedback especially from the faculty and functional system users. Feedback is provided to both the IT department and campus technology committees; minor changes are implemented by IT. In 2007 KCCD hired SunGard to do a comprehensive assessment of IT services district wide. This assessment included campus visits, meeting with various governance committees, surveys, and SWOT analysis of workgroup sessions [doc. 364].

### **Self-Evaluation:**

The College partially meets this Standard. The institution's mission and strategic goals are central to IT planning and decision-making. It organizes its key processes and allocates necessary resources to effectively support student learning. Planning and resource allocation in instructional and service units is based on student achievement results. The College ensures wide dialogue with all constituent groups.

College IT and district IT have a well-defined relationship. Resource planning goes up from the college to the IT Managers Group for discussion and possible integration and implementation. Aside from enhancing dialogue, this process ensures that cost-effective, standardized, and

equitable technologies are implemented across the district in a way that helps promote local needs. Another benefit of this model is that the data needed for the federal and state reports that the district is responsible for reporting is centralized and standardized. At times not all of our systems are centralized—for example, pay-for-print. Because Cerro Coso has multiple sites, it was not cost effective for the College to collaborate in the district's adoption of a pay-for-print system.

The 2007 SunGard assessment established a baseline for IT in measuring effectiveness of the services that are provided. What is needed now is the continual reassessment process. This does not need to be of the magnitude of the 2007 study, but it should address both college- and district-provided services and include students, staff, and faculty.

### **Actionable Improvement Plan:**

Reassess IT services that were assessed in the 2007 baseline survey.

### **III.C.1.b**

The institution provides quality training in the effective application of its information technology to students and personnel.

### **Descriptive Summary:**

Training for faculty and staff is provided when new applications, systems, and hardware are introduced and after significant upgrades. This training is provided by the college IT staff, faculty trainers, and/or vendors and delivered face to face or online. In addition the college uses a train-the-trainer model; as part of any major upgrade to our core systems a test environment is implemented. Include in this test environment are functional users who test the upgrade, and they then in turn train their peers. When smart classrooms were installed at the IWV campus in Ridgecrest in Summer 2011, faculty were trained at a flex day breakout session [**doc. 142**]. Training in CurricUNET was carried out by the curriculum committee chair at faculty chair meetings and flex days throughout the 2010-2011 academic year. InsideCC training was provided to all staff by means of a series of workshops in Summer/Fall 2011 by SunGard representatives. Student tutors and laboratory aides are trained by the Learning Assistance Center staff along with support from IT. Ongoing IT staff training is essential to continuous quality improvement and is provided through district workgroups, webinars, conferences, vendor provided training, and IT staff meetings.

Technology training for students takes a variety of forms. Tutorials on how to use Moodle are available online to students [**doc. 51**]. Each term several sections are offered of the online student success course PDEV C052, How to Be a Successful Online Student, which provides a broad-based introduction to Moodle as well as to knowledge and techniques to become a successful online learner. The 2011 implementation of InsideCC has reduced the need for multiple systems



training. InsideCC provides students (and staff) with a single sign-on to all other systems. On the ground, supplemental and individual assistance is provided for students in the Learning Resource Centers and the Learning Assistance Centers by means of library staff, computer lab aides, and members of IT.

Direct technical problem solving is provided through the KCCCD's centralized helpdesk service. One useful resource for both students and staff is the Online Support Center that is available 24 hours a day, 7 days a week with a searchable knowledge base for everything from telephony to user account management to library services [doc. 217].

The need for technology training and support is determined in a number of ways. Major upgrades to a current system or implementation of a new system can trigger a training or series of trainings, as did the 2011-2012 implementation of DegreeWorks. Special requests bubble up informally through the system such as the request by faculty in Spring 2012 for instruction in the Moodle gradebook feature. A key component in determining the type and depth of training that needs to be provided after an upgrade comes from the feedback of those who were testing the upgrade. Training communications are distributed via email, flyers, and targeted announcements in the portal.

The success of direct training is measured by interactions with students, staff, and faculty. The helpdesk is evaluated by an analysis of patterns and process effectiveness. This is done by tracking the number of calls for the same issue, and either addressing the issue by a change in processes or training the end user [doc. 155]. For example, the helpdesk was receiving a number of calls indicating sign-on problems with campus computers. The default background screens were changed to provide information right on the spot as to how to login with what credentials, and the result was a decrease in the number of calls for login issues.

### **Self-Evaluation:**

The College partially meets this Standard. The institution assesses the need for IT training for students and personnel in an ongoing process that is both formal and informal. Trainings for faculty, staff, and students are designed, promoted, and implemented to serve these needs. However, what the college has not done well is develop a comprehensive and effective evaluation procedure for these trainings. They may be individually assessed, but there is currently no single repository for the results of these assessments to so that gaps can be determined, improvements designed, and modifications implemented. The College recognizes this as an area for improvement.

A previous faculty/staff professional development initiative was the Cerro Coso Community College In-House Training Center, the goal of which was to provide brief and targeted trainings using the home-grown expertise of staff within the college [doc. 163]. The program is under review and awaiting a new coordinator. Application training is available to faculty from www.

lynda.com, a subscription based service. In addition, all employees at Cerro Coso have access to Microsoft E-Learning, a comprehensive self-paced online training resource provided by Microsoft that is part of the college Microsoft agreement.

**Actionable Improvement Plan:**

Develop evaluation tools for technology training processes and programs.

**III.C.1.c**

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

**Descriptive Summary:**

IT Infrastructure College has the organization and the means to provide for infrastructure and equipment needs.

***Infrastructure***

District IT supports and maintains the wide-area network (WAN) infrastructure at Cerro Coso Community College. Local IT staff work in conjunction with KCCD to provide connectivity and support of Cerro Coso Community College multi-campus WAN. Each site has both wired and wireless networks to provide connectivity to the network. The wired network at each campus is a fiber optic backbone that connects the buildings to one of the central main distribution frames (MDF) and the MDF's to intermediate distribution frames (IDF) within the buildings. CAT5E or CAT6 Ethernet cable connects the end-point nodes to the switches in the IDF's. The wireless network at Cerro Coso Community College is a managed wireless system by Aruba. This managed system provides all students, staff, and faculty along with community member's access to the internet.

***Virtualization***

Cerro Coso's server infrastructure at the IWV campus is already virtualized where applicable. In addition, the core servers at ESCC and KRV are to be virtualized in 2012. Virtualization is a proven technology that has allowed KCCD to save thousands of dollars in hardware costs. Virtualization is not limited to just the server platform. The Cerro Coso IT department is currently doing a pilot project that uses a virtual desktop and thin clients to replace the kiosk computers in the counseling area. Thin clients and virtual desktops are not the solution for all users or applications; however, this concept could allow the College to better use technology resources in some areas.

### **Information Technology**

Cerro Coso has three banks of SAN arrays. Our primary data storage consists of a Dell MD3000i 4.4TB SAN with an expansion module Dell MD1000 that is 9TB. This is where all storage for virtualization takes place as well as home drives, common folders, and IT storage. Our backup storage is a Dell MD1000 9TB SAN that holds up to 1 month of data backup from all servers at Cerro Coso. The SAN's are then backed up to tape at the district office for off-site storage.

#### **Mobile Computing Devices**

iPads, Android Tablets, and eBook readers are not new to higher education; however, they are new to Cerro Coso. In 2011-2012 Cerro Coso saw the first major influx of these devices with the implementation of Career Technical Education's pilot program to integrate iPads and Android Tablets in the classroom. There are also increased plans to have these light weight mobile devices used by department heads and checked out by students, faculty, and staff for instructional purposes [doc. 262].

#### **Helpdesk**

KCCD has completed stage one of out-sourcing the helpdesk services. Stage one was the student support side of the helpdesk. All student related issues including but not limited to account resets, network and wireless support, and InsideCC access are currently outsourced to Parature for first level support. Stage 2 is expected to start in 2012. This will involve moving the staff and faculty support over from the district helpdesk to Parature. Upon completion of this out-sourcing project, KCCD will have a 24X7 helpdesk service. This will provide the students, staff, and faculty with a high availability level one support. Any issues that cannot be resolved by Parature will be routed to the appropriate local IT or district IT staff for resolution.

### **Instructional Technology**

As explained more thoroughly in Standard II.C.1, there are three levels of technology-enhanced classrooms at Cerro Coso Community College: basic presentation, smart classrooms, and interactive television (iTV) classrooms. Upon request the standard classrooms have portable multimedia carts to provide temporary audiovisual capabilities. ITV is an important feature and function that allows Cerro Coso to provide a quality education to the college's 18,000 square-mile service area. Cerro Coso delivers classes to and from the remote campuses and therefore requires these iTV classrooms at all sites to allow two-way interaction with the remote faculty member and students.

Cerro Coso offers a wide variety of audiovisual services. These include campus events, community events, and multimedia-capable classrooms. With more faculty using multimedia-enhanced lectures, multimedia-capable classrooms are in high demand across all college sites.

### **Web Presence**

Cerro Coso Community College's current website started a complete revision process with completion expected by spring of 2013. The College currently has a public facing website and InsideCC (an internal portal), and part of the revision process will include validating and placing content in the appropriate locations using an Ektron CMS. Upon completion of the website revision, the public website will be an effective and innovative marketing tool and an informational resource for the students, and employees of the institution. InsideCC will provide Cerro Coso students, staff, and faculty with single sign-on access to all their electronic resources and internal campus information and documentation. In addition to revising the website, the college and the KCCCD have changed how the websites are managed. The KCCCD IT staff will still manage the physical servers with the content managed at the local campus level by content editors that report to the campus Public Information Office. Local campus and KCCCD IT staff will still support connectivity and authentication to both the public facing site and the internal InsideCC site.

### **Self-Evaluation:**

The College partially meets this Standard. It provides for the management, maintenance, and operation of its technological infrastructure and equipment. It has the organization and means to provide for appropriate system reliability and emergency backup.

Cerro Coso's network and core services infrastructure is one of the strengths of the IT department. Over the past few years, local IT, working in conjunction with district IT, has standardized how all-new construction projects will be wired for phone and data. During this period upgrades to the current cabling has taken place as necessary and as resources are available. The only major deficiency in the current IT infrastructure is issues with the cooling system and backup power that do require immediate attention in the current data center. In addition, IT needs more space—the computer staging area needs to be bigger—along with additional storage. Included in the requirements for additional space is a centralized data center. If built, the new data center would require adequate cooling, backup power, monitoring, and security. It should be located in close proximity to the IT staff offices. IT will continue to work with Maintenance and Operations to resolve the cooling issues in the LRC data room.

IT Department intends to address the following areas during the next maintenance and replacement cycles:

- Upgrade and add additional ethernet infrastructure to eliminate the use of hubs.
- Continue to develop the virtual infrastructure to include thin clients and desktop virtualization as an alternative to desktop PCs.
- Continue work to standardize the classroom equipment and interfaces

The College will continue to work with district IT along with the local campus technology committees, to ensure that the technologies we are using today are current and follow industry standards. This process will include exploration, test, and development of new technologies that are more efficient and effective than their predecessor. Phase-out will continue to be planned for, approved, and communicated to all the campus stakeholders.

Cerro Coso needs to develop technology assessment processes, both from effectiveness and from a need prospective. This process should include monitoring current systems and applications for use, and gathering feedback from the end-users for effectiveness and functionality. As these topics were addressed in III.C.1.a and III.C.1.b above, the same action plans are listed here.

**Actionable Improvement Plan:**

Reassess IT services that were assessed in the 2007 baseline survey.

Develop evaluation tools for technology training processes and programs.

**III.C.1.d**

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

**Descriptive Summary:**

All campus sites are directly supported with IT personnel based either on campus (Indian Wells Valley, Bishop, and Mammoth Lakes), scheduled for a weekly number of hours (Kern River Valley), or on-call for troubleshooting visits (South Kern). Helpdesk requests are available to all employees at any campus location. In addition, district IT services such as email, network storage, banner, and network connectivity are available to all colleges and sites district-wide.

Computer upgrades and replacements at all sites occur on a regularly scheduled rotation, with priority given to student labs and faculty computers. In 2007 a hardware replacement plan (HRP) was developed to provide a strategy for replacing technology effectively and efficiently [doc. 175]. To support this plan, the College uses a database to track where the College's approximately 700 desktops and laptops are in the replacement cycle.

The HRP also includes the replacement of lab printers, classroom projectors, and network switches. The next plan will include staff and faculty printers now that the college has adopted the practice of centralized printer purchasing.

Maintenance agreements are purchased and maintained as needed for mission critical services that directly affect instruction and students. These maintenance agreements often provide expedited support both via telephone and onsite service when available and necessary.

**Self-Evaluation:**

The College meets this Standard. It has adequate staffing to support the technology and users at all sites. The college will continue to monitor the number of open helpdesk tickets and assessment of staff workload to ensure the needs of the campus sites are being met.

The current HRP is the final year of the first 5-year cycle, and the TRT committee will be starting their work on the next HRP. This work will include processes that ensure that all locations and functions of the college are included.

As the institution changes to meet the needs of changing demographics, technology resources like bandwidth, computer labs, and multimedia classrooms are made the subject of requests in annual unit plans as well as the subject of discussion in TRT and in the Academic Senate's Ped and Tech committee meetings [**doc. 374, doc. 260**]. These processes ensure that the new technologies that are implemented support the development of the college goals and mission and that any enhancements that are recommended and approved are deployed to all sites as appropriate. An example of this was the wireless project that was implemented during the summer of 2011. Wireless access was provided in all buildings at all locations and is open to all staff, faculty, and students of Cerro Coso and community members at each site.

**Actionable Improvement Plan:**

None

**III.C.2**

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**Descriptive Summary:**

IT is an integrated part of institutional planning. As explained in more detail in Standard I.B.3, the new integrated planning cycle established by the college in 2011-2012 begins with a review of student achievement results in SLO assessment and program review and/or a review of the success of prior goals; leads to the development of unit, section, division, and educational master plan goals that use those results as a basis of improvement; and ends with resource allocation captured in various resource support plans. Information Technology is one of these support plans. This process ensures that IT planning is tied directly back to the institutional goals expressed in the educational master plan and, beyond that, to the College's strategic goals and mission and to evidence of student achievement in program review and SLO assessment.

Technology needs are determined each year at the level of individual departments and other operational units and are written into each group's AUP [**doc. 30**]. The AUP has a specific section for technology requests. Items listed here—whether new or ongoing—are required to be directly linked to one or more of the college strategic plan goals and justified by reference to the unit's specific mission or goals or, in the case of instructional departments, to recent program review or SLO assessment results.

These initial technology requests in the AUP's are vetted as the planning moves up the ladder into the more inclusive section plans, division plans, and the educational master plan. At these levels, IT needs are justified in narratives providing a rationale and context for decision making. [**doc. 24, doc. 27**].

Once the yearly educational master plan is compiled into a first draft (around December 15), the college's technology committees begin examining and reviewing the narratives to guide decisions about the following year's technology services, facilities, hardware, and software. These groups consider the development of college operations, online instruction, and interactive television instruction. Computer equipment and software research requests are finalized to ensure compatibility with the existing network structure. Infrastructure needs are considered at this time that address any college-wide operational needs not previously identified at the unit levels, such as WAN equipment or computer replacements. The end result is an Information Technology resource support plan (due February 1) that encapsulates and focuses decisions at the various levels and presents a plan of work for the following year [**doc. 304**].

After a review by the Budget Development Committee, IT resources become part of the adopted budget [**doc. 64**].

The assessment of technology resources happens a number of ways. The most effective form is direct user feedback. This takes place both formally through the submission of helpdesk requests that receive a ticket number, are systematically tracked and completed, and analyzed through established metrics, and also informally by means of hallway conversations and dialogue in various committee settings [**doc. 155**]. Feedback is provided to both the IT department and campus technology committees. Minor changes are implemented by IT, such as changes in the wireless authentication settings; procedural changes, such as redesigning the common drive, are routed through the appropriate governance groups. Student assessments are formalized in helpdesk request metrics. The call tickets are monitored to look for problems with processes and systems.

At the level of policy and procedure, the District Information Technology Managers Group reviews technology standard and issues for the college district. Working subcommittees are formed to evaluate software, planning and issues that are vital to the operation of the entire college district—for example, language for a new tablet device use procedure has been drafted and is making its way through the approval process for inclusion in Board Policy [**doc. 373**].

### Self-Evaluation:

The College partially meets this Standard. Technology planning at Cerro Coso is structured and well-defined. An annual integrated planning process is in place. The IT managers group that is comprised of the managers from each college and from the District Office is responsible for finding and implementing solutions to meet the technology needs of the colleges. Major changes or upgrades are planned, tested, and approved before implementation.

As indicated throughout this standard, an assessment process that targets core campus systems and processes and a formalized plan to measure and benchmark the effectiveness and value of current IT systems are recognized gaps for the college. The IT Department needs to work with campus stakeholders to develop a process to effectively assess current technologies. This process should also include assessing any changes that were made since and because of the 2007 SunGard study. These assessments should be formal and performed annually.

As these two gaps are already addressed in III.C.1.a and III.C.1.b above, the same action plans are listed here.

### Actionable Improvement Plan:

Reassess IT services that were assessed in the 2007 baseline survey.

Develop evaluation tools for technology training processes and programs.

### Inventory of Evidence

3	Academic Senate Bylaws
24	Annual Division Plans
25	Annual Integrated Planning Cycle Materials
27	Annual Section Plans
30	Annual Unit Plans
51	CC Online Student Resources Website
64	College Budget - Information Technology
142	Faculty Flex Day Materials, 2011-2012
155	Helpdesk Reports
163	In-House Training Center Website
175	IT Hardware Replacement Plan
204	KCCD Course Management System Adoption Committee Agendas and Minutes
217	KCCD Online Knowledge Base
259	Participatory Governance Model - TRT
260	Pedagogy and Technology Committee Agendas and Minutes
262	Perkins VTEA Plan



- 304 Resource Support Plans - Information Technology
- 364 SunGard IT Assessment Study, 2007
- 373 Tablet Device Use Procedure (proposed language)
- 374 Technology Resource Team Meeting Agendas and Minutes

### III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

#### Overview:

The Kern Community College District (KCCCD) distributes the majority of its unrestricted financial resources based upon an internally developed allocation model [doc. 194]. This distribution mirrors the allocation model utilized by the State Chancellor's Office which was a result of SB 361. Available revenue is allocated to the individual colleges as base funding plus per FTES funding. The colleges are then charged back for district-wide expenses based on each college's proportion of funded FTES generated in the previous year. Conceptually, in growth periods, the monies follow where FTES is generated, thus providing the funding for program and institutional improvements based on identified need.

All three colleges have been able to provide program offerings that have maximized the allowable funded FTES for the district since the inception of the model. KCCCD's model allows the colleges to maintain any unused funding. This has allowed the colleges to build up sizeable reserves. These reserves are being utilized to 1) stabilize operations during periods of significant funding reductions by the state, 2) fund unfunded liabilities (i.e. vacation accruals, banked load etc.) and 3) set aside funding for deferred capital maintenance projects. Categorical and other funds are primarily allocated based upon their designated purpose.

Cerro Coso Community College had a general unrestricted budget allocation of \$19,168,667 for the 2010-11 year [doc. 193]. As a college in a multi-college district, \$3,501,347 of this allocation went to fund district-wide operations. The net allocation was used to fund all five sites of the college. Any unspent funds from the allocation are held in reserve at the College for use as indicated above.

#### III.D.1

The institution relies upon its mission and goals for financial planning.

##### III.D.1.a

The Financial planning is integrated with and supports all institutional planning.

**Descriptive Summary:**

The district-wide financial planning process starts with the district strategic plan and Board of Trustees' goals which are reviewed annually by the Board [doc. 219, doc. 182]. This information provides the primary basis for the colleges to develop their educational master plans which then become the basis for the colleges' facilities plans, technology plans, and strategic plans. From these plans, the colleges develop their specific annual budgets. This annual budget process is guided by board policy [doc. 190\_18].

As the KCCD strategic plan is revised, Cerro Coso Community College's strategic plan [doc. 335] is reviewed and updated to support the district plan. The college strategic plan was revised for the 2010-2012 academic years and is slated to be revised again in Fall 2012 following the adoption of KCCD's revised strategic plan in Fall 2011. At the time of the writing of this self evaluation, the college educational master plan is being completed, supported by area annual unit plans. As explained more thoroughly in Standards I.A.4 and I.B.3, until academic year 2011-2012 departmental budget requests and annual unit plan preparation, though aligned, were separate processes. In an effort to complete the linkage between planning and allocation of resources, the annual unit plan template was revised to include a resource request component [doc. 29, doc. 25]. All requests for resources are to support a strategic planning goal and are assigned a priority code.

All unit plans are reviewed by the Budget Development Committee to develop a college budget recommendation. That recommendation is submitted to College Council for review. If endorsed by College Council, the president submits the recommendation to the KCCD Board of Trustees for adoption. Ultimate authority for approval of the budget, at the college level, lies with the president. In June every year, each college presents a preliminary budget to the Board. In August or September, the district provides the College with its final allocation, adjustments are made, and the final college budget is presented to the Board for approval.

**Self-Evaluation:**

The College meets this Standard. Cerro Coso Community College has seen tremendous improvement in this area. The district process for planning and budgeting closely aligns resource allocations to district strategic goals. The district strategic goals and budget allocation plan are submitted through the participatory governance process via the district-wide Consultation Council. All constituent groups are represented on the Council and have opportunity for input to the district goals and budget [doc. 202].

College-level planning and resource allocation have been under review and improvement for the past few years. Requests for resources are required to identify support of the college core mission. The unit plan development process has been evaluated and revised to require linkages between budgetary requests and strategic goals [doc. 29, doc. 166].

In development of the 2012-2013 college budget, Academic Affairs and Student Services units used this revised unit plan document. In the development of the 2013-2014 budget, all college units, including administrative support areas, will be utilizing the new unit plan. As the College has moved forward in its planning and resources allocation process, the Academic Senate has been working collegially with the Budget Development Committee and Institutional Effectiveness Committee to review and revise the college budget development process documents. Incorporated in this review has been discussion to increase the transparency of the process and provide more widespread dissemination of budget information [doc. 46, doc. 167, doc. 67].

While budgeting is better linked to strategic goals, assessment of the tools used for submitting resources requests needs to continue. As the annual integrated planning cycle matures over the next few iterations, adjustments and refinements will be made in assessing the link between expenditures and progress toward overall goals.

#### **Actionable Improvement Plans:**

None

#### **III.D.1.b**

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

#### **Descriptive Summary:**

District finance services develop annual allocations of unrestricted funding based upon budget assumptions established by the district's chief financial officer (CFO). The allocation is based upon an allocation model that significantly mirrors the state's allocation model [doc. 194]. The model was collegially developed with all district stakeholders and has been evaluated regularly since its inception [doc. 197]. The model includes an initial allocation based upon the size of the college and its state-recognized educational centers. The remaining majority of funds are allocated based upon funded FTES generated. District operations costs are budgeted based on required functional service needs and requirements and are charged back to the colleges based upon projected funded FTES.

At Cerro Coso Community College, permanent labor and benefits, projected adjunct and overload labor, rents, and utilities are determined annually to facilitate the budget development process. Individual departments or units, through discussion and prioritization, then develop budget requests, exclusive of these costs, as part of the annual unit plan. These requests are considered by the Budget Development Committee during the development of the college budget in the spring semester.

District operations that provide centralized services to the colleges develop their budgets based upon their functional service role. The services provided are based upon college-specific functional service needs and requirements in the areas of finance, information technology, educational services, economic and workforce development, human resources, facilities planning and construction, and the child development centers [doc. 176]. Colleges are allowed input into the budget of these district operations through the Chancellor's Cabinet and the Consultation Council [doc. 202].

Restricted program funds are typically allocated based upon the rules and regulations associated with the specific categorical program, grant requirement or specific designated purposes. If the funding is designated for allocation by the District, the allocation is usually tied to a metric that best correlates to the program's objective. Campus budget managers monitor changes in budget allocations and ensure balanced budgets. Budget managers for categorical and grant funded programs monitor expenditures to ensure compliance with spending criteria set forth by the funding agency.

All individuals responsible for financial planning do a thorough assessment of available funding resources prior to making any expenditure commitments. A focus has been placed on fixed costs to make an accurate determination of available discretionary funds. This process is followed regardless of the funding source with adjustments made as necessary to meet expenditure guidelines from the funding agency.

**Self-Evaluation:**

The College meets this Standard. The District has a very conservative approach to financial resources. In years with enrollment growth funding, the budget allocation model distributes growth monies in the year following the year in which the enrollment growth is actually realized. This component of the model was implemented to avoid allocating funds that may not actually materialize [doc. 194].

The College always attempts to budget to its allocation. The fiscal difficulties facing California made development of a balanced 2011-2012 budget extremely difficult, and a decision to use college reserves was made. The use of reserves is treated conservatively knowing that they are one-time funds that are being used. Planning is ongoing to bring annual expenditures in line with annual available resources.

**Actionable Improvement Plan:**

None

### III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

#### **Descriptive Summary:**

As part of the budget development process, the district CFO develops high level long-term financial forecasts based upon the release of the governor's budget in January [**doc. 214**]. These are typically five-year projections and focus on unrestricted operations. These projections are presented publicly to the Board of Trustees in February. In addition, a report on the current funded status of the district's long term liabilities that are to be funded by unrestricted funds is presented to the Board [**doc. 192**]. As part of the financial planning process the district operations' budgets contain funding for all required general liability, property and student insurance as well as all short- and long-term debt costs. The colleges and district operations are currently setting aside funding over the course of the next five years to meet their long-term unfunded COP debt, banked load, and accrued vacation liabilities.

The College's financial planning primarily addresses the short-term operating needs of the institution. The College budgets to cover vacation leave and banked load balances whose value is estimated during the budget development process. Beginning with the 2010-2011 year, 20% of the estimated value is being transferred each year to dedicated funds to cover the full liability. In addition, the College is expected to budget for scheduled maintenance projects and contingencies.

#### **Self-Evaluation:**

The College meets this Standard. The District demonstrates its commitment to planning for liabilities and future obligations through conservative allocation of budgeted revenue and adherence to conservative practices in recognizing and funding ongoing obligations.

At the college level, a dedicated reserve has been established to cover vacation and banked load obligations that may be incurred as a result of employee separation. This reserve is more than adequate to meet any anticipated obligation. The College sets aside funds to address critical scheduled maintenance needs. Other long-term obligations are addressed at the district level prior to allocation of revenues to the College.

#### **Actionable Improvement Plan:**

None

### III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

#### **Descriptive Summary:**

Board Policy directly addresses financial planning and budget development [**doc. 190\_17**]. Each year the District issues a budget development calendar that identifies key due dates for completing the budget development [**doc. 196**]. The Chancellor’s Cabinet and the Consultation Council are presented with and are given an opportunity for input on the district operations’ budget prior to submission to the Board of Trustees. Further opportunity for input from constituency groups is afforded at the tentative and adopted budget workshops held immediately prior to their respective budget adoption [**doc. 189, doc. 186**].

Cerro Coso Community College has defined a budget development process in which all constituencies are provided an opportunity to submit input to the Budget Development Committee. Requests from all campus areas are submitted with a rationale as to the necessity of the expenditures through the annual unit, section, division, and resource support plans. The Budget Development Committee has representatives from all employee groups [**doc. 252**].

#### **Self-Evaluation:**

The College meets this Standard. Both the District and the College have clearly defined processes for financial planning and budget development. Cerro Coso’s Academic Senate is currently reviewing and updating the college budget process to reflect ongoing institutional effectiveness and planning. At the district level, constituencies participate through Chancellor’s Cabinet and the Consultation Council. At the college level, all college units participate in the budget development process through the annual unit planning process. Further participation of all constituent groups is provided for through the Budget Development Committee and College Council. As indicated in Standard I.B.6, refinements of all planning processes—including the ones indicated here—are ongoing.

#### **Actionable Improvement Plan:**

None

### III.D.2

To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates

dependable and timely information for sound financial decision making.

**Descriptive Summary:**

KCCCD has established fiscal controls for all financial transactions in district operations, as outlined in board policy [doc. 190\_24, doc. 190\_25, doc. 190\_26]. The controls utilize designated approval processes which primarily correspond to management authority for the various types of transactions. The majority of transactions are primarily processed through electronic approvals utilizing the District's Banner software. Bank fund transfers (i.e. electronic wires, ACH, etc.) and check distributions (B-warrants, payroll-warrants) require written approval and review by the district bursar (vice chancellor of Operations Management). In addition a series of electronically generated financial reports support these control processes.

Services and supply contracts also require specific approvals and are either approved or ratified based on Board Policy which governs District contract administration [doc. 190\_26].

**Self-Evaluation:**

The College meets this Standard. The District and College ensure responsible use of financial resources through appropriate control mechanisms as indicated above.

**Actionable Improvement Plan:**

None

**III.D.2.a**

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

**Descriptive Summary:**

Financial reports accurately reflect allocation and use of financial resources. The information can be verified through a variety of reporting options available in the District's financial management system (Banner). The district budget is developed by each college and the District Office and is vetted locally through established college review processes. The budget of district operations is developed and vetted through Chancellor's Cabinet and Consultation Council prior to release of the tentative budget in June. The final budget is adopted in September and focuses on changes made from the time of the tentative budget [doc. 177].

The College's financial records are audited as part of the comprehensive annual KCCCD external audit. To the extent that audit recommendations strengthen internal controls and/or improve



financial procedures, the College/District implements them if they are feasible, reasonable, and cost effective.

The District's external financial reports and 311Q/311A reports document all of the District's financial transactions. The 311Q reports are reported to the Board of Trustees quarterly reflecting the latest changes to the budget. In addition, the Board approves all budget changes made after the approval of the annual adopted budget. The 311A and the annual external audit are presented to the Board in September and December, respectively. These reports contain a breakdown of all funds (balance sheet and results of operations). In addition, the 311A report includes several key compliance reports (50% Law, Lottery expenditure report, Gann compliance, etc.). The external audit includes a reconciliation of differences between the 311A report and the final external audit report. The external audit also includes all findings and the district's response and plan for rectifying those findings.

**Self-Evaluation:**

The College meets this Standard. Financial reports accurately reflect the fiscal activity of the district and college. Financial reports are available through the District's MIS system as well as the district website. Responses to audit findings are coordinated at the district level. The 2010-2011 external auditors gave the District's audit an unqualified opinion noting no significant deficiencies or instances of material noncompliance. In addition, there are minimal findings with corrective plans outlined [doc. 178].

**Actionable Improvement Plan:**

None

**III.D.2.b**

Appropriate financial information is provided throughout the institution.

**Descriptive Summary:**

The College's participatory governance process provides avenues for dissemination of appropriate financial information throughout the institution. College budget managers have access to appropriate financial information allowing for sound financial decision making. The MIS system has on-demand reporting capabilities through which information is controlled using organization code security.

Every month financial reports are electronically issued to managers of assigned budget responsibility. The report distribution mirrors the electronic approval process. These reports give detailed variance analysis between budgeted, expended and encumbrances indicating remaining

budget balance by account. In addition, there are high level reports by district/college for the use by the chancellor, presidents, administrative directors, vice presidents, and the district CFO [**doc. 213**].

The District Accounting office regularly distributes the status of external reporting to all college and district management and all grant and categorical project managers. This report maintains the current status on all reports due to the reporting agency. The purpose of the report is to track the ongoing reporting and to act as a reminder on report due dates [**doc. 198**].

#### **Self-Evaluation:**

The College meets this Standard. Information to support ongoing financial management as well as financial planning is provided throughout the institution by the various means indicated above. College managers and staff are able to access reports which track expenditures, encumbrances, and balances for all accounts within their areas of responsibility. Also, training for budget monitoring in the MIS system is available on an as-needed basis.

#### **Actionable Improvement Plan:**

None

### **III.D.2.c**

The institution has sufficient cash flows and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

#### **Descriptive Summary:**

The institution has sufficient cash flows and reserves, at the college and district level, to maintain stability. Several years ago the Board of Trustees directed the building up of unrestricted reserves in order to position the district financially in anticipation of continual funding reductions from the state. The District has accomplished this through the implementation of expenditure control initiatives, organizational changes, management of reserves, conservative budget planning and management of student enrollment limits. These actions have significantly increased overall reserves and concurrently tempered cost increases. KCCD's goal is to minimize the effect of continuous state budget deficits on the various district stakeholders until the state's economy and funding recover. In addition, the District transferred a portion of its unrestricted reserves to debt repayment funds and capital outlay funds in anticipation of future debt service requirements. This transfer will also fund overdue scheduled maintenance facilities projects. The KCCD Board of Trustees has a goal of maintaining a minimum district-wide reserve (excludes college reserves) of at least 10% [**doc. 182**].

Unrestricted Reserves (Ending Balance)	2006/07 Actual	2007/08 Actual	2008/09 Actual	2009/10 Actual	2010/11 Actual
KCCD Reserves	12,559,403.51	21,426,718.51	19,289,466.46	21,385,204.93	10,317,969.00
College Reserves	3,230,018.23	5,004,444.61	9,755,160.29	13,961,150.07	16,108,363.58
Ending Balance	15,789,421.79	26,431,163.12	29,044,626.75	35,346,355.00	26,426,332.58

KCCD is part of the Self Insured Schools of California JPA for General Property and Liability Insurance. This program provides proactive strategies to managing risk for school districts. The current level of coverage combined with proactive programs provided by the JPA, minimizes the District's risk [doc. 315]. In addition, the District actively ensures that contractors provide the District appropriate insurance certifications and indemnifications commensurate with the risks associated with the service being provided.

Typically, the colleges and the District are required to budget amounts for unforeseen emergencies. The amounts budgeted are to be based on each operation's past experience. Recently, since the college and district-wide reserves have been so large (in excess of the 10% which the Board believes is necessary to meet a catastrophic emergency), a specific set aside has not been necessary for identification in the annual budget [doc. 190\_20, doc. 190\_21].

The District also has access to funding it has set aside for future COP and other debt payments. These funds constitute approximately \$70 million dollars and are available for meeting short term cash flow requirements for general fund operations. In addition, the District participates in the Tax Revenue Anticipation Notes (TRAN) program to further assist in meeting short term cash flow requirements.

#### **Self-Evaluation:**

The College meets this Standard. The District has sufficient cash flow and reserves to maintain stability throughout the organization. The significant reserve at its disposal has provided the District the ability to minimize borrowing during the periods of cash deferrals from the state. As mentioned above, the reserves, both at the district- and college-level, have provided the necessary resources to cover unforeseen emergencies. As the reserves are drawn down to help stabilize the institution through the economic difficulties of California, budgeting for emergencies will have to be a consideration during the annual budget development process.

#### **Actionable Improvement Plan:**

None.

### III.D.2.d

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

#### **Descriptive Summary:**

Budget managers continually monitor allocations, income, and expenditures from all internal and external funding sources. Monthly financial reports are distributed electronically to budget managers based on approval authority [**doc. 213**]. The College works closely with the District's CFO, director of Accounting Services, accounting department, and internal auditor to ensure appropriate recording of financial activity.

The District coordinates with the colleges in overseeing the institutions various financial reporting and management obligations. The District is responsible for drawing down and distributing the financial aid funds. Part of this process includes reconciliations between distributions and the awarding process. In addition, for grants, categorical and other externally funded programs, the District compiles all financial reporting which is directly reconciled to the books of record maintained in the Banner finance module. This also includes reconciliation to government electronic draw downs and funding distributions.

Board Policy requires that all contracts be board-approved [**doc. 190\_26**]. The District utilizes a Board Action approval form to ensure all levels of management have reviewed and approved the contract [**doc. 218**]. In addition, district offices of Business Services and General Counsel review contracts for compliance with public contract code and other laws and regulations as appropriate.

The district CFO and directors of administrative services meet monthly to review financial and business issues. In addition, the director of Accounting Services and accounting managers meet monthly to deal with financial accounting matters throughout the district.

KCCD investments are primarily associated with future debt payment of COP's held by the district. The investments are managed by external investment firms which give regular updates on the status of the investments to the Board Finance Committee and to the Board of Trustees [**doc. 184**].

Auxiliary organizations are governed by board policy. The District provides financial services and guidance for these organizations as well as helps ensure compliance with auxiliary contracts between district and auxiliary organization [**doc. 190\_25**].

District assets are governed by board policy. District assets are primarily managed by this policy and by college administrators at each of the respective colleges and centers [**doc. 190\_27**].

**Self-Evaluation:**

Cerro Coso Community College meets this Standard. The College, in cooperation with the district CFO, practices effective oversights of finances. Budget managers electronically approve expenditures and ensure compliance with grant or contract requirements. Accounting activity codes have been added to the chart of accounts to assist in the tracking of expenditures by reporting category [doc. 200]. Monthly budget and expenditure reports are delivered electronically to budget managers based on approval authority. In addition, on-demand reporting is available through the MIS system.

**Actionable Improvement Plan:**

None

**III.D.2.e**

All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

**Descriptive Summary:**

Auxiliary activities support the programs and services of the College. Funds from student activities and clubs are kept separate from the general fund and processed through the Associate Student Body fund (ASB). Contract and community education programs support the identified needs of the community outside the scope of credit courses. Although part of the general fund, fiscal activity of these programs is tracked using separate fund codes, and the programs are self-supporting. The Cerro Coso Community College Foundation is an auxiliary organization of the college with its own board of directors. Its fundraising efforts provide scholarships and general support for students and college programs. The bookstore operation supports the college Student Development program.

Due to an increase in the grants awarded the district and colleges, the District has added a district-wide compliance officer position to assist grant directors and managers in complying with ongoing fiscal monitoring, compliance and other administrative requirements.

District Accounting services coordinate and compile all fiscal reporting to the various agencies administering financial aid, categorical and grant funding. District Accounting regularly distributes the status of external reporting to all college and district management and all grant and categorical project managers. This report maintains the current status on all reports due to the reporting agency. The purpose of the report is to track the ongoing reporting and to act as a reminder on report due dates [doc. 198].

In addition, all fiscal expenditures must go through a compliance review independent of the budget manager approval. This compliance review is done to ensure that the expenditures are consistent with the district's accounting requirements and board policies governing expenditures.

**Self-Evaluation:**

The College meets this Standard. All financial resources are used with integrity in a manner consistent with the mission and goals of the institution. Checks and balances are in place to ensure the funds are both raised and allocated appropriately in the areas of auxiliary activities, fundraising and grants. The District's annual audit of these programs includes reviews of State and federal program compliance [doc. 178].

**Actionable Improvement Plan:**

None

**III.D.2.f**

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

**Descriptive Summary:**

All agreements that the institution enters into are reviewed by management for appropriateness. This review determines if the agreement is consistent with the college mission and goals and whether the relationship would negatively affect the integrity of the institution.

Board policy requires that contracts must meet the requirements of the public contract code [doc. 190\_26]. Every contract contains appropriate insurance and indemnification requirements commensurate with the risk associated with services being provided. In addition all contracts must go through district Business Services for compliance review with the public contract code and board policy. To assist the colleges and District with contract management, the District has developed a contract data base and a contract check list of items to be included in each contract [doc. 203].

**Self-Evaluation:**

The College meets this Standard. Cerro Coso Community College enters into contracts appropriate to its mission and goals. All contracts must be submitted to the Board of Trustees through a Request for Board Action form and process and may only be executed by the district CFO. The Request for Board Action summarizes the contract terms and indicates the income and/or expense related to the contract. It routes through administrative approval that includes

the appropriate vice president, the director of Administrative Services, and the college president before it routes to the district CFO's office. It is reviewed at each level for appropriateness and to ensure that the integrity of the institution is maintained [doc. 218].

### **Actionable Improvement Plan**

None.

### **III.D.2.g**

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

### **Descriptive Summary:**

The college directors of administrative services, the district director of Accounting Services and the district CFO meet weekly to review current fiscal issues at the colleges and district operations. Once a month, a face to face meeting is conducted to review issues in depth. In addition, the director of Accounting Services and the accounting managers meet weekly to discuss financial matters.

In addition, the district will periodically contract with external entities to conduct operational evaluations of business services functions. As a result of these evaluations, procedural changes have been implemented to make processes more efficient. As an example, purchase order change orders and budget transfer entry have been pushed out to the end-users for entry into Banner.

### **Self-Evaluation:**

The College meets this Standard. Through the discussions at these meetings, adjustments have been made to processes and recording of transactions. Consistent application of processes and practices throughout the district has improved.

### **Actionable Improvement Plan:**

None

### **III.D.3**

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

### **Descriptive Summary:**

The planning process—program review and annual unit plans—incorporates review and reflection on previous goals and in turn generates future budget planning. As is consistent with continuous quality improvement, the annual integrated planning process is itself reviewed and revised as needed to ensure the feedback loop is closed [**doc. 25**].

The District has regularly evaluated its general fund unrestricted allocation model. Since this model distributes the majority of operating funds these evaluations include representatives of all district stakeholders. Since the model's inception in the 2007-08 fiscal year there have been two reviews. Each review has resulted in recommended improvements to the allocation model as well as the district's financial planning and reporting process for consideration. The recommendations of the second review that were accepted are expected to be fully completed and incorporated into the model for the 2012-2013 fiscal year budget allocation [**doc. 197**].

### **Self-Evaluation:**

The College meets this Standard. As previously mentioned, a new college-level planning process was implemented during the 2011-2012 year that incorporated a revised annual unit plan document with requests for resources. Review of the planning cycle and document continue as the College moves into the second year of implementation. It is one of the institution's goals in the 2012-2017 Educational Master Plan to operate at the level of sustained continuous quality improvement [**doc. 123**]. Discussion has been taking place about evaluating the use of resources to see if expenditures matched what was planned and whether the intended outcomes were realized.

### **Actionable Improvement Plan:**

None

### **Inventory of Evidence**

25	Annual Integrated Planning Cycle Materials
29	Annual Unit Plan Templates (instructional and non-instructional)
46	Budget Development Committee Minutes - February 28, 2012
67	College Budget Development Process
123	Educational Master Plan
166	Institutional Effectiveness Committee Minutes - Oct. 18, 2011, Nov. 29, 2011, Feb. 15, 2012
167	Institutional Effectiveness Committee Minutes - October 18, 2011
176	KCCD Adopted Budget Book Narrative
177	KCCD Adopted Budget Workshop PowerPoint Presentation
178	KCCD Annual External Audit



182	KCCD Board of Trustees Goals
184	KCCD Board of Trustees Minutes - April 2012
186	KCCD Board of Trustees Minutes - June 2011
189	KCCD Board of Trustees Minutes - September 2011
190_17	BP 3A
190_18	BP 3A1
190_20	BP 3A1A6
190_21	BP 3A1A7
190_24	BP 3A2 through 3A7
190_25	BP 3A8
190_26	BP 3A9
190_27	BP 3B
192	KCCD Board Report on Long Term Liabilities 2010 - 2011
193	KCCD Budget Allocation Document
194	KCCD Budget Allocation Model
196	KCCD Budget Development Calendars
197	KCCD Business Services Report on Budget Allocation Model Evaluation
198	KCCD Categorical and Grant Reporting Monthly Status Report
200	KCCD Chart of Accounts
202	KCCD Consultation Council Meeting Minutes - Sept. 27, 2011, March 27, 2012, April 24, 2012, May 22, 2012
203	KCCD Contract Database
213	KCCD Monthly Financial Report
214	KCCD Multi-year Budget Projections 2010-2011
218	KCCD Request for Board Action Form
219	KCCD Strategic Plan
252	Participatory Governance Model - Budget Development Committee
315	SISC General Property and Liability Coverage Summary
335	Strategic Plan



# Standard IV Leadership and Governance



**Standard IV.A:** Decision-Making Roles and Processes

**Standard IV.B:** Board and Administrative Organization

## Standard IV: Leadership and Governance

### Standard IV

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

#### IV.A: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

##### Overview:

Cerro Coso Community College embraces the principles of collegial consultation and participatory decision-making. Embedded in this governance principle is the idea that the students, faculty, staff, and administrators are critical to the decision-making process.

The participatory governance structure influences the entire institutional decision-making process required for striving to obtain our goals that are embedded within the College mission statement, vision, values, and strategic long range goals as found in the college catalog. This collaborative approach assures effective discussion, planning, and implementation [doc. 70].

##### IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

##### Descriptive Summary:

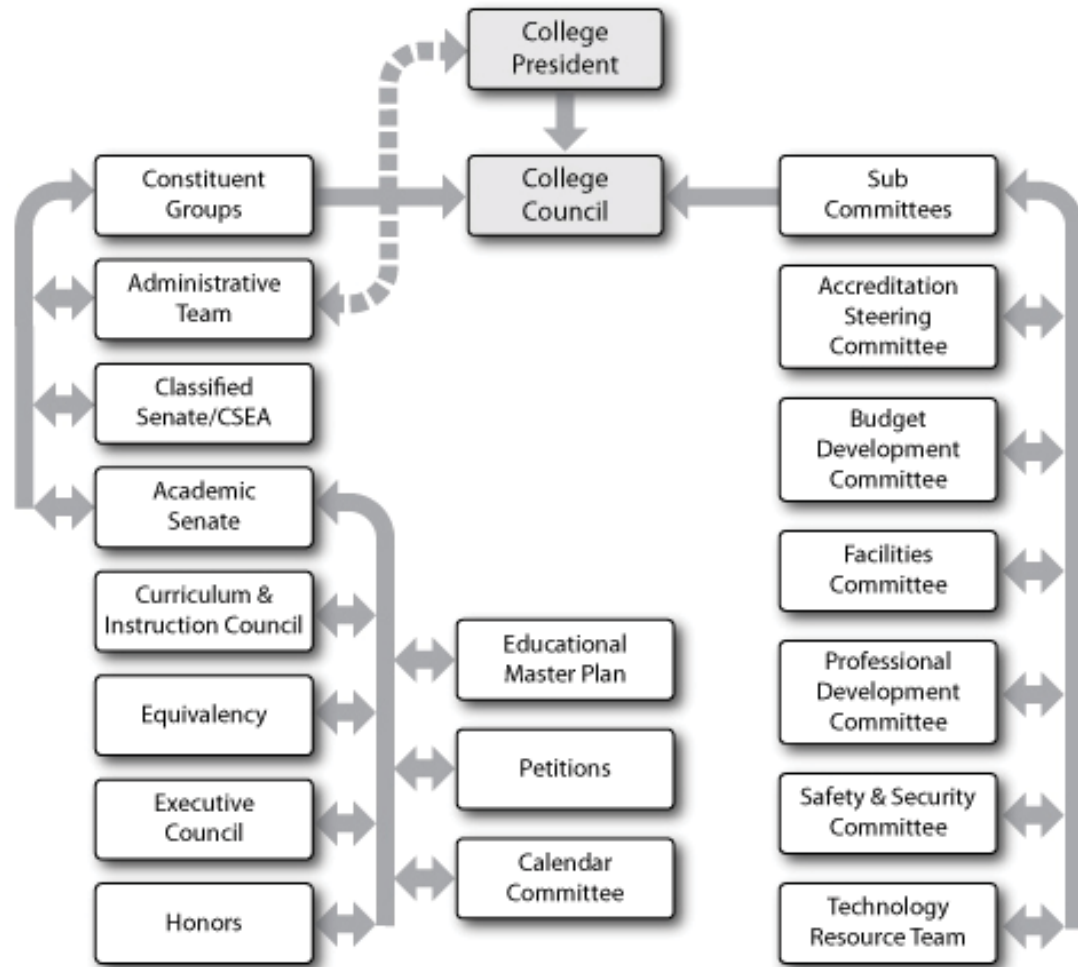
The inclusiveness of the participatory decision-making process is demonstrated by the diverse membership of the College Council which has a balanced representation of administration, classified staff, faculty, and students. College Council recommendations are achieved through consensus. Members represent specific constituent groups and are responsible for communicating from and to College Council on behalf of those groups. The following organizations have representatives on College Council:

- President's Administrative and Executive Councils
- Classified Union – CSEA
- Classified Senate
- Instructional Union – KCCD CCA/CTA/NEA
- Academic Senate
- Student Senate/Associated Students of Cerro Coso

Although the College serves students at five sites, these sites are regarded as part of a single, integrated college and are part of the overall administrative structure of the college. Therefore, every community campus has representation within the membership [**doc. 253**].

The decision-making process occurs through recommendations made to the college president that come from College Council. Standing subcommittees and various constituent groups present items to College Council for consideration. College Council then considers the submissions and makes final recommendations to the president. Although the authority to make decisions for the College rests with the president, great responsibility lies with the recommending bodies to provide the president with the information needed to make the decisions that are in the best interest of the College and its students. A flow chart representing this process can be found in the Participatory Governance Model [**doc. 251**]. Because the College's service area is so geographically large the expectation is that membership will report out to its various constituencies between meetings on the agenda items discussed and recommendations made and bring back input in the case of reviewing draft policies and procedures. At each meeting, groups are provided the opportunity to represent the input of their constituencies on those appropriate matters. The president communicates out the decisions through various ways. Some decisions are communicated out at a College Council meeting and are documented in the minutes [**doc. 78**]. Other decisions, such as balancing a deficit budget or reorganizing the staffing structure, are communicated through the president attending senate meetings or other various college-wide gatherings. The evaluation of the processes has been done informally through dialogue with members at College Council meetings or during independent meetings with the various college leaders.

In 2007, the College revised its vision, mission, values, and goals. At that time, the college mission, "to educate, innovate, inspire, and serve," was communicated out in an effort to obtain college-wide buy-in. Contained within the College's strategic plan are the institutional goals that were adopted by College Council [**doc. 335**]. The college goals are directly tied back to KCCD district-wide goals [**doc. 219**]. College goals are annually reviewed, along with the strategies to accomplish them, in order to evaluate progress toward meeting the defined goals. Under the current administration, all administrators submit annual goals tied directly back to the college goals. The administration visits their goals and achievements annually, which assists in the evaluation of the institution's progress toward the college wide goals [**doc. 21**]. This exemplifies how participatory governance is implemented and the positive effects it has on serving students.



Other operational and administrative areas have wide-spread effects on students and employees. These items are taken up in appropriate working committees, with input gathered from other various employees. Project implementation and progress toward completion is communicated back out through the College's committee meeting structure by the appropriate administrator or project leader [doc. 354, doc. 137, doc. 4, doc. 40].

### Self-Evaluation:

The College meets the Standard. Through the various groups outlined in the above description participating in the governance processes, the College creates an environment for empowerment, innovation, and institutional excellence throughout its various campuses. Due to this structure, many opportunities are available for all employees to be actively engaged.

While College Council structure is embedded in the college culture and dialogue has taken place reviewing it, there is not a defined formalized evaluation of its effectiveness—only dialogue regarding what is working and what is not working in relationship to its various responsibilities.

**Actionable Improvement Plan:**

Develop a formalized evaluation of the effectiveness of College Council's structure and processes.

**IV.A.2**

Institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

**Descriptive Summary:**

Participatory governance is inclusive of all employee groups. Embedded in the principle of participatory decision-making is the importance of all students, staff, faculty, and administrators and the value their contributions have to Cerro Coso. The college's Participatory Governance Model codifies the established and implemented decision-making processes carried out by the institution. This handbook additionally specifies the manner in which individuals submit agenda items from their constituencies regarding topics on policy and planning [**doc. 251**].

**Self-Evaluation:**

The College meets the Standard. The Participatory Governance Model is the written policy providing for faculty staff, administrator and student participation in decision-making process.

**Actionable Improvement Plan:**

None

**IV.A.2.a**

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

**Descriptive Summary:**

Cerro Coso embraces the principles of collegial consultation and participatory decision-making embodied in AB 1725, Title 5 of the California Code of Regulations, and board policy [**doc. 190\_56, doc. 190\_18, doc. 208**]. As a reflection of that commitment, the College strives to include

all campus constituencies—students, staff, faculty, and administration—in consultation and decision discourses.

College Council serves as the main entity for participatory decision-making at the College and is co-chaired by the college president and the Academic Senate president. College Council makes recommendations on all matters related to planning and participatory decision-making. College Council receives recommendations and other information from the constituency groups and participatory governance committees. College Council optimizes the funding, allocation, and utilization of all resources. Its members disseminate information regarding the budget and ensure that budget decisions are linked to a participatory process [**doc. 251**].

While previously there was intentional planning that faculty and administrators submitted in the form of unit plans and program reviews, until academic year 2011-2012 these were completed separately from the budget development cycle. As explained more thoroughly in Standard I.B.3, the college now has an annual planning cycle that requires a budget to be attached at the time planning is done that reflects the needs of each department, division, campus, or administrative unit [**doc. 25, doc. 29, doc. 30**]. Additionally, a yearly staffing plan, information technology plan, maintenance and operations plan, and professional development plan are written to reflect the resource requests of unit plans [**doc. 303**]. These planning documents are used by College Council's Budget Development Committee to arrive at the recommended college budget. This process exemplifies how individuals participate in appropriate planning.

Below are detailed descriptions of the college constituencies that appoint representatives to College Council.

The *President's Administrative Cabinet* includes the college's chief officers, educational administrators, and managers. The group submits items for discussion to the agenda through their designated College Council representatives. The Administrative Cabinet meets monthly. College Council representatives include the college president as co-chair, the vice president of Academic Affairs, the vice president of Student Services, one mid-level manager, the Eastern Sierra College Center director, and the South Kern/Kern River Valley College Center director.

The *Academic Senate* is representative of all full-time and part-time faculty at Cerro Coso and designates faculty representatives to participatory governance committees, hiring committees, and other committees and task forces of the college as needed. The Academic Senate president co-chairs College Council and appoints five additional representatives, one faculty member from each of the following categories: career technical education, instructional programs, counseling, union, and one member-at-large. At least one of the five representatives should come from one of the college centers [**doc. 4**].



The *Classified Senate* includes all members of the full-time and part-time permanent classified staff members and serves as one of the official organizations. The Classified Senate appoints one representative to College Council [**doc. 61**].

The *Classified Union, CSEA, Chapter 617*, is representative of all of the voting members of the classified bargaining unit and has additional rights as the exclusive representative status in participatory governance in consideration of the common overlap of bargaining issues within the decision-making process. The Classified Union appoints two representatives to College Council.

The *Associated Students of Cerro Coso ASCC* is comprised of all Cerro Coso students and serves as the organization in which students participate in decision-making and college governance. The ASCC President participates in College Council along with two other student representatives. Per the bylaws of the ASCC, senior senators are assigned to various College Council sub-committees and are responsible for representing the students' voices [**doc. 40**].

The *Institutional Effectiveness Committee* is a standing committee that is charged with providing oversight to the planning and assessment process for sustainable continuous quality improvement. It provides ongoing leadership to accreditation recommendations and action plans and provides leadership and direction in the creation of the required interim reports and accreditation self-study to the Accreditation Commission for Community and Junior Colleges (ACCJC) [**doc. 165**].

The *Budget Development Committee* recommends, through a transparent, collegial, and inclusive process, a tentative budget to College Council that is consistent with the strategic planning document of the college and supports the strategic initiatives of the institution, as well as the annual unit plans and the education master plan [**doc. 45**].

The *Facilities Committee* works with district facilities team members, to develop plans that identify, prioritize, integrate, acquire, and maintain the facilities and infrastructure for the college. The Facilities Committee assists with the development of long-term plans for supporting the space needs and the capacity for growth of the college as part of the strategic plan [**doc. 136**].

The *Professional Development Committee* oversees and facilitates activities related to staff, student, and instructional improvement. Its main purpose is to determine the professional development needs among faculty, staff, and administration; develop a comprehensive plan for staff development; maintain records as required by law; annually evaluate the effectiveness of conducted activities; and act as the advisory committee for the flexible calendar program [**doc. 276**].

The *Safety and Security Committee* promotes campus security by preparing the college to respond effectively to a range of safety related issues [doc. 309].

The *Technology Resource Team* serves as College Council's primary recommending body for technology practices, procedures, standards, and planning in the areas of instruction and information. TRT's goal is for the advancement of technology in the areas perceived as beneficial by the college departments, faculty, staff, and students [doc. 374].

Through the college's participatory decision making process, faculty, administration, students, and staff have a variety of opportunities to provide input into college decisions, either as representatives of committees, constituent groups, or in the case of faculty and classified staff as representatives of their respective senates and unions [doc. 78].

### **Self-Evaluation:**

The College meets the Standard. One recommendation of the last external evaluation process in 2006 was that the College establish and implement an inclusive policy that clearly maps the institutional decision-making process, defines the roles and responsibilities for all campus constituents, and regularly evaluates these structures and processes [doc. 9]. As described in the 2009 Midterm Report, this recommendation has been met. The Participatory Governance Model allows the College to implement the letter of the law regarding participatory governance so that staff and students from all sites have the opportunity to give input into institutional decisions [doc. 58].

In recently reviewing the participation rate of the various identified constituencies a gap was identified in the consistency of student participation at College Council and within its various sub-committees. Through dialogue with the ASCC president, there has been only recent communication and understanding about which governance committees lack representation, who chairs those committees, and when the meetings are held. Upon further investigation, it became clear there was also a misunderstanding regarding the difference between college workgroups and governance committees. Out of this discovery came an agenda item for College Council and a need for revision in the Participatory Governance Model to ensure future ASCC leaders, the ASCC advisor, and College Council sub-committee chairs are aligned with seeking and ensuring student participation. In 2012-2013, College Council will revise the Participatory Governance Model to include a procedure for requesting student participation and for creating meeting calendars to provide for maximum participation from all members identified to participate. It also became apparent that the College has no process for measuring the effectiveness of student participation on College Council and its various sub-committees. In concert with other gaps in ensuring the effectiveness the Participatory Governance Model, measuring the effectiveness of student participation is an area of improvement.

**Actionable Improvement Plan:**

Develop a formalized evaluation of the effectiveness of student representation in College Council and its sub-committees.

**IV.A.2.b**

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

**Descriptive Summary:**

Board policy explains the role of Academic Senate with language that is consistent with California Education Code and Title 5 of the California Code of Regulations [doc. 190\_56]. As mandated by California law, the Academic Senate is granted the primary responsibility for making recommendations in the areas of curriculum and academic standards. The Academic Senate includes all full-time and part-time faculty members. The Academic Senate bylaws and standing rules describe the operation of the Academic Senate. The following are Academic Senate standing committees:

The ~~Curriculum and Instruction Council~~ *Curriculum and Instruction Council* has primary responsibility for the review and recommendation of courses and programs to be approved by the Kern Community College District Board of Trustees, and for the processes by which such approval shall occur. CIC oversees the curriculum for both degree and non-degree applicable course work in basic skills, general education, transfer education, career technical education, and major programs of study, encompassing multiple modes of delivery. The vice president of Academic Affairs is used as a resource to ensure compliance with Ed Code, Title 5, and KCCCD Board Policy [doc. 104, doc. 102].

The *Equivalency Committee* works in cooperation with the appropriate departments to ensure equitable treatment of all applicants seeking to qualify for faculty positions through the Equivalency Process. Decisions of the committee are recorded in official personnel files [doc. 334].

The *Petitions Committee* receives and acts upon petitions from students seeking waivers, course substitutions, and other actions [doc. 264].

The *Honors Committee* assists the Honors Program coordinator in making decisions about offerings, activities, recruitment, and scholarships [doc. 160].

The *Calendar Committee* oversees development of the college calendar in accordance with the

provisions of the agreement between the Kern Community College District (KCCD) and the KCCD Community College Association/California Teachers Association/National Education Association. Decisions of the Calendar Committee are brought as action items to be voted on by the Senate [**doc. 8**].

The *Pedagogy and Technology Committee* makes recommendations about instructional technology and distance education and other technological decisions related to curriculum, teaching, and learning for the college [**doc. 260**].

Other standing or ad hoc committees may be appointed by the Academic Senate president or the Academic Senate Executive Council as necessary.

In addition, there are three standing committees whose memberships are combinations of faculty and education administrators. Each of these committees makes recommendations or defines college practices on matters related to student learning programs and services:

The *Faculty Chair Committee* consists of all faculty chairs, the director of the Eastern Sierra College Center, the director of the South Kern/Kern River Valley Center, the dean of Career and Technical Education (CTE), the vice president of Student Services, and the vice president of Academic Affairs, who chairs the committee. The charge is to coordinate the processes of enrollment management related to the building of the schedule, communicate information that is relevant to the duties assigned to the faculty chairs, set the schedule and provide collective oversight to the evaluation process of faculty, unit plans, and program reviews. The vice president of Academic Affairs reports out any developments or changes that effect faculty chair work that may be gleaned from district, regional, or state meetings [**doc. 137**].

The *Career Technical Education Faculty Chair Committee* consists of the CTE faculty chairs and the dean of CTE. The charge is to provide leadership to the CTE faculty chairs in the development of program reviews, reporting required by the Vocational and Technical Education Act (VTEA), the two-year occupational supplements, area advisory board meetings, and planning for the annual Employers' Summit. The dean reports out any developments from the district-wide and regional meetings that are attended [**doc. 99**].

The *Student Services Executive Council* consists of all Student Services administrators and faculty program directors with the charge to oversee the development of college practices that are aligned with Board policy and procedures related to their area for all campuses and modalities. Additionally, they coordinate ongoing professional development to area employees, provide feedback to College Council as well as to district vice presidents' working group, and vet annual area unit plans, student learning outcomes assessment, service department outcomes assessment, and required program reviews prior to the submission to the appropriate oversight committees [**doc. 354**].

**Self-Evaluation:**

The College meets the Standard. The College relies primarily on faculty and their various committees, along with academic administrators, for recommendations about student learning programs and services. However, as with other components of the College's governance structure and processes, we lack formal evaluative measures as to the effectiveness of the Academic Senate's involvement.

**Actionable Improvement Plan:**

Develop a formalized evaluation of the effectiveness of Academic Senate governance entities.

**IV.A.3**

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

**Descriptive Summary:**

The Board of Trustees is elected to represent specific segments of a 24,800 square mile district. One representative is elected from the Cerro Coso Community College service area, one from the Delano area, one from Porterville College, and four from Bakersfield. However, as with any Board of Trustees in a multi-college district, once elected, each trustee represents the district as a whole. The Board also includes a non-voting student trustee selected by one of the colleges, which selection is rotated annually [**doc. 190\_7**].

The Board of Trustees conducts meetings at Bakersfield College, Porterville College, and Cerro Coso Community College once each year with the remaining meetings conducted at the District Office [**doc. 179**]. Employees throughout the KCCD service area can view board meetings when they are held at the District Office via live streaming video. The Board of Trustees hears reports from every employee group and from students. The Cerro Coso report typically provides information from *The Coyote Howler*, a publication that reflects the college's activities on all campuses and highlights commendations of student and employee achievements [**doc. 98**]. Additionally, the president gives a verbal update calling attention to items that may or may not be published in the *Coyote Howler* that month. The Board also provides an open platform for issues to be heard even when they do not appear on the agenda.

KCCD offers many opportunities for the colleges to have input to the direction of the district. The district Consultation Council includes members of all employee groups from each of the colleges. All policy changes, budget development processes, and other issues flow through this

council. Every employee has the opportunity to attend these meetings either by being present at the meeting or through interactive television. Interactive television gives employees in remote locations such as Mammoth Lakes (a six-hour drive from the District Office) the opportunity to participate. The agenda items from the district Consultation Council are vetted locally through College Council, as well as the various constituency groups that are members, and feedback is reported back at the next Consultation Council meeting as appropriate [doc. 201, doc. 78].

There are numerous district standing committees with appropriate college representatives that take up district-wide matters such as education code changes, common operational processes, and shared technology-related matters. When their work effects board policies and procedures, such as that of the vice presidents or technology workgroups, those items are vetted through the various workgroups and ultimately go to the Consultation Council for broad input as described above.

In addition to committees, district workgroups convene across the various areas to ensure forward movement and consistency in matters related to their specific areas. These are the work of Admissions and Records, institutional research, information technology, Matriculation, Financial Aid, and more. Recently, a district-wide workgroup convened to implement the CurricUNET software to streamline our application process to the California Community College Chancellor's Office for the approval of new and revised courses and programs. This demonstrates the ongoing collaborative effort between the three colleges and the District [doc. 205, doc. 206, doc. 195].

At the College there are established workgroups that communicate and dialogue on topics that affect respective areas' responsibilities which ultimately serve the students. The president meets with not only the Administrative Cabinet to ensure communication regarding topics that comes from human resources, administrative services, instruction, and student services, she meets regularly with her Executive Cabinet and with educational administrators to facilitate dialogue across those areas on appropriate topics, such as enrollment management, contract implementation, and other items that effect student success and completion. The dialogue then is appropriately vetted across various groups and campuses. Student Services discusses items within its Student Services Executive Council and Academic Affairs with the faculty chairs, deans, and directors. These are several examples of our internal sharing of ideas, information, and opportunity for dialogue.

### **Self-Evaluation:**

The College meets the Standard. Per board policy, the Board of Trustees are elected, trained, and evaluated on a regular basis. Employees are represented through the Consultation Council. The employee representatives share information with their constituencies, gain input on various matters, and report back the collective opinions. Information gathered through these processes is discussed broadly, and changes are made when appropriate.

**Actionable Improvement Plan:**

None

**IV.A.4**

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

**Descriptive Summary:**

Cerro Coso Community College advocates and demonstrates honesty and integrity in its relationships with all accrediting agencies. Cerro Coso's programs in nursing, administration of justice, emergency medical technology, and child development undergo rigorous standardized reviews by external agencies [**doc. 135**].

Cerro Coso encourages a broad base of participation in the preparation of the ACCJC/WASC self evaluation. This participation reflects the diversity of the faculty, staff, administration, and students, and the belief of the College that a fair and accurate self evaluation is one of the best tools for improving the quality of education the College offers its students. The Accreditation Steering Committee and the standard sub-committee members carefully research each section of the Standards and meet numerous times to develop a balanced self evaluation that accurately depicts the College [**doc. 17**].

Cerro Coso takes its commitment and responsibility seriously in answering all Accrediting Commission recommendations and has responded to these in the appropriate time. Immediately upon receiving the initial report from the Commission's 2006 visit, which placed the institution on warning, the faculty and staff began addressing the recommendations contained in the report. Subsequently, a progress report submitted and the follow-up visit resulted in the College being removed from warning and its accreditation reaffirmed with the requirement of a special report being submitted in conjunction with the midterm report [**doc. 16**]. These were reviewed and accepted by the Commission at its January 2010 meeting [**doc. 15**].

In Fall 2011, the College submitted a substantive change proposal to offer fifty percent or more of degree requirements through distance education. The last time the College had submitted a substantive change proposal for this purpose was in 1998 [**doc. 59**]. In an effort to comply with the Commission standards, policies, and guidelines for proper disclosure and filing of required reports, the new proposal was submitted in 2011 requesting permission to continue offering fifty programs that the College had added to its distance education inventory in the intervening years

[**doc. 60**]. The College worked closely with ACCJC completing this process, and the proposal was approved [**doc. 13**].

The College adheres to all U.S. Department of Education policies and directives. As laws are passed or revised that effect community colleges' programs the institution makes every effort to make the needed changes to comply, such as seeking authorizations to deliver distance education in foreign states, to meeting reporting requirements for gainful employment, and making sure the student who gets credit for a distance education class is the same one taking the course [**doc. 333, doc. 152, doc. 300**].

**Self-Evaluation:**

The College meets the Standard.

**Actionable Improvement Plan:**

None

**IV.A.5**

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Descriptive Summary:**

Each year College Council reviews and makes appropriate revisions to the Participatory Governance Model ensuring that it reflects processes being used. In Fall 2010, when the current president took the position, the co-chairs held a workshop with College Council and reviewed the history behind participatory governance, the College's governance processes, and each individual's responsibility as a College Council representative. It was then an action item for each representative to go back to his or her constituent groups, share the current information, and bring back feedback from their group if any [**doc. 79**].

When there is a need to update a section of the Participatory Governance Model, it is delegated to the area leader to go through the appropriate channels with an agreed-upon due date for the revised process to be reported back to College Council. These changes are then communicated out widely via their constituencies and posted to College Council group via Inside CC. When identified weaknesses are discovered, appropriate taskforces are created to research the issues and bring back suggestions for College Council to respond to through the participatory process. Recent examples are the need to revise the college budget process and a full-scale restructuring of the architecture of the College's common network drive [**doc. 67, doc. 308**].



It was identified over the 2010-2011 academic year that the College needed a guiding body to oversee institutional effectiveness, ensuring that the college kept current on their assessment of the administrative, instructional, and student support programs, also that learning outcomes were being assessed and analyzed for improvement. From that awareness emerged the Institutional Effectiveness Committee that is now a sub-committee of College Council with its main mission being to ensure the college is current on their evaluations and that it uses its plans to guide the college in meeting the needs of the communities it serves [doc. 254].

### **Self-Evaluation:**

The College meets the Standard. As mentioned throughout this section of the document, the College does evaluate its governance and decision-making structures and processes and has historically. However, the evaluation method has been more informal than formal and not written down in the Participatory Governance Model. An important action item for the College is to develop and implement a formal quality-assurance process that identifies gaps in governance and decision-making structures at the institution, recommends improvements, makes the appropriate changes, and reassesses.

### **Actionable Improvement Plan:**

Add the formalized evaluations of the governance and decision-making structures and processes discussed in Standard IV.A and IV.B to the Participatory Governance Model.

## **Inventory of Evidence**

4	Academic Senate Agendas and Minutes
8	Academic Senate Minutes - March 1, 2012
12	ACCJC Acceptance Letter - 2009 Midterm and Special Report 2009
13	ACCJC Acceptance Letter - 2011 Substantive Change Proposal
15	ACCJC/WASC 2006 Recommendations
16	ACCJC/WASC 2007 Progress Report
17	Accreditation Steering Committee Minutes
21	Administrators' Professional Goals Samples
25	Annual Integrated Planning Cycle Materials
29	Annual Unit Plan Templates (instructional and non-instructional)
30	Annual Unit Plans
40	Associated Students of Cerro Coso/Student Senate Agendas and Minutes
45	Budget Development Committee Agendas and Minutes
58	Cerro Coso Community College 2009 Midterm Report to ACCJC
59	Cerro Coso Community College Substantive Change Proposal 1998
60	Cerro Coso Community College Substantive Change Proposal 2011

61	Classified Senate Meeting Minutes and Materials
67	College Budget Development Process
70	College Catalog - About the College
78	College Council Agendas and Minutes
79	College Council Minutes - August 19 & 20, 2010
98	Coyote Howlers
99	CTE Faculty Chair Meeting Agendas and Minutes
102	Curriculum and Instruction Council Agenda and Minutes
104	Curriculum and Instruction Council Handbook
135	External Accrediting Correspondence - Nursing, Police Academies, EMT, Child Development
136	Facilities Committee Meeting Minutes and Materials
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165	Institutional Effectiveness Committee Agendas and Minutes
179	KCCD Board of Trustees Annual Schedule of Meetings
190_7	BP 2B1, 2B1A, appendix 2B1(a)
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195	KCCD Budget and Finance Meeting Agendas and Minutes
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260	Pedagogy and Technology Committee Agendas and Minutes
264	Petitions Committee Agendas and Minutes
276	Professional Development Committee Meeting Agendas and Minutes
300	Recommendations for Student Authentication
303	Resource Support Plans
308	Restructuring of the G: Drive Materials
309	Safety and Security Committee Agenda and Minutes
333	State Authorization Materials
334	Statement of Qualification for Adjunct Employment
335	Strategic Plan
354	Student Services Executive Council Agendas and Minutes
374	Technology Resource Team Meeting Agendas and Minutes



## IV.B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

### IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

#### **Descriptive Summary:**

Cerro Coso Community College acknowledges the responsibilities of the governing board for setting policies and of the chief administrator's responsibility for the effective operation of the institution. The organizational roles of the District and the College are defined in the Kern Community College District (KCCD) Board Policy Manual and within the job descriptions of the college president and the district chancellor. Board policy states that "the Chancellor is the Chief Executive Officer of the District. All functions of the District are directed by the Chancellor in Keeping with policies established by the Board of Trustees" [doc. 190\_65]. Furthermore, the college president's job description clearly sets forth the president being "responsible to the Chancellor of the Kern Community College District, as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of California Community Colleges, and the general laws of California and of the United States" [doc. 190\_70]. The KCCD document Elements of Decision Making provides further clarity as to how the district works together to make centralized and decentralized operational decisions, defining the major responsibilities of the chief administrative officers [doc. 208].

The Board of Trustees' authority is stated in board policy as being charged with approving and adopting the policies for the operation of the district and determining that adequate funds are available to enable the staff to execute them [doc. 190\_5]. Two overarching goals set forth by the KCCD Board of Trustees are increasing student success and maintaining fiscal stability [doc. 182]. To maintain the integrity and effectiveness of its student learning programs and services, the Board holds an educational philosophy as well as explicitly stated educational values [doc. 190\_2, doc. 190\_4].

Policies are developed through input from all of the colleges and reviewed by the governance structure before being presented to the Board for approval. The dialogue surrounding the development of these policies is student-centered. They are driven by the KCCD strategic plan

which articulates student learning being the organization's primary mission: "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 instructional facilities" [doc. 219].

The KCCCD Board Policy Manual has clear policies for both the selection and evaluation of all educational administrators, of which the chancellor is one. The chancellor has been evaluated by the Board of Trustees on a regular basis [doc. 190\_74, doc. 184].

### **Self-Evaluation:**

The College meets the Standard. The duties and responsibilities of both the chancellor and the governing board are clearly spelled out in board policy. The document Elements of Decision Making explicitly sets forth the organizational roles of the district and the colleges in detail. This document, which was adopted in November 2011, is to be reviewed every three years by the Chancellor's Cabinet and by the district-wide Consultation Council to ensure currency and to evaluate effectiveness.

### **Actionable Improvement Plan:**

None

### **IV.B.1.a**

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

### **Descriptive Summary:**

KCCCD is divided into five areas which have recently been reviewed and redefined with an implementation date of 2012 to ensure equal representation in voter demographics per regulations. The seven-member Board is assigned as follows: two members represent central Bakersfield, two members represent southwest Bakersfield, one each represents Porterville, Northeastern Kern County, and an area to the east of the Sierra mountains spanning eastern Kern, Inyo County, and parts of Mono and San Bernardino County. The student trustee position is rotated among the three colleges and is chosen by that college's respective student government. Student learning and the well-being of the colleges are at the forefront of the goals of the governing board. These goals are reviewed and revised annually. The Board's goals appear in the trustee's meeting agenda, on the district website, and in other important documents [doc. 190\_7, doc. 182].

The KCCD Board Policy Manual under Standards of Good Practice states that the Board “derives its authority from the community and that it must always act as an advocate on behalf of the entire community”; “it endeavors to remain always accountable to the community”; and “it always honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made” [doc. 190\_13]. The trustees as individuals look to other trustees to come to each meeting prepared to debate issues fully and openly and to vote their consciences in a way that exemplifies ethical behavior and conduct that is above reproach. The KCCD Board of Trustees demonstrates mutual respect for their membership and employees. They are committed to learning about and supporting each college.

The Board serves as active advocates for the colleges and the District. They have an ad hoc legislative committee that reviews proposed legislative changes and recommends to the Board as a whole either supporting or not supporting the bills. Once the Board publicly agrees upon their stance, they communicate with the appropriate legislators, advocating their position [doc. 183].

**Self-Evaluation:**

The College meets this Standard. The district service area set forth in the Board Policy Manual reflects the public interest in board activities and decisions. The Board of Trustees also has clear language in the board policy which states their responsibility to act as a whole for the good of the institutions they serve. Board members uphold their charge to act as a whole after healthy debate and discussion.

**Actionable Improvement Plan:**

None

**IV.B.1.b**

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

**Descriptive Summary:**

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.” This statement can be found on the KCCD home page and in the newly revised strategic plan which states that to accomplish this mission, the colleges will provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and /or certificate acquisition within the communities served by KCCD [doc. 219].

Beginning in Spring 2011, a strategic planning work group was established with district-wide membership in order to review, confirm, or change KCCCD's educational philosophy, values, and goals. Representatives were present from faculty, classified staff, management, and students, including all three college presidents, district administrators, and one student representative. In order to engage as many employees as possible in the process, three electronic surveys were conducted. These surveys focused on all components of the district-wide strategic plan. Out of this process a new district-wide strategic plan emerged that provides measurable strategic goals and strategies based on the board-established policies [doc. 190\_2, doc. 190\_3, doc. 219, doc. 221].

Per board policy, as mentioned previously, the Board of Trustees, "as the controlling body of the District, is charged with: (1) approving and adopting the policies for the operation of the District, (2) determining that adequate funds are available to enable the staff to execute these policies, and (3) acting as a board of appeals" [doc. 190\_5]. The Board holds the following educational values:

- the teaching-learning process
- individual students and staff
- change and efforts to improve learning
- student access while maintaining academic integrity
- student and staff diversity
- a broadly-based, systematic approach to decision-making
- partnerships with the community [doc. 190\_4]

**Self-Evaluation:**

The College meets the Standard. The Board consistently exercises its responsibilities according to board policy and the laws and regulations set forth by the Board of Governors of the California Community Colleges.

**Actionable Improvement Plan:**

None

**IV.B.1.c**

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

**Descriptive Summary:**

In addition to matters of educational quality, the Board of Trustees has responsibility for all legal and financial matters. Board policy states, "The Board of Trustees of the Kern Community College District is the governing body of the District" [doc. 190\_5]. All legal and personnel

matters are reviewed by the Board in closed session as prescribed by law. To assist in legal matters, the District has employed general counsel who specializes in educational law. The board members are accountable for the financial well-being of the district. KCCD employs an investment counseling firm to ensure the validity and security of district investments. The firm has assisted KCCD in developing an excellent return for its investments in the market.

In matters of policy, the Board is guided by the district chancellor, who shall “act both as a professional advisor of the Board in the formulation of policies for governing the District and as chief executor of the policies adopted by the Board” [doc. 190\_67]. In the role of chief executive officer of the Board, the chancellor “shall have specific powers and duties and shall be directly responsible to the Board for their proper exercise” [doc. 190\_68].

**Self-Evaluation:**

The College meets the Standard. The Board is recognized in policy and in practice by district constituents as the ultimate authority and sole governing body of the Kern Community College District. There are no entities inside or outside the District who supersede the Board of Trustees in this authority.

**Actionable Improvement Plan:**

None

**IV.B.1.d**

The institution or governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

**Descriptive Summary:**

The KCCD Board Policy Manual is user friendly and is accessible to the community, faculty and staff through the Kern Community College District website. Within section 2B of the Board Policy Manual can be found the Board of Trustees bylaws and policies specifying the district of each board member, their duties and responsibilities along with operating procedures. Section 2C provides information on meeting protocol, including the schedule, rules of proceedings and public access materials to be discussed [doc. 190\_9].

**Self-Evaluation:**

The College meets the Standard. The Board of Trustees and district personnel have effectively delineated and distributed the Board’s operating policies.



**Actionable Improvement Plan:**

None

**IV.B.1.e**

The governing board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.

**Descriptive Summary:**

The governing board, as an elected representative body, serves the Kern, Inyo, and Mono counties by conducting meetings and carrying out the business of KCCCD in an open and timely manner. The Board periodically reviews and evaluates its policies and practices. Study sessions to discuss specific issues are scheduled when needed. Board minutes are maintained and published following each meeting and are available on the district website ([www.kccd.edu](http://www.kccd.edu)).

Over time the chancellor has taken the opportunity to complete a review of all board policies. Many policies have been revised. The chancellor holds retreats with the trustees to discuss the direction of the district and of the policies and procedures that guide the district in its efforts. All policy and procedure revisions are taken through the defined consultative process. Per board policy, policy recommendations “shall be presented to the Board of Trustees ... unless unusual circumstances exist, such recommendations shall be presented at one meeting for information, with Board action at a subsequent meeting” [doc. 190\_10].

**Self-Evaluation:**

The College meets this Standard. Procedures are in place for the continual monitoring and updating of board policies and procedures. The Board acts in a manner consistent with board policy. Since the last Commission visit in 2006, no formal charges of deviation from board policy have been raised by any district personnel.

**Actionable Improvement Plan:**

None

**IV.B.1.f**

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Descriptive Summary:**

The chancellor and the board president are responsible for providing orientation for new trustees, who are also encouraged to attend the new trustee orientation held at the state level. Other training activities include board goal-setting workshops, training workshops addressing areas as needed, and an annual board retreat. Additionally, during the monthly board meeting there is a regular training session on the agenda: "Work Study Sessions." Examples of topics covered include curriculum overview, presentation of the Accountability Report for Community Colleges (ARCC), California Leadership Alliance for Student Success (CLASS), facilities planning and construction, and program review.

The Kern Community College District Board of Trustees is elected in staggered terms. The terms and expiration dates of board members are listed in board policy [doc. 190\_8]: the term for board members in areas III and IV expire in 2012 the term for board members in areas I, II, and V expire in 2014.

**Self-Evaluation:**

The College meets the Standard. The Board effectively provides for staggered terms of office and continuity of board membership. KCCCD is fortunate that the seven board members have been trustees for numerous years. The Board has shown its commitment to learning by scheduling regular work study sessions with the primary purpose of educating themselves concerning a host of district matters.

**Actionable Improvement Plan:**

None

**IV.B.1.g**

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

**Descriptive Summary:**

In 2007, Board Policy section 2E was adopted, which lays out a self-evaluation process for trustees. The policy indicates that in October of each odd-numbered year, the secretary of the board, who is the chancellor, shall provide an agreed-upon evaluation instrument. All board members are asked to complete the evaluation instrument and submit responses to the secretary. A summary of the evaluations are subsequently presented to the Board in a written communication by December, and the Board takes appropriate action in response to the evaluation summary during a public meeting. These procedures for self evaluation are reviewed

and approved by the Board every five years. The goals of the board self evaluation are to identify past accomplishments, identify annual goals, clarify roles, enhance harmony and understanding, improve effectiveness and efficiency of board meetings, and set policies for the benefit of students, employees, institutions, and citizens of the Kern Community College District [**doc. 190\_12**].

The Board has underwent this process in 2007, 2009, and 2011. Board self evaluations were carried out in closed session and the results of the self-evaluation discussed publicly at the start of the next year [**doc. 190\_11**].

### **Self-Evaluation:**

The College meets the Standard. One recommendation of the last commission visit in 2006 was that the board adopt and implement the self evaluation process being developed at the time and routinely administer the process. As described in the 2009 Midterm Report, this recommendation has been met. The Board has done an excellent job developing and implementing a self evaluation process. By reviewing their procedures for self evaluation every five years, the Board is setting the right tone from the top in modeling continuous quality improvement to district personnel.

### **Actionable Improvement Plan:**

None

## **IV.B.1.h**

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

### **Descriptive Summary:**

The Board Policy Manual includes a clearly stated code of ethics and a clearly defined policy for dealing with behavior that violates its code. The code is published on the district website. Procedures related to the policy are outlined and enforced. During the academic year 2007-2008 a revised statement on ethics policy was adopted and disseminated to all employees. A five-part process for violations of ethical standards is now outlined [**doc. 190\_15**]:

1. Charges by any person that a board member has violated laws and regulations governing board members or the board's statement of ethics will be directed to the chancellor. The chancellor shall deliver the charges to the board president or vice president for appropriate action.
2. Charges filed will be investigated in a manner that provides professional assessment and confidentiality.

3. If the alleged behavior violates board policy on ethical conduct, the board president or vice president shall alert the board member in question and seek corrective action.
4. If further action is deemed necessary, the board president or vice president may appoint an ad-hoc committee of the board officers to examine the matter and recommend a course of action to the Board. The Board may discuss the violation at the board meeting and affirm its policy expectations, and/or the Board may move to censure the trustee.
5. If alleged behavior violates laws governing board behavior, the president or vice president of the board and chancellor are authorized to consult with legal counsel and refer the matter to appropriate authorities as provided by law.

Additionally, the web-based reporting system EthicsPoint was placed on the KCCD website where anyone can anonymously report alleged unethical behavior in order to alert the district and colleges for their immediate response [doc. 190\_14].

#### **Self-Evaluation:**

The College meets the Standard. The Board has addressed and corrected an incomplete process for ethics violations that resulted in a recommendation coming out of the Commission's 2006 site visit. As explained in Standard III.A.1.d, a complete process for dealing with ethics violations has now been developed and implemented. In addition, the ability to report ethics violations anonymously makes the reporting of ethics violations simple and safe.

#### **Actionable Improvement Plan:**

None

#### **IV.B.1.i**

The governing board is informed about and involved in the accreditation process.

#### **Descriptive Summary:**

The KCCD Board of Trustees has an evaluation/accreditation committee, the charge of which is to keep the board informed about accreditation matters. The Board receives regular reports on the accreditation self evaluation process and stays informed through each college's accreditation liaison officer (ALO).

#### **Self-Evaluation:**

The College meets the Standard. The Board is actively involved in the district accreditation process, and board members are making themselves a visible, public part of the process. During the institutional self evaluation process, the Board received regular updates in the months of

October 2011 and April 2012. The final draft for each college was due to the District Office on April 24, 2012, with approval for the completed document granted at the August board meeting [doc. 188].

**Actionable Improvement Plan:**

None

**IV.B.1.j**

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the President) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

**Descriptive Summary:**

The KCCD Board of Trustees leads the hiring process and appoints the district chancellor. Per board policy, the governing board “shall elect a Chancellor and such other officers as may be required and fix their compensation and terms of office. The Board shall hold the Chancellor responsible for the efficient administration and supervision of the entire system and shall evaluate the Chancellor” [doc. 190\_6].

The responsibilities of the chancellor and the college president are communicated in Section 10 of the Board Policy Manual. According to this section, “The Chancellor shall be responsible for the general efficiency of the District and for the development of the teaching, administrative and support staffs, instructional programs and services, and for the growth and welfare of the students.” [doc. 190\_69]. The chancellor may delegate powers and duties, but “in every instance shall continue to be responsible to the Board for the execution of the powers and duties delegated.” [doc. 190\_69]. The chancellor’s job description provides examples of duties which clarify the responsibilities and authority of the chancellor [doc. 199]. This is in addition to the Employment Agreement, which sets forth the chancellor’s duties and responsibilities and the evaluation process.

The Board Policy Manual provides the steps needing to be adhered to in selecting both the chancellor and college president. The selection process consists of national advertising and the formation of a screening committee that includes representatives from all the colleges. The committee interviews selected candidates and in turn recommends those candidates to the Board. The Board interviews the candidates, references are checked, and the final candidate is

announced. A very similar process exists for conducting a search for and employing the college presidents. The primary difference is that the screening committee is selected predominantly from the college where the president will be employed. Following the screening process, the finalists interview with the board and chancellor when a candidate is selected. [doc. 190\_73].

The evaluations of the both the chancellor and the college presidents use the confidential and management evaluation forms and the same suggested timeline. Evaluation for both the chancellor and presidents happens on a regular basis. As with all education administrators, a comprehensive evaluation is conducted each of the first two years that includes input from colleagues, supervisor, faculty, staff, and community members. After this first two-year period, the comprehensive evaluation is conducted once every two years. Annually, a self evaluation is completed based in part upon the goals and accomplishments of the individual, including an assessment of institutional progress toward defined targets of enrollments, productivity, and efficiency [doc. 190\_64, doc. 190\_75, doc. 199, doc. 270, doc. 184].

**Self-Evaluation:**

The College meets the Standard. The responsibilities and powers of the chancellor are clearly spelled out in the KCCD Board Policy Manual, the chancellor's job description, and the chancellor's Employment Agreement. The chancellor's Employment Agreement has a detailed accounting of the evaluation process. The evaluation of the college presidents has been systematically formalized in the Board Policy Manual and job description.

**Actionable Improvement Plan:**

None

**IV.B.2**

The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

**Overview:**

The College has defined and implemented processes and procedures that places the president at the head of all planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness. According to board policy,

The president is responsible to the chancellor of the district for effectively leading the institution in maintaining the policies, procedures, rules, and regulations as set forth by the chancellor, the Board of Trustees, the California Education Code, the Board of Governors

of the California Community Colleges, and the general laws of California and of the United States of America. The president shall have the authority to delegate areas of responsibility as permitted by law. [doc. 190\_71].

Through the college participatory governance structure the president provides effective leadership that is representative of all constituent groups. Although she has primary responsibility for the quality of the institution, through the participatory governance process she also serves as an active participant [doc. 270].

### **IV.B.2.a**

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

#### **Descriptive Summary:**

The president supports participatory governance and works through College Council to define institutional goals, develop strategic plans, and establish priorities for the college. Recently a staffing reorganization was vetted throughout the college governance structure that created an appropriate administrative organization, freeing up faculty from reassigned time doing management work and increasing their time in the classroom and serving students. Through this process, a staffing plan was created that outlines minimum staffing levels for all campuses which the college is working to achieve [doc. 307].

Authority is delegated to administrators according to established job descriptions. An example of this is the responsibility of the vice president of Academic Affairs to provide effective leadership for planning, developing, and implementing innovative programs, and for the assessment of student learning of both program outcomes and institutional effectiveness. The vice president of Student Services is responsible for providing effective leadership for planning, developing, and evaluating a comprehensive Student Services program. Both individuals are delegated the budgetary responsibilities of programs and supervisory responsibilities of employees in their assigned areas.

To attend to college operational issues, the president meets monthly with the Administrative Cabinet, which is comprised of all college management. Items for discussion range from discussion of best practices in evaluating employees, progress on recruitment for new employees, update on advocacy efforts in regards to the state budget or legislation, revising website navigation, providing administrative oversight on weekends, and updates from the district Consultation Council.

The president's Executive Cabinet is comprised of the chief officers for the college who are the

vice president of Academic Affairs (chief instructional officer), the vice president of Student Services (chief student services officer), the director of Administrative Services, and the Human Resources manager. The president meets with this team to review items ranging from the reporting back from Chancellor's Cabinet meetings, to approving board action requests, to discussing strategies for developing a team that works cohesively across the college's various divisions. Recently the group read and discussed the management book *Good to Great and the Social Sector*. The dialogue around this monograph led the group to ultimately evaluate expectations of current and future employees and the effects they have on customer service to the students, be it in or out of the classroom.

### **Self-Evaluation:**

The College meets this Standard. The president takes responsibility for planning, overseeing, and evaluating the administrative structure and ensures it is reflective of the institution's purposes, size, and complexity.

During the 2011 academic year the president reorganized and identified new positions within the college management staff structure in order to more properly delegate appropriate authority and responsibility throughout the institution. This reorganization redirected management work to manager positions and freed up faculty reassigned time. She also identified and reclassified positions for classified staff which affected all campuses.

The president often meets with representatives of college groups to stay abreast of each area's workload and morale. The educational administrators meet once a month to discuss items that come from College Council and agenda items that affect their ability to operate as a team. The Executive Cabinet meets monthly to discuss operational issues from the executive leadership level. In addition to these scheduled group meetings, the president meets with individual administrators to collect information that assists in effectively planning, organizing, and budgeting. Moreover, the president meets regularly with the following individuals to provide guidance and support on items that move the institution forward: the institutional researcher, the technology manager, the Academic Senate president, the manager of Contract and Community Education, the public information officer, and the chief officers of the college [doc. 269].

### **Actionable Improvement Plan:**

None

### **IV.B.2.b**

The President guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;



- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

### **Descriptive Summary:**

The president nurtures a collegial work environment and encourages participative decision-making. She co-chairs College Council with the Academic Senate president. Working with the president, College Council sets the mission, vision, values, goals, and priorities of the college, as well as identifies and addresses campus-wide issues [doc. 78]. The two-year strategic plan, the five-year educational master plan, annual master plan updates, the facilities plan, and the resource support plans of professional development, information technology, staffing, and budget are all discussed through College Council and its sub-committees. The process is one of ongoing dialogue with the representatives acting as liaisons between various constituent groups in the development of the plans. The final plans are a consequence of collegial interactions, including extensive opportunity for review and input by the Academic Senate.

The president works closely with the college research analyst and chief officers to plan and implement a variety of assessment measures to gather institutional data, reports, and survey results. During 2010-2011, the college participated in the CCSSE survey coordinated by the college researcher and the Center for Student Success at UT Austin [doc. 55]. A local electronic survey was executed during the Spring 2012 term that focused on student experiences and satisfaction [doc. 345]. During Spring 2011, the college conducted community focus groups at the Kern River Valley campus and in California City [doc. 86]. In Spring 2012, the college conducted another series of community focus groups in Lake Isabella, Mammoth, and Bishop in response to the anticipated fiscal shortfall of 2012-2014 [doc. 87]. In Fall 2011, a consultant was hired to provide external data as part of the College's five-year educational master plan revision [doc. 124]. The results from these various surveys, meetings and instruments are being used to assist in short-and long-term planning.

The president relies upon these annual plans and data to identify the educational needs and structural improvements that support student success. It is from these tools that the president is able to continue to move the institution forward toward increasing its effectiveness in supporting student learning.

### **Self-Evaluation:**

The College meets this Standard. The president works with direct reports and ensures their annual goals tie back to the college and district strategic goals. Progress toward these goals is measured through the review of qualitative and quantitative data which results in evaluative

dialogue and revision in strategies when needed [doc. 21]. Through the leadership of the president, the college has worked diligently to develop an integrated planning model that considers all aspects of the college's operations and its impact on student learning [doc. 25].

As a result of the evaluation of the planning processes the president, with representation from each constituent group, created the Institutional Effectiveness Committee (IEC), which was implemented in the 2011-2012 academic year. The IEC is charged with providing oversight to the planning and assessment processes to develop and maintain sustainable continuous quality improvement. As explained more at length in Standards I.A.4 and I.B.3, this committee has been a lynch pin in the college's effort to reach and operate at the highest level of institutional planning.

What has not been determined yet is how the IEC is to be evaluated for effectiveness. This determination is part of the larger project described in more detail throughout Standard IV.A that the College needs to establish formal evaluation instruments for its governance structure. While the College has always maintained dialogue about institutional effectiveness and review and adaptation of evaluation and planning processes, this dialogue has not been as systematic and data-driven as it needs to be for sustained quality improvement.

#### **Actionable Improvement Plan:**

Develop a formalized evaluation of the effectiveness of the Institutional Effectiveness Committee.

#### **IV.B.2.c**

The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

#### **Descriptive Summary:**

The president is fully cognizant of the need to be compliant with all applicable codes, regulations, policies, and procedures. In board policy, the president is delegated the authority and has the responsibility to maintain policies, procedures, rules and regulations as set forth by the chancellor, the Board of Trustees, California Education Code, the Board of Governors of the California Community Colleges, and the general laws of California and of the United States of America [doc. 190\_71]. The president performs an ongoing review of institutional practices to ensure that they are consistent with the College's mission, board policies, and state and federal regulations. The president adheres to the faculty and staff contracts and assures the College that established processes are followed.

**Self-Evaluation:**

The College meets this Standard. The president ensures that the College adheres to statutes, regulations, and board policies and holds administrators accountable for compliance. The president meets monthly with her Administrative Council and Executive Council, as well as regularly with educational administrators and other direct reports to discuss recommendations for consistently implementing policies and procedures.

**Actionable Improvement Plan:**

None

**IV.B.2.d**

The President effectively controls budget and expenditures.

**Descriptive Summary:**

The president effectively controls budget and expenditures by using the defined budget process. The defined process utilized to build the College's budget lays the foundation for the president to effectively control budget expenditures. The annual planning process drives the development of resource allocation which informs the Budget Development Committee of the financial needs to serve and educate students. Once the Budget Development Committee brings forward their recommendation to the president through College Council, the president then makes the final decision and moves it forward for adoption by the Board [doc. 63]. Once there is approval, all stakeholders are informed of their approved budget for that academic year.

All budget managers are responsible for managing their assigned budgetary allocations and are held accountable by the president. Ongoing review of expenditures to ensure accuracy of the official repository of record is expected on a regular basis. Monthly reports are pushed out by the district Finance Office indicating identified issues that need resolving [doc. 213]. Ultimately, the president maintains the final authority and responsibility for the budget and expenditures.

**Self-Evaluation:**

The College meets this Standard. The College and KCCD have maintained fiscal stability throughout the recent economic shortfalls. The college manages its finances in an appropriate manner. The president works with the director of Administrative Services, vice presidents, and other direct reports to ensure the College operates within its established budget.

**Actionable Improvement Plan:**

None

**IV.B.2.e**

The President works and communicates effectively with the communities served by the institution.

**Descriptive Summary:**

The president is active in the communities and communicates effectively with the various entities in the College's large service which includes Mono, Inyo, Eastern Kern, and San Bernardino counties. The president meets with external educational and governmental agencies. Throughout the year, the president visits the various college campuses in Eastern Sierra, South Kern, and Kern River Valley. It is through these visits that the director of each community campus organizes external meetings with local K-12 leadership including principals of local high schools, superintendents of schools, and, in the Bishop area, the leadership of the Owens Valley Career Development Center serving the Paiute indian reservation.

The president has a high profile in the communities and builds relationships by participating in community events. Evidence of this is her membership in Rotary and the Chamber of Commerce. She is on the Board of Directors of the China Lake Alliance and supports fundraising efforts of both the Naval Museum and the Maturango Museum. In Mammoth Lakes, she recently recruited two golf teams to participate in the Mammoth Lakes Foundation Golf Tournament fundraiser which directly benefits students who attend the Eastern Sierra College Center (ESCC) at Mammoth Lakes. She attended the 'Friends of Education Dinner' that honors Dave McCoy and his contribution to education at the ESCC-Mammoth Lakes location.

The president has met on at least an annual basis with other various educational foundations, such as the Eastern Sierra Foundation, whose resource development supports students who attend the ESCC-Bishop campus, and the Kern River Valley Cultural and Educational Foundation whose funds benefit the students who attend the Kern River Valley Campus. Additionally, several trips around the service area are made each year to stay in contact with the city and educational leaders of California City, Mojave, Lake Isabella, Bishop, and Mammoth Lakes.

The president encourages events that bring the community onto any of the college campuses. In Ridgecrest, the president hosted community meetings for the China Lake Alliance and the East Kern Economic Alliance. She also participates in the fundraising efforts of our Cerro Coso Community College Foundation and its various sub-groups, hosting the annual Astronomical BBQ and Star Party, Denim and Diamonds Gala, and golf tournament.

Beginning Spring 2012 the College published the first annual community report that represents the various communities that the College serves. This document communicates the progress made in using bond money, acknowledges various levels of donors who support the college foundation, highlights the academic programs' graduates and alumni, and outlines the institution's progress on improving student success and completion [**doc. 88**].

**Self-Evaluation:**

The College meets this Standard. The president recognizes the importance of developing and maintaining strong community relationships and has been very diligent about maintaining a positive public presence. Cerro Coso Community College is well known throughout the Eastern Sierra and has a positive reputation because of the engagement and efforts of the president.

**Actionable Improvement Plan:**

None

**IV.B.3**

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

**Descriptive Summary:**

The Board Policy Manual through defined policy and procedures clearly delineates the role of the District Office and the authority and responsibility of the college campuses. The Elements of Decision Making document provides a district-wide functional mapping matrix for the administrative offices of the District focusing on the issue of centralization and decentralization [doc. 208]. The functional map is included as a sub-section of this Institutional Self Evaluation Report.

The district system of operational policies, responsibilities, and procedure are communicated through the Consultation Council, a district-wide body, and through the Chancellor's Cabinet which includes district vice chancellors, associate chancellors, and college presidents [doc. 201].

Operational responsibilities and functions are directly communicated through district committees ranging from vice presidents to information technology. The colleges reciprocate by providing information and functions to the district by carrying out selective services; for instance, each college has responsibility for its own financial aid services.

Communication across the district concerning items in this Standard have been greatly facilitated in the past year by the implementation of the shared portal system where all the minutes and pertinent items are available for review by the committee members and, if appropriate, by members of the larger campus community. A summary of those meetings are available within a week of the meeting. For example, at the following Chancellor's Cabinet meeting the minutes

are approved and finalized in the portal. The minutes are then posted to the portal website for broader distribution.

**Self-Evaluation:**

The College meets the Standard. It was a recommendation of the last external evaluation process in 2006 that the College, in conjunction with district leaders, complete an organizational map that clearly delineates the roles and responsibilities between the entities and identifies an evaluation process that will provide for ongoing improvement. As described in the 2009 Midterm Report, this recommendation was met with the development of The Process of Decision Making and later expanded and enhanced with The Elements of Decision Making. As a result, the consultation process and district wide working groups create relationships between the colleges and assist in presenting a unified face for the students who attend more than one of the colleges. The implementation of the Luminis portal, called Inside CC at Cerro Coso, provides for ease of sharing information and increased transparency.

**Actionable Improvement Plan:**

None

**IV.B.3.a**

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

**Descriptive Summary:**

Elements of Decision-Making describes the operational responsibilities and authority of each district employee as they relate to their relationship to those chief officers of the college campuses. This document delineates how business is to be conducted at Kern Community College District [**doc. 208**].

It is expected, whether operations are centralized or decentralized, that policies, procedures, laws and regulations will be consistently applied and followed by all employees of the district. Decisions affecting internal operations are properly vetted through defined governance structure to ensure an effective result. Elements of Decision Making explains the district process, provides functional mapping in a decision-making chart, and breaks down each vice chancellor and district officer's area, distinguishing their operational responsibilities and functions from those of counterparts at the colleges.

To assure that the operational responsibilities and functions defined in Elements of Decision

Making remain effective and accurate, the document is to be reviewed every three years by the Chancellor's Cabinet and Consultation Council starting Spring 2014.

**Self-Evaluation:**

The College meets the Standard.

**Actionable Improvement Plan:**

None

**IV.B.3.b**

The district/system provides effective services that support the colleges in their missions and functions.

**Descriptive Summary:**

Where appropriate, the District Office provides centralized services that support the colleges and improve the functions at both the district and the colleges. For example, the District Office has a centralized information technology department that is responsible for infrastructure and network services, including email, across the district. The district provides data information services and training when requested.

Chancellor's Cabinet, Consultation Council, the Budget Allocation Model working group, the vice presidents' working group, and district-wide standing committees in Instructional Technology, Business Services, Human Resources, Student Services, Financial Aid, and Career Technical Education all provide feedback and evaluation regarding the effectiveness of district services. Additionally, the district research office provides data gathered from climate surveys, state and federal reports, and other projects and documents to assist in evaluating how well the district and College function as a team to support student achievement.

Each college pays for district operational services, as delineated in the budget allocation model, with the district budget including the costs of services provided to colleges. Examples of such charge-backs include a percent of business services, facilities and construction services, and MIS services [doc. 194].

**Self-Evaluation:**

The College meets the Standard. Besides district-wide coordination through committees and working groups, the various vice chancellors visit the College and participate in dialogue with the College's administrative leadership as new innovative services are being explored and developed. In 2010-2011, the vice chancellor of Operational Services and a technology analyst

participated in the hiring of the College's informational technology manager, because this employee, while he is assigned to the college and reports to the president, is also the liaison to the district IT department. This collaboration allowed the decision to be made based on a shared perspective of the complete role. The vice chancellor of Operational Services and district director of research also engaged the educational administrators in Fall 2011 in a dialogue regarding the right data needed from the district MIS services to best make college enrollment management decisions.

The district chief finance officer regularly presents budget information to both College Council and Administrative Council to provide first-hand knowledge of financial developments at the state and district level and how they might impact the college. This information greatly assists the college in budget development decisions.

The vice chancellor of Human Resources along with both the vice chancellor of Operational Services and the district chief finance officer often participate in the college's bi-annual administrative advances. During this time they have provided the college Administrative Cabinet up to date information on what is coming up in each of their areas, such as new evaluation processes and forms, update on negotiations, upgrades in district IT that will affect the end users, and what state budgetary impacts.

The district facilities program manager meets bi-weekly with the president, the director of Maintenance and Operations, and the director of Finance and Operations to provide updates on the progress of construction projects. The position acts as a liaison between the College and the district facilities director and assists in representing the College's interests during facility meetings.

Clearly, the district provides more than adequate support to the College so that it can make the best operational decisions for improving student success.

**Actionable Improvement Plan:**

None

**IV.B.3.c**

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

**Descriptive Summary:**

KCCD's budget allocation model was developed through a collegial and collaborative process which determines the distribution of resources mirroring Senate Bill 361. The model has an



evaluation component and was most recently evaluated during the academic year of 2011 [**doc. 194, doc. 197**].

**Self-Evaluation:**

The College meets the Standard. It was a recommendation of the last external evaluation process in 2006 that the College, working together with appropriate district leaders and with consideration of the unique conditions of each of the four sites in the district, complete the development, implementation, and assessment of the budget allocation model. As described in the 2009 Midterm Report, this recommendation has been met. The developed model acknowledges the differences between the three colleges and what it takes to keep them adequately funded. Senate Bill 361 allocates additional funds to those colleges with certified centers. To Cerro Coso, this provides the College with an additional \$1.5 million to operate the campuses in Mammoth Lakes, Bishop, Lake Isabella, and Edwards Air Force Base/California City. It acknowledges the economies of scale and provides the college a fair distribution of resources.

**Actionable Improvement Plan:**

None

**IV.B.3.d**

The district/system effectively controls its expenditures.

**Descriptive Summary:**

Board Policy Manual section 3A describes the district fiscal policies, including budget, budget income and expenditures, and budget control. This section says in part, "The annual Budget shall not exceed estimated revenues for the Budget year excluding District-wide or College reserves" [**doc. 190\_19**]. The District shall maintain unrestricted general fund reserves no less than five percent [**doc. 190\_20**]. One of the Board's goals is to improve fiscal stability by maintaining a balanced budget and incrementally increase the district-wide unrestricted contingency reserve (excluding college carryover) to at least ten percent. Each fiscal year the district has ended with balances exceeding the five percent minimum requirement [**doc. 182**].

**Self-Evaluation:**

The College meets the Standard.

**Actionable Improvement Plan:**

None

### IV.B.3.e

The chancellor gives full responsibility and authority to the Presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

#### **Descriptive Summary:**

The Board Policy Manual describes and distinguishes the roles and duties of the chancellor and college presidents [doc. 190\_66, doc. 190\_71]. The chancellor is the chief officer of the district, while the president is the executive head of the college and is responsible to the chancellor. Included in board policy is a list of what decisions the president has full authority to make for the benefit of the college. The president has the authority to supervise and recommend the hiring or termination of employees. The president is responsible for and has autonomy in developing budgets, scheduling classes, dedicating resources to programs, or developing new programs. The president serves as a member of the Chancellor's Cabinet, which is where all draft proposals or amendments to board policies and procedures are seen and vetted, as are other issues that require decisions [doc. 208]. The president is held accountable by the chancellor for submitting a balanced budget annually and for the operations of the college.

An annual evaluation of the president is completed by the chancellor with a comprehensive evaluation every two years that involves peers and direct reports to the president, including representatives from the faculty and classified staff [doc. 190\_75].

#### **Self-Evaluation:**

The College meets the Standard.

#### **Actionable Improvement Plan:**

None

### IV.B.3.f

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

#### **Descriptive Summary:**

The District Office acts as a liaison between the colleges and the governing board. Chancellor's Cabinet, which includes the college presidents, the vice chancellors, and other district administrators, meets regularly and is the clearinghouse for all proposals seeking to create or

amend board policies and procedures.

Communication between the District and the College is effective and timely. Numerous means are employed to link all constituent groups. The district web pages and the portal system include minutes of meetings and status reports. The email system is the most common means of providing direct information to specific groups. Board meetings are streamed live via the internet to ensure all employees and the communities have the opportunity to view the meeting.

**Self-Evaluation:**

The College meets the Standard.

**Actionable Improvement Plan:**

None

**IV.B.3.g**

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**Descriptive Summary:**

The District has defined a regular evaluation cycle for its decision making model. As mentioned previously, the systems and documents outline in Elements of Decision Making are slated to be reviewed every three years by Chancellor's Cabinet and Consultation Council starting in the spring semester of 2014. The results will be widely communicated and used as the basis for revisions to processes and improvement of outcomes as they have been in the past.

Consultation Council reviews their charge and effectiveness on an ongoing basis. The outcomes of evaluations and decisions are brought to Cerro Coso's College Council to ensure college-wide communication.

**Self-Evaluation:**

The College meets the Standard.

**Actionable Improvement Plan:**

None

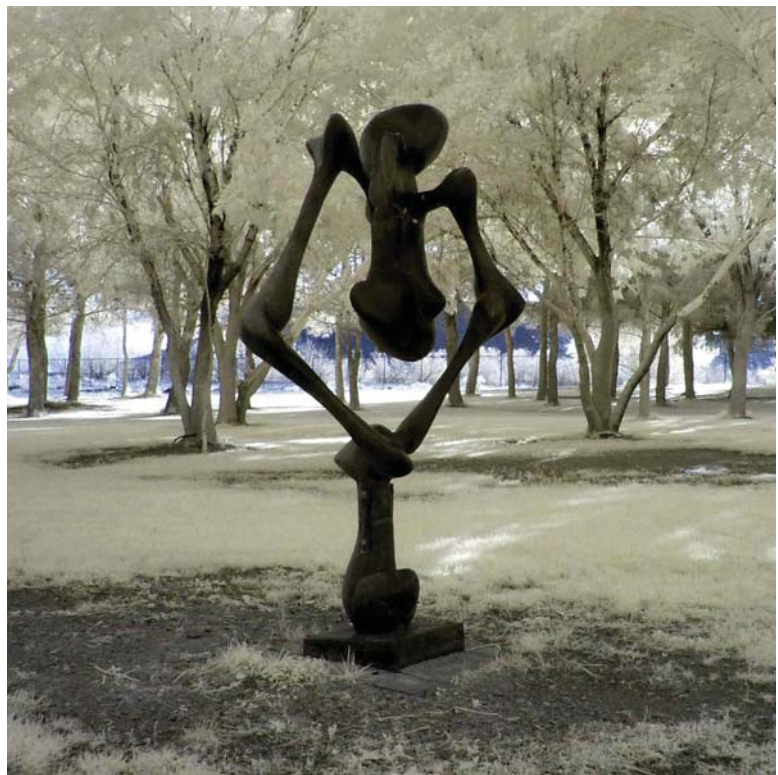
## Inventory of Evidence

21	Administrators' Professional Goals Samples
25	Annual Integrated Planning Cycle Materials
55	CCSSE Key Findings Report
63	College Budget
78	College Council Agendas and Minutes
86	Community Forum Minutes - Spring 2011
87	Community Forum Minutes - Spring 2012
88	Community Report
124	Educational Master Plan - Environmental Scan
182	KCCD Board of Trustees Goals
183	KCCD Board of Trustees Legislative Committee Statement of Legislative Principles
184	KCCD Board of Trustees Minutes - April 2012
188	KCCD Board of Trustees Minutes - October 6, 2011, April 12, 2012
190_2	BP 1B1
190_3	BP 1B2 and 1B3
190_4	BP 1B2A
190_5	BP 2A1
190_6	BP 2A2
190_7	BP 2B1, 2B1A, appendix 2B1(a)
190_8	BP appendix 2B1(b)
190_9	BP 2C
190_10	BP 2C2
190_11	BP 2E
190_12	BP 2E3
190_13	BP 2F
190_14	BP 2G
190_15	BP 2G2
190_19	BP 3A1A3
190_20	BP 3A1A6
190_64	BP 10A5
190_65	BP 10A5A
190_66	BP 10A5A1
190_67	BP 10A5A3
190_68	BP 10A5A4
190_69	BP 10A5A21
190_70	BP 10A5B
190_71	BP 10A5B1
190_73	BP 10B1 through 10B3
190_74	BP 10E

190\_75 BP 10E

- 194 KCCD Budget Allocation Model
- 197 KCCD Business Services Report on Budget Allocation Model Evaluation
- 199 KCCD Chancellor's Job Description
- 201 KCCD Consultation Council Agendas and Minutes
- 208 KCCD Elements of Decision Making
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- 221 KCCD Strategic Planning Workgroup Materials
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- 270 President's Job Description
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# Appendix



**Response to 2006 Planning Agendas  
Summary of 2012 Actionable Improvement Plans  
List of Evidence**

## Response to 2006 Planning Agendas

The ways in which the college addressed its 2006 Planning Agendas are summarized below and addressed within the Institutional Analysis in descriptive summaries and self-evaluations.

I.A	The mission statement will be periodically reviewed and updated consistent with our strategic planning process	The mission statement is reviewed and revised as part of the two-year Strategic Planning process. The mission statement was reviewed and revised in 2007. It was last reviewed in February 2012 as part of a process to be concluded in the fall.
I.A.1	<p>The Vice President of Student Learning and the Vice President of Student Services are charged with implementing a more systematic and quantitative assessment of the current student population and how it has changed over the past five years.</p> <p>Distribute information on student population trends to the appropriate College workgroups and key community groups for dissemination and action: College Council, Vocational Education Advisory groups, Special Services Advisory groups, Student Equity Committee, and Chambers of Commerce within our service area.</p> <p>Continue to work with local governments, educational institutions, and community groups to determine how the communities served by Cerro Coso are changing.</p> <p>Incorporate this information into the College's planning process, including the Strategic Plan, Educational Master Plan, Facilities Master Plan, and Program Reviews.</p>	Demographic data is reviewed and evaluated through the strategic planning annual unit planning, program review, and educational master planning processes. Data is provided to departments, programs and units for use in the annual and comprehensive planning and evaluation cycles. Environmental scan data is integrated into the educational master plan. Advisory committee input and EMSI data are used in the annual unit planning, VTEA, and program review cycles.

I.A.3	Establish a cycle for reviewing the mission statement, developing a time line.	The mission statement is reviewed and revised as part of the two-year Strategic Planning process. The mission statement was reviewed and revised in 2007. It was last reviewed in February 2012 as part of a process to be concluded in the fall.
I.B.2	<p>As part of the process for establishing strategic goals, College Council will review the goals to determine if the outcomes are measurable and to identify what type of evidence will be used to determine if the goals are achieved.</p> <p>Utilize the District Institutional Research Team to collect and organize quantitative data related to the achievement of strategic goals.</p>	The current Strategic Planning process at both the District and College level include timeline and accountability measures. Both the District Institution Research Team and college Institution Researcher are involved in this evaluation.
I.B.3	<p>Follow a master schedule so that all Program Reviews are completed within the next six years and include program and course student learning outcomes.</p> <p>Evaluate and revise the College Council processes so that there is improved communication among all constituent groups and informed involvement in decision-making</p>	Program Reviews are scheduled and completed on a six-year cycle. CTE occupational supplements are additionally completed on a two-year cycle. Program and course level outcomes are included as part of this process. Effectiveness of sufficiency of communication is an ongoing focus. The most recent District and College climate surveys demonstrate the need for continued work in the area of evaluating and revising College Council processes.
I.B.4	Schedule a 12-month calendar for the College Council meetings.	College Council meetings are scheduled on a 12-month calendar.
I.B.5	Conduct a formal assessment of how well assessment data is being effectively communicated to and applied by internal and external constituencies.	Student Learning Outcome data is currently housed on a Moodle with open access to all faculty and staff. Plans are underway in Summer 2012 to create a comprehensive Planning sub-web on the College website to disseminate assessment information for SLO's, program review, and institutional planning.



I.B.6	Implement a formal process for reviewing and modifying the Educational and Facilities Master Plans.	The Educational Master Plan and associated Facilities Plan are on an annual update and five-year comprehensive review and revision cycle.
II.A.1.a	As part of an on-going evaluation and review process, we plan for full implementation of the discontinuance process for Fall 2006.	A formal process by which programs are evaluated and approved for discontinuance was adopted by the Academic Senate and last revised in May 2006.
II.A.1.b	Formalize the ITV faculty training to mimic the online training.  Expand course offerings.	A director of Distance Education was hired in Fall 2011, who has expertise in iTV. He is developing a comprehensive training program to include iTV faculty training. The College has redefined its philosophy with respect to growth. We are streamlining programs with clearer pathways and fewer electives, a best practice. Courses are offered in the iTV environment consistent with demand for completion of programs.
II.A.2.a	The Program Review Committee will research additional methods for assessing program effectiveness.  Provide training to faculty and staff on Oracle Discoverer so they have direct access to the MIS data that resides on the data warehouse server. This provides them with the ability to extract data in various ways and allows for the development of charts and graphs representative of the various data element sets as needed.	A participatory governance group, the Institutional Effectiveness Committee, has assumed the function of the old Program Review committee, which was a sub-committee of the Academic Senate, for evaluating the completeness and quality of program reviews. The IEC recommends approval to the Academic Senate, which still has the approval role. Several training sessions have been offered to faculty in the use of Oracle Discoverer, and faculty chairs have direct access to it, as well as to the institution's research analyst.
II.A.2.b	The Program Review committee will develop and implement a model for monitoring student retention.  The College will develop and execute a plan to assess outcomes to modify strategy relative to student retention and persistence.	The Institutional Effectiveness Committee has updated the Annual Unit Plan and Program Review templates to include student retention data and analysis. The College has a comprehensive and multi-tiered student learning outcome assessment cycle. SLO assessments have resulted in program improvements.

II.A.2.c	<p>Review the long-term schedules in relationship to our current economic forecast.</p> <p>Revise the long-term schedule to reflect core needs and to ensure meeting those needs through the effective use of multiple delivery systems.</p>	<p>Long term schedules are updated regularly to reflect current economic forecast and accommodate students' needs, including providing options to students in delivery mode. Such schedules are now in the form of program pathways for each program at each campus location that can be handed out to students at the time of advising or always available by download on the college website.</p>
II.A.2.d	<p>Update curriculum for online faculty training program.</p> <p>Participate in the District process to assess the effectiveness of existing course management programs.</p> <p>Implement the recently created ITV training plan</p>	<p>The credit-based online faculty training certificate program was updated in 2007 to increase rigor, incorporate best practices in online andragogy, and include updated content in the use of technology. The credit program was suspended due to a change in philosophy at the district about funding stand-alone courses. The training has been redesigned as a not-for-credit training course that is offered twice per year to Cerro Coso faculty. The District evaluated several course management systems and selected Moodle as the District-supported platform. A director of Distance Education was hired in January 2012, who has expertise in iTV. He is developing a comprehensive training program to include iTV faculty training.</p>
II.A.2.e	<p>Faculty Area Chairs, as a group, will use Program Review documents as a guide for assessing program needs and prioritizing instructional elimination and acquisition of items.</p> <p>Program evaluations will also be used as a resource for updating the Educational Master Plan.</p>	<p>Program Reviews include data that supports prioritization of institutional resources. However, it is now the annual unit plan, instead of the six-year program review, that functionally guides such decisions. All requests are tied to strategic goals and/or student learning outcome data, as well. Annual unit plans are directly tied into the yearly update to the educational master plan.</p>

II.A.2.f	<p>Provide training to faculty and staff on Oracle Discoverer so they have direct access to the MIS data that resides on the data warehouse server.</p> <p>This provides them with the ability to extract data in various ways and allows for the development of charts and graphs representative of the various data element sets as needed.</p> <p>Evaluate the effectiveness of a centralized District Institutional Research Team.</p>	<p>Several training sessions have been offered to faculty in the use of Oracle Discoverer, and faculty chairs have direct access to it. The faculty chairs have access to the institution's research analyst. The District Institutional Research Team meets regularly.</p>
II.A.2.h	<p>Complete conversion of curriculum inventory to a local database.</p> <p>Generate a report of courses that need to be updated and issue reminders to faculty that are responsible for such courses.</p> <p>Research the viability of using CurricuNET.</p>	<p>The District has adopted CurricUNET as the curriculum database. The college's curriculum technician produces reports regularly that include last revision dates for each course and the departments that are responsible for the courses. Built into the curriculum process since Fall 2010 is notification to faculty chairs of any courses not having been updated in five years and automatic deactivation of any courses not having been updated in six.</p>
II.A.2.i	<p>Continue implementation of established curriculum and Program Review processes to ensure that the award of degrees, certificates, and awards are based on student achievement of program learning outcomes.</p>	<p>Cerro Coso has a fully integrated SLO process, and the awarding of degrees and certificates are based on student achievement of those outcomes.</p>
II.A.5	<p>Cerro Coso Community College will employ more effective methods of student tracking such as exit satisfaction surveys and telephone employment updates, in addition to the standard tracking of transfer students.</p>	<p>Career Technical Education faculty track graduates' career paths through surveys and through professionally-oriented social media, such as LinkedIn. A graduation survey is given every year. The college is continuing to look at ways to improve the consistency and nature of the feedback.</p>

II.A.6.a	<p>Develop wording on the College website and in the schedule of courses which clearly state that Cerro Coso recognizes work taken at other regionally accredited colleges and the process the student uses to have the credits posted to the academic record.</p> <p>Make sure that the orientation, both on-campus and online, address the process for evaluation of credits from other accredited institutions.</p>	<p>Wording has been developed in the catalog and on the College website regarding work taken at other regionally accredited colleges as well as the process the student uses to have the credits posted. Extended orientations cover all topics dealing with Academic Information and Standards.</p>
II.A.6.c	<p>Develop a process by which all changes made to College policies and procedures are communicated to responsible parties and accurately reflected on the institutional website in a timely manner.</p>	<p>Internally, the College implemented a portal system in 2011 that provides for more direct, efficient, reliable, and timely dissemination of information. Externally, the college hired a public relations manager in 2010 whose main responsibility is to ensure that college information is conveyed to all communities and stakeholders.</p>
II.B.	<p>Counseling Services will use the SARS GRID to gather statistical information about the frequency and types of counseling contacts in order to improve counseling services to students at all sites</p> <p>Follow-up research will be completed to evaluate the effectiveness of different recruitment events such as Preview Day and community events.</p> <p>Additional staffing will be requested to serve the financial aid students in a more timely manner.</p> <p>Online services for financial aid students will be developed and implemented.</p> <p>Personnel needs of the Transfer Center will be assessed in order to more fully serve the transfer support services for all students.</p>	<p>The use of SARS and data is integrated and ongoing Student Learning Outcomes have been developed and assessed for outreach and recruitment events. An additional Financial Aid Technician II was hired in Spring 2011. Online services for financial aid students are integrated and ongoing. The Career and Transfer Center is staffed with full and part-time staff and faculty.</p>

<p>II.B.1</p>	<p>The counseling staff will continue to advocate for hiring of counseling faculty and staff in order to maintain a level of comprehensive student services at all sites.</p> <p>Student Services will continue to develop effective services with a special commitment to the online environment.</p> <p>Student success will continue to be measured through the existing process as follows: 1) academic analysis of special population students, 2) the established review of academic progress of financial aid students, 3) the intervention procedures that serve students placed on academic probation and disqualification, and 4) the Student Equity Committee’s analysis of students’ achievement per term.</p>	<p>Counseling services are maintained equitably at all campuses and through multiple modes of delivery. Comprehensive student services are available at a distance. Student services has developed a data plan for ongoing evaluation of programs and services which considers usage, satisfaction, and contribution to student achievement.</p>
<p>II.B.2</p>	<p>Upon the revision and printing of the 2006-2008 College Catalog an academic freedom statement will be inserted. Additionally, this statement will be inserted into the College’s schedule of classes and the student hand book.</p> <p>Update fee structure to reflect current allowable fees for campus programs and services.</p>	<p>The academic freedom statement is included in the college catalog and on the college website on an ongoing basis. Student fees assessed are appropriate, up to date, and consistent with provisions of Ed Code, Title 5, and the Student Fee Manual.</p>
<p>II.B.3.a</p>	<p>Provide program development at ESCC through establishing a High Tech Center and hiring a Special Services Assistant/Learning Assistant to meet the needs of the identified EOPS/CARE/DSPS students.</p> <p>Continue to expand the services of assessing Learning Disabled students and counseling through the use of a part time Learning Disabilities Specialist/Counselor.</p>	<p>Special Services support is provided at ESCC through coordination with the Indian Wells Valley Campus. Assessment and counseling for Learning Disabled students is integrated and ongoing.</p>

II.B.3.b	<p>Current remodeling plans include an expansion of the student activities and student government offices to include the creation of a student union, lounge and information area that will include prominent displays of student work and events information. The new area will be designed with IWV Cerro Coso student input and student life in mind.</p> <p>Expand the student newspaper to a monthly publication.</p>	<p>This remodel and expansion has been completed. The Coyote Communicator is produced on a monthly basis.</p>
II.B.3.c	<p>Continue on-going bi-weekly staff led training, semester workshops and opportunities for staff to attend conferences held for specific student support services programs.</p> <p>Provide additional training and research use for SARS and Oracle Discoverer.</p>	<p>Training and professional development opportunities in Student Services are ongoing and integrated into each program. The use of SARS and ODS Discover data is integrated and ongoing.</p>
II.B.3.e	<p>Continue research to ensure the placement process is effective</p> <p>Continue research required to measure if there is disproportionate impact and mitigate its effects if necessary</p>	<p>Validation research for assessment is ongoing. Disproportionate Impact research is ongoing.</p>
II.B.4	<p>The student services faculty will continue to develop models for using student learning outcomes to evaluate the effectiveness of group presentations, workshops and classes</p>	<p>Student Learning Outcome development and assessment is in place and ongoing.</p>

<p>II.C.1.a</p>	<p>Develop student learning outcomes and assessment tools that measure students' ability to access a variety of learning resources to identify, locate, and evaluate information.</p> <p>Develop a plan to collect data and apply the results.</p> <p>Increase communication from students about the LAC through the use of input surveys and/or through an ASCC representative on the Basic Skills Committee and increase communication to students through all instructors and classes.</p> <p>Note and reassess the effectiveness of the test proctoring area.</p> <p>Explore innovative methods to meet student tutoring needs such as 1) Soliciting donations of course books and course syllabus as adjuncts to the LAC's functions, 2) Placing a course's syllabi online for ease of access.</p> <p>Task the Basic Skills Committee or other group to construct purpose, function and role statements for the LAC to ensure input from all campus entities, to address student learning outcomes and to relate to the College's mission statement.</p>	<p><b>Library.</b> The library has completed a full assessment cycle of student learning outcomes for the 1 unit IC C075 course. Program Learning Outcomes and Administrative Unit Outcomes were developed over the past couple of years and the department has recently completed assessment of these outcomes. The library department will continue to assess outcomes that will inform future assessments and future library planning. The library's assessment of learning outcomes is one way that the library collects data and applies the results. Other data inputs include collection usage and library attendance. Results inform collection development decisions, library instruction programming, and other library planning. Collecting data of library usage online as well as at the distant sites will be part of the next phase of planning.</p> <p><b>Learning Assistance Centers.</b> Student Learning Outcomes were developed after visiting several other institutions. Data is now collected regularly. Tutors are trained about books, practice sheets, and reference materials. Increased communications from students now happens through informal evaluations. Student representation has been sought for the basic skills committee. Responses to emails sent to students let us know how tutoring is going and let us know if they need additional help. Expanded proctoring hours have been instituted. Test accommodations are now given in proctoring services by providing noise canceling headphones and using an alternate space. Basic Skills now provides text books and handbooks and faculty contribute books. Syllabi are now sought from faculty on a regular basis but success has been limited. The LAC now has a mission statement, student learning outcomes, program goals and objectives, and a document of best practices.</p>
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II.C.1.c	<p>Address the need for additional professional library staff to meet the research and reference need of students at all campuses and online.</p> <p>Address issues of support staff all campuses.</p> <p>Cerro Coso Community College's action plan references the need for institutional research for determining long term plans and student learning outcomes.</p>	<p><b>Library.</b> The library department has justified the need for hiring an additional faculty librarian in planning documents over the past few years. Although this specific position request has not been granted, the college has increased library funding to hire adjunct librarians to provide coverage at the distant site campuses. Since fall 2011, adjunct librarians provide coverage for 8 hours per week per distant campus. An institutional researcher has been hired and is in the process of working with each department on long term planning. The library completed its first Program Review, which was evaluated by the Institutional Effectiveness Committee.</p> <p><b>Learning Assistance Centers</b> Attempts to find the right support staff for each campus is ongoing.</p>
II.C.1.d	<p>Address the need for adequate and stable funding to maintain online resource subscriptions and to provide appropriate and up-to-date materials collections at all campuses.</p> <p>Develop a budget and replacement schedule for computers and audio-visual equipment.</p>	<p>The library has adequate funding to maintain online resource subscriptions. The college supports the need for a robust collection of electronic resources to serve the needs of students regardless of geographical location. The Council of Chief Librarians negotiated a State-funded database purchase in spring 2012 that will increase the stability of funding to maintain online resource subscriptions. The library continues to purchase print resources for distant campus collections. The library works with the IT department to ensure that computers and AV equipment are replaced and maintained efficiently.</p>



II.C.1.e	The College will finalize a formal agreement with MCSOS to provide library services to MESCC students.	The library department continues to work with MCSOS to provide library services to MESCC students. The adjunct librarian working at the Mammoth Lakes campus has been instrumental in collaborating with MCSOS to provide services to MESCC students. The current Mammoth campus LRC resides in the "college room" located in the joint-use library.
II.C.2	Publish an annual report providing evidence of the evaluation of library services, their contribution to the achievement of student learning outcomes, and recommendations for improvements	The Library department provides evidence of evaluation of library services, their contribution to the achievement of student learning outcomes, and recommendations for improvement annually in the Library Annual Unit Plan. An extensive Program Review was recently completed.
III.A.1.b	Consistently evaluate personnel in accordance with the policies and procedures established within the Kern Community College District Board Policy and employee contracts.	All evaluations are now scheduled by HR, completed by the appropriate vice president, and documented in Banner. Board policy and collective bargaining agreements lay out the scheduling and evaluation criteria, and all adhere to Ed Code.
III.A.1.c	When follow-up from the current evaluation cycle is complete, we will better be able to determine whether the evaluation tools will improve student learning outcomes.	SLO's are directly tied to the evaluation process as a statement of the faculty member's 'unique contribution' as part of the faculty portfolio. It is indirectly tied through student feedback about what is working and what is not. Data provided for the annual unit plans include aggregated student success and retention numbers, which are used to spur dialogue in department meetings about improvements needed to courses and programs.

III.A.1.d	The recommendation for a Code of Ethics will be taken to the Kern Community College District's Chancellor's Cabinet. This shared governance group represents all Colleges and employee groups within our district.	KCCD has developed and distributed a Code of Ethics guide/handbook. A channel for employees to submit ethical concerns/complaints was established through an EthicsPoint link on the KCCD website, which allows employees to a venue to bring up alleged unethical behavior thru anonymous submission.
III.A.2	Continue to evaluate and review the process for new and replacement positions to ensure that institutional needs are satisfied.	The recruitment and selection process for all employee groups is under constant review for continuous improvement. A new on-line application and review process has been implemented district wide and recent changes to adjunct recruitment are just a few examples.
III.A.4.a	Implement a plan which will allow for diversity training opportunities for all staff, similar to the expanded diversity program in which students now participate.	KCCD is currently working on updating the EEO/Diversity Plan. Diversity training is provided to staff who are members of screening committees.
III.A.5	Identify and use professional resources that are available at little or no cost.	iStreams, Lynda.com, and the Microsoft eLearning Academy are available for faculty and staff for professional development, linked from the professional development channel on the web portal. Management has access to Liebert, Cassidy and Whitmore webinars. Free in-house training is available in everything from online faculty training to flex day workshops.
III.A.6	The new process will take time to work through, but with its implementation, Human Resources will be able to meet the needs of the College.	Staffing and other human resource allocations are now part of the annual integrated planning cycle. A yearly staffing plan is one of the resource support plans completed in the spring as an element of the yearly educational master plan update.

III.B.1	Work with the architectural firm of Fields/Devereaux to complete the Facilities Master Plan in 2007.	The College is longer working with Fields Devereaux. For the last five years a district facilities group has been completing the annual facilities master plan. In Spring 2012, it was outsourced to Cambridge West, LLC, who worked closely with the college in completing this together with a comprehensive external scan as part of the five-year educational master plan revision.
III.B.1.b	Reorganize custodial/maintenance work load.  Fill two currently vacant positions.	We have reorganized and hired only one position.
III.B.2	Hire additional maintenance and custodial personnel for new buildings.	No change
III.B.2.a	Additional master planning is continuing with the architects to assure that all interior spaces are developed and improved in accordance with the American with Disabilities Act and Safety Standards.  Since TCO isn't fully implemented on campus, perhaps there could be an Action Item that addresses the gradual implementation of this concept.	This activity is ongoing. As the college works through design and construction, it adheres to the ADA Transition plan. Upgrading the plan is scheduled for 2012-2013 in order to stay compliant with current regulations.
III.B.2.b	The Facilities Plan is in place. We will continue to stay the course towards completion of the projects.	Both the college facilities committee and the district facilities group meet monthly to ensure projects stay in touch with the needs of the college.
III.C.1.a	Participate in the KCCD committees on the development of policies regarding disaster recovery, security, and hardware/software policies as it is developed.  Encourage committees to post their materials on the campus intranet site in a timely manner. A rule/policy might be needed on this.	These meetings take place regularly, the IT managers group made up of IT managers from each college and key IT administrators from the district. The purpose of this group is to address the these issues along with providing technology solutions that meet the needs of the colleges and the students. With the implementation of the Luminis portal and the group studio function within the portal, the colleges now have a central efficient resource to post agendas and minutes.

III.C.1.b	<p>Continue to survey the College community to assess the effectiveness of training and to identify additional training needs.</p> <p>Establish a training plan that will identify methods for addressing technology training needs and a process for implementing those methods.</p> <p>Continue to build the collection of training software and materials in the training center.</p> <p>Educate College personnel regarding the Training Center availability and intent.</p> <p>Increase participation.</p>	<p>This is something that Cerro Coso has not done over the past six years. However, this need has been identified by the TRT committee in the IT plan as a priority and as an assessment tool for future technology planning. The TRT committee will bring forth the findings of the surveys to the professional development committee for integration into the campus-training plan. Developing a channel of online tutorial and helpful hints and tidbits would be a very helpful resource to both the students and staff and faculty at the college. TRT has plans to take the lead in this in coordination with the web content editor.</p>
III.C.1.c	<p>Continue to educate College personnel regarding the technology infrastructure.</p> <p>Continue to assess minimum technology standards and prioritize needs as funds become available.</p> <p>Seek ways to be more effective in resource allocation.</p>	<p>IT continues to provide this service during flex days. During the Fall 2012 flex day, IT provided training on the new east wing classrooms. This process will continue as we campus technologies change. Setting the minimum district wide standard is now a function of the IT managers group. TRT's charge is to continue to assess and make recommendations for technology requirements across the college. As part of this process, TRT looks at cost-effective solutions and alternatives.</p>
III.C.1.d	<p>Cerro Coso will actively promote, task, and utilize committees to make technology recommendations and plan technology projects with the goal of reducing administrative and technical work loads.</p>	<p>IT committee structure was changed in 2007 to create three overlapping but non-duplicating committees: Pedagogy and Technology Committee (Academic Senate subcommittee), TRT (College Council subcommittee), and the IT Managers Group. These groups have met regularly.</p>

<p>III.C.2</p>	<p>Assess the needs for a full-time Information Technology administrator position as a result of current and future growth. Advocate the additional position to the College Council.</p> <p>The full TRT committee will establish a regular meeting schedule to review, approve and recommend items to the College Council.</p> <p>Complete the final Cerro Coso Community College Information Technology Plan.</p>	<p>Cerro Coso hired a full time Information Technology Director in March 2011. One of the first charges for the new IT Director was to reconvene the TRT committee and draft a new Information technology plan, which was adopted by College Council in May 2012.</p>
<p>III.D.1.a</p>	<p>Lobby our State Legislators to pass SB 361 that will approve the new allocation model so that additional resources will be provided to support rural College centers.</p> <p>Approach our local Board and District Chancellor to implement a more effective allocation model that takes into consideration a multi-site College</p>	<p>SB 361 was passed and signed into law in September 2006. The change from program based funding to base funding plus per FTES funding resulted in a significant increase to the total revenue for the Kern Community College District. During the 2006-2007 academic year, a KCCD task force was convened to develop a new internal allocation model. Each of the three colleges within the district have unique characteristics such as size, geographic service areas, centers, etc. that were discussed during the process. In the end, KCCD's process mirrors SB361. All money is allocated to the colleges, and the colleges are charged back for central operating costs of the district. Each college is provided a base funding allocation and receives an additional allocation based on funded FTES. In the years with cost of living adjustments, the COLA is applied to the base as well as the FTES. In periods of growth funding, the money follows the FTES generation, but it is allocated in the succeeding year. By allocating growth after it is realized prevents obligating resources that may not materialize. With the new model, the colleges are allowed to carry-over any unspent money. Since the district office operations are allowed to budget to their needs, they are only allowed to carry-over funds for specific incomplete projects and to cover a portion of the vacation leave liability. The model has been evaluated twice since its inception.</p>

III.D.1.b	The College Council will integrate the Educational Master Plan into the 2007-2008 budget development process.	As part of the Educational Master Plan, each college area prepared Unit Plans. Included in the Unit Plans was a component in which needed resources were identified. These plans were used to justify and guide resource requests during the annual budget planning process
III.D.1.c	The campus reserve will be increased by ten percent a year according to district policy.	This referenced reserve was specifically designated to cover the liability of vacation leave and banked load balances. In 2006 the plan was to add 10% of the value each year until the obligation was fully funded. This requirement has been modified since then. Beginning with the 2010-2011 year, the colleges were to annually budget and transfer 20% of the liability to established debt funds. With the 2012-2013 budget cycle, the requirement to add additional money to cover the liabilities has been lifted
III.D.1.d	With input from all areas of the college, continue to refine the budget development process.	The budget development process has been refined over the years to include information from unit plans as well as historic and YTD information. Planning has been guiding budget development. In 2011, an Institutional Effectiveness Committee was established, and they worked on revising the Annual Unit Plan template that would further tie resource allocation to planning. The new template was rolled out to instructional and student services departments and is planned to be used college wide during the 2012-2013 year for development of the 2013-2014 budget. Also in 2011-2012 academic year, the Academic Senate reviewed the college budget process to make it current.

IV.A.3	The College President and the College Council will develop more consistent lines of communication during the summer period. The College has recognized this and for the first time in Summer 2006, the College Council meetings will be held and members will make themselves available.	Since Summer 2006 the College Council has established monthly summer meetings, providing those who are not on contract to attend via CC Confer. These meetings were held only if there are items that need to be covered so the business of the college is not prohibited from moving forward.
IV.B.1.g	The Board of Trustees should implement an evaluation process that goes beyond self-evaluation and seeks the input of its constituents—faculty, staff, and community.	KCCD has developed an appropriate evaluation process and instrument for the Board of Trustees, which has been used three times since the last accreditation visit.
IV.B.2.b	The President has restated her commitment to participatory governance and will explore ways to improve communication, particularly in times of rapid change. The College Council will meet during the summer months to facilitate communication.	<p>Between 2006 and 2009, the president increased communication with College Council members through following up on action items and getting minutes sent out in a timely fashion. She also instituted a “Monday Memo”, a weekly communication highlighting items of particular interest. Beginning Summer 2009 the new President moved the communication into a blog in the attempt to engage dialogue between all employee groups and students. But the majority who logged into the blog only read the blog, treating it just like the previous “Monday Memo”. Therefore the blog was discontinued and a monthly communication titled the Cerro Coso Chronicle was born.</p> <p>As previously stated, the summer meetings continue to be scheduled to facilitate communication.</p>

<p>IV.B.3.c</p>	<p>The College must develop external sources of funding through grants, contracts, donations, and endowments.</p> <p>The District will implement a new funding allocation model that considers conditions of individual colleges.</p> <p>Cerro Coso will participate in developing the new allocation model.</p> <p>Cerro Coso will implement the Enrollment and Marketing Plan.</p>	<p>Since the 2006 visit the College has actively sought and been awarded several external grants that support efforts aligned with the academic and student support program initiatives we were working on. The College has collaborated across our region resulting in a National Science Foundation Grant, a STEM Grant, a Higher Ed Policy Grant, and a TAA-DOL grant. We are receiving external funding from local engineering contractor companies in support of our launching a new Engineering curriculum and partnering with CSU Long Beach. The Cerro Coso Community College Foundation supports events that support athletics, book scholarships for students, and the upkeep of the college observatory. Their own signature event, Denim and Diamonds, increase funds for student scholarships. Still lacking is endowments for the college. This is currently under discussion by their Board of Directors. The College participated in developing a new district-wide Budget Allocation Model that is modeled after SB361. This significantly supports our geographical and operational needs. The College has implemented a cohesive enrollment and marketing strategy over the past six years. This strategy is in the midst evaluation and revision due to the increased availability of data and technological advances.</p>
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## Summary of 2012 Actionable Improvement Plans

The chart below presents a summary view of the actionable improvement plans contained in this Institutional Self Evaluation Report, together with the Standards for reference, and the person(s) responsible for taking action.

Standard	Actionable Improvement Plan	Person(s) Responsible
I.B.2	Develop a mechanism for more formally keeping track of institutional progress on Strategic Goals, objectives, and action plans, and develop a process for ensuring follow up.	College Council Co-chairs: College President, Academic Senate President
I.B.4	Develop a process for comprehensively and formally documenting and collecting planning and resource allocation that has led to improvements in institutional effectiveness.	College Council Co-chairs: College President, Academic Senate President
II.A.2.b	Develop a process, report, and schedule for ongoing statistical analysis of requisites.	CIO: Vice President, Academic Affairs
II.A.3	Complete the General Education Program Review in 2012-2013.	CIO: Vice President, Academic Affairs
II.A.3.c	Complete the revision of the mission statement as appropriate, implement programmatic changes as needed, design or adapt a method of assessment.	College Council Co-chairs: College President, Academic Senate President
II.B.3.e	Complete study of disproportionate impact to ensure that students are not being disadvantaged by test bias.	CSSO: Vice President, Student Services
II.C.1.b	Develop a set of outcomes, a plan for assessment, and a feedback loop for improvement for computer lab aide assistance.	CIO: Vice President, Academic Affairs
II.C.1.e	Develop evaluation tools for the performance and adequacy of the Kern County Law Library and the Mammoth Lakes joint-use facility.	CIO: Vice President, Academic Affairs
III.A.1.b	Develop a set of expectations of faculty responsibility for participation in institutional activities.	CIO: Vice President, Academic Affairs
III.A.4.a	1. Implement professional development opportunities for raising cultural awareness.  2. Identify, implement, and assess specific programs in support of our diverse personnel.	1. College Council Co-chairs: College President, Academic Senate President  2. Human Resources Manager
III.A.5.b	Develop procedures for evaluating professional development activities of different types, identify a repository for housing the results of these evaluations, and develop guidelines and expectations for systematically analyzing them as the basis for improvement.	College Council Co-chairs: College President, Academic Senate President

Standard	Actionable Improvement Plan	Person(s) Responsible
III.A.6	Develop a formalized evaluation of the effectiveness of college human-resources procedures and programs.	College Council Co-chairs: College President, Academic Senate President
III.B.1.a	Develop a mechanism for evaluating facilities and how well they meet the needs of programs and services.	College Council Co-chairs: College President, Academic Senate President
III.B.1.b	Implement an active shooter lockdown procedure.	Director, Administrative Services
III.C.1.a	Reassess IT services that were assessed in the 2007 baseline survey.	Director, Information Technology
III.C.1.b	Develop evaluation tools for technology training processes and programs.	Director, Information Technology
IV.A.1	Develop a formalized evaluation of the effectiveness of College Council's structure and processes.	College Council Co-chairs: College President, Academic Senate President
IV.A.2.a	Develop a formalized evaluation of the effectiveness of student representation in College Council and its sub-committees.	College Council Co-chairs: College President, Academic Senate President
IV.A.2.b	Develop a formalized evaluation of the effectiveness of Academic Senate governance entities.	College Council Co-chairs: College President, Academic Senate President
IV.A.5	Add the formalized evaluations of the governance and decision-making structures and processes discussed in Standard IV.A and IV.B to the Participatory Governance Model.	College Council Co-chairs: College President, Academic Senate President
IV.B.2.b	Develop a formalized evaluation of the effectiveness of the Institutional Effectiveness Committee.	College Council Co-chairs: College President, Academic Senate President

## Inventory of Evidence

Evidence can be found online at: <http://www.cerrocoso.edu/accreditation/evidence/>

- 1 AARC Report 2012
- 2 Ability to Benefit Testing
- 3 Academic Senate Bylaws
- 4 Academic Senate Agendas and Minutes
- 5 Academic Senate Minutes - April 19, 2012
- 6 Academic Senate Minutes - CHDV April 19, 2012, Library May 10, 2012
- 7 Academic Senate Minutes - January 26, 2012
- 8 Academic Senate Minutes - March 1, 2012
- 9 Academic Senate Minutes - May 10, 2012
- 10 Academic Senate Minutes - November 3, 2011
- 11 Academic Senate Survey (white boards vs. dry erase boards)
- 12 ACCJC Acceptance Letter - 2009 Midterm and Special Report 2009
- 13 ACCJC Acceptance Letter - 2011 Substantive Change Proposal
- 14 ACCJC Annual Report
- 15 ACCJC/WASC 2006 Recommendations
- 16 ACCJC/WASC 2007 Progress Report
- 17 Accreditation Steering Committee Minutes
- 18 AccuPlacer Report, Background Questions
- 19 ADA Transition Plan, 2005
- 20 Adjunct Faculty Pool List
- 21 Administrators' Professional Goals Samples
- 22 Admissions and Records Staff Meeting Agendas and Minutes
- 23 Advisory Committees Meeting Minutes
- 24 Annual Division Plans
- 25 Annual Integrated Planning Cycle Materials
- 26 Annual Placement Report
- 27 Annual Section Plans
- 28 Annual Unit Plan Data Report
- 29 Annual Unit Plan Templates (instructional and non-instructional)
- 30 Annual Unit Plans
- 31 Annual Unit Plans - Child Development
- 32 Annual Unit Plans - Digital Media Arts
- 33 Annual Unit Plans - Library, 2010-2013
- 34 Annual Unit Plans with Staffing Requests - English, Counseling Health Careers,  
Public Services
- 35 APA and MLA Workshop Calendars

36	Assessment Proctor Approval Process
37	Associated Students of Cerro Coso By-laws
38	Associated Students of Cerro Coso Calendar of Events
39	Associated Students of Cerro Coso Website
40	Associated Students of Cerro Coso/Student Senate Agendas and Minutes
41	Athlete LAC Hours Report
42	Athletics Meeting Agendas and Minutes
43	Athletics Website
44	Basic Skills Initiative Work Plans
45	Budget Development Committee Agendas and Minutes
46	Budget Development Committee Minutes - February 28, 2012
47	Campus Homepages
48	Career Center/Job Development Website
49	Career Coach
50	CC Online Student Preparedness Quizzes
51	CC Online Student Resources Website
52	CC Online Website
53	CCCCO Confirmation of Stand-Alone Training
54	CCCCO Inventory of Approved Programs Report
55	CCSSE Key Findings Report
56	CCSSE Results - Orientation
57	Cerro Coso Community College 2006 Accreditation Self-Study
58	Cerro Coso Community College 2009 Midterm Report to ACCJC
59	Cerro Coso Community College Substantive Change Proposal 1998
60	Cerro Coso Community College Substantive Change Proposal 2011
61	Classified Senate Meeting Minutes and Materials
62	Clery Report
63	College Budget
64	College Budget - Information Technology
65	College Budget - Library
66	College Budget - Maintenance & Operations
67	College Budget Development Process
68	College Budget Request Worksheets
69	College Catalog
70	College Catalog - About the College
71	College Catalog - Academic Information and Standards
72	College Catalog - Administration
73	College Catalog - Admissions and Registration
74	College Catalog - Diversity Requirement
75	College Catalog - Faculty
76	College Catalog - Graduation and General Education

77	College Catalog - Programs of Study
78	College Council Agendas and Minutes
79	College Council Minutes - August 19 & 20, 2010
80	College Council Minutes - BSOT & Business Programs Dec 2010, CIS & Web Design May 2011, CHDV April 2012, Program Review Discussion May 2012
81	College Council Minutes - February 24, 2012
82	College Organizational Chart
83	College Promotional Brochures
84	College Report Card
85	Community Forum Minutes - Fall 2006
86	Community Forum Minutes - Spring 2011
87	Community Forum Minutes - Spring 2012
88	Community Report
89	Comprehensive Annual Assessment Report
90	Counseling Basic Skills Presentation Materials
91	Counseling Intranet
92	Counseling Meeting Minutes and Materials
93	Counseling Website
94	Course Outlines of Record - IC C075
95	Course Outlines of Record: Conditions of Enrollment Samples
96	Course Outlines of Record: Distance Ed Addendum Samples
97	Course Outlines of Record: Template, Reports, Samples
98	Coyote Howlers
99	CTE Faculty Chair Meeting Agendas and Minutes
100	CTE Licensure Examination Pass Rates, 2009-2012
101	CTE Retreat Minutes and Materials
102	Curriculum and Instruction Council Agenda and Minutes
103	Curriculum and Instruction Council Diversity Criteria
104	Curriculum and Instruction Council Handbook
105	Curriculum and Instruction Council Minutes - Oct 18, 2010 2 year CTE Program Reviews & Business, Apr. 8, 2011 AJ AS & CIS AS, Sept. 24, 2010 Basic Skills, BSOT, Learning Assistance Center
106	Curriculum Approval Queue Samples
107	CurricUNET Issue Tracking
108	Cut Score Validation Study - English
109	Data on Completions - declared majors, program completers
110	Data on Enrollments - headcount, unit load, service area, success, retention, persistence
111	Data on Student Demographics - ethnicity, age, gender, socioeconomic status, educational level
112	Datamart Transfer Velocity Information
113	Department Meeting Agendas and Minutes

114	Department Meeting Minutes - Flex Days
115	Department SLO Work Plans, 2011-2012
116	Department Websites
117	Director of Distance Education Job Description
118	Distance Education Task Force Report and Moodle
119	Distance Education Task Force Report and Moodle
120	Early Alert Materials
121	Eastern Sierra College Center Admissions Day Flyer
122	Eastern Sierra College Center Business Plan
123	Educational Master Plan
124	Educational Master Plan - Environmental Scan
125	Educational Master Plan - Long-Term Facilities Plan
126	Educational Master Plan 2007-2012
127	Educational Master Planning Website
128	Employer Summit Meeting Minutes and Materials
129	EMSI Data
130	Evaluation Materials for the Annual Planning Process
131	Evaluation Samples: Classified Staff
132	Evaluation Samples: Confidential and Management Staff
133	Evaluation Samples: Full-Time Faculty
134	Evaluation Samples: Part-time Faculty
135	External Accrediting Correspondence - Nursing, Police Academies, EMT, Child Development
136	Facilities Committee Meeting Minutes and Materials
137	Faculty Chair Meeting Agendas and Minutes
138	Faculty Chair Meeting Minutes - CCSSE Sept. 6, 2011, Sept. 20, 2011
139	Faculty Chair Meeting Minutes - March 5, 2012
140	Faculty Chair Meeting Minutes - ODS reports March 5, 2012 ODS, Program Review Data Dec. 6, 2011
141	Faculty Chair Meeting Minutes - SLO assessments Sept. 6 & 20, 2011, Feb. 13, 2012, and April 30, 2012
142	Faculty Flex Day Materials, 2011-2012
143	Faculty Flex Forms
144	Faculty Online Training Moodle
145	Faculty Referrals to LAC
146	FERPA Policy
147	Financial Aid Website
148	Follow-Up Evaluations on Faculty Mode C Remediation Plans
149	Follow-up Evaluations on Less Than Satisfactory Ratings for Classified
150	Follow-up Evaluations on Less Than Satisfactory Ratings for Management
151	Full- and Part-time Faculty Evaluation Schedule

152	Gainful Employment Materials
153	Graduation Evaluation and Petition to Graduate Forms
154	Graduation Survey
155	Helpdesk Reports
156	High School Articulation Status Website
157	High School Enrollment Yield
158	Hiring Materials for Classified and Management Positions: Binders, Sample Questions, Skill Demonstrations
159	Hiring Materials for Faculty: Binders, Sample Questions, Skill Demonstrations
160	Honors Committee Agendas and Minutes
161	Honors Program Website
162	IGETC/CSU Articulation Reports
163	In-House Training Center Website
164	InsideCC
165	Institutional Effectiveness Committee Agendas and Minutes
166	Institutional Effectiveness Committee Minutes - Oct. 18, 2011, Nov. 29, 2011, Feb. 15, 2012
167	Institutional Effectiveness Committee Minutes - October 18, 2011
168	Institutional Effectiveness Committee Minutes - September 20, 2011
169	Institutional Learning Outcomes
170	Institutional Learning Outcomes Workgroup Minutes and Materials
171	Institutional Planning Website
172	Institutional Student Records Confidentiality Agreement
173	Instructional Methodologies Used in Moodle
174	Inter-Library Loan and Document Delivery Procedures
175	IT Hardware Replacement Plan
176	KCCD Adopted Budget Book Narrative
177	KCCD Adopted Budget Workshop PowerPoint Presentation
178	KCCD Annual External Audit
179	KCCD Board of Trustees Annual Schedule of Meetings
180	KCCD Board of Trustees Biographical Information
181	KCCD Board of Trustees By-laws
182	KCCD Board of Trustees Goals
183	KCCD Board of Trustees Legislative Committee Agendas and Minutes
184	KCCD Board of Trustees Minutes - April 2012
185	KCCD Board of Trustees Minutes - June 2007
186	KCCD Board of Trustees Minutes - June 2011
187	KCCD Board of Trustees Minutes - November 2011
188	KCCD Board of Trustees Minutes - October 6, 2011, April 12, 2012
189	KCCD Board of Trustees Minutes - September 2011
190	KCCD Board Policy Manual
190_1	BP 1

190\_2 BP 1B1  
190\_3 BP 1B2 and 1B3  
190\_4 BP 1B2A  
190\_5 BP 2A1  
190\_6 BP 2A2  
190\_7 BP 2B1, 2B1A, appendix 2B1(a)  
190\_8 BP appendix 2B1(b)  
190\_9 BP 2C  
190\_10 BP 2C2  
190\_11 BP 2E  
190\_12 BP 2E3  
190\_13 BP 2F  
190\_14 BP 2G  
190\_15 BP 2G2  
190\_16 BP 2H  
190\_17 BP 3A  
190\_18 BP 3A1  
190\_19 BP 3A1A3  
190\_20 BP 3A1A6  
190\_21 BP 3A1A7  
190\_22 BP 3A1A9  
190\_23 BP 3A1B  
190\_24 BP 3A2 through 3A7  
190\_25 BP 3A8  
190\_26 BP 3A9  
190\_27 BP 3B  
190\_28 BP 3E1, 3E4  
190\_29 BP procedure 3E1C(a)  
190\_30 BP procedure 4A3(c)  
190\_31 BP 4B6  
190\_32 BP 4B11  
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190\_38 BP 5.11F  
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190\_43 BP 5.4A3  
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190\_55 BP 6  
190\_56 BP 6A through 6F  
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197	KCCD Business Services Report on Budget Allocation Model Evaluation
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205	KCCD CurricUNET Implementation Team Agendas and Minutes
206	KCCD DegreeWorks Implementation Team Agendas and Minutes
207	KCCD District Facilities Planning and Construction Mission and Charge
208	KCCD Elements of Decision Making
209	KCCD Ethics Policy Booklet
210	KCCD Facilities Master Plan
211	KCCD Five-Year Capital Outlay Construction Plan
212	KCCD Human Resources Operational Guidelines
213	KCCD Monthly Financial Report
214	KCCD Multi-year Budget Projections 2010-2011
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216	KCCD New Employee Orientation Survey
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