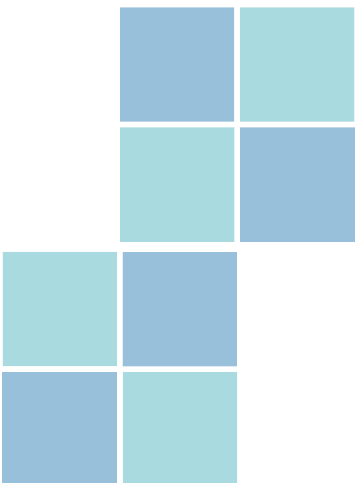
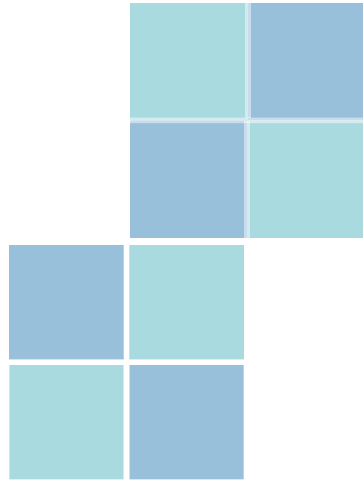


CERRO COSO COMMUNITY COLLEGE

STRATEGIC PLAN

2021-2024



PRESIDENT'S MESSAGE



Cerro Coso Community College has a long history of providing superior higher education and workforce development to the communities we serve. For more than 70 years, our higher education services have expanded and adapted to meet the diverse needs of our 18,500 sq. mile service area. Given the complex and changing nature of our service area, our strategic planning will take a 3-year outlook that prepares the college for continued growth as a college of first choice, while also honoring the institutional convictions and hard work that brought us here.

We began our strategic planning process in spring of 2021, during my first academic year as president. Through conversations, brainstorming, surveys, and ongoing dialogue across multiple groups of stakeholders (faculty, staff, administrators, students, and community members), we spent the entire year honing in on understanding and defining who we desire to be as an institution of higher education. Using the information we collected, we identified trends, service needs, and areas of opportunity for continuous quality improvement. We also reviewed data and analyzed larger trends in the national, state, and local higher education systems

that will affect the future of the college and our students. Using all the information gathered, our Strategic Planning Task Force updated our mission and vision statements and proposed a detailed structure for the plan that will guide our work for the next three years.

We identified three areas of focus that allow us to respond to the needs of our stakeholders and position Cerro Coso Community College for the future. Cerro Coso is committed to ensuring all students reach their highest potential, regardless of the challenges that life can bring. As an institution of higher learning, it is vital we focus our efforts in ensuring all our students have the tools necessary to remain on a successful path to graduation, college, and career readiness. As we continue our journey to provide a quality higher education, we must strive to work together to ensure the success of all our students.

Our strategic plan is a systemic framework for unleashing the college's potential for continuous quality improvements that allows us to work collaboratively with all stakeholders to accomplish identified goals and objectives. ***Our areas of focus are maximizing student success and access, narrowing student equity gaps, and strengthening organizational effectiveness.*** Through this strategic plan, we will ensure our students are well-prepared for the global workforce and beyond.

The college's experience over the past two years underscored just how important it is for us to be flexible, ready to respond to the ever-changing needs of our environment.

This living document allows us to remain present for today and ready to pivot tomorrow yet stay focused on core values and strategic priorities relevant to our future regardless of our circumstances.

I am proud of the work that went into this strategic plan, and I want to thank all our stakeholders for contributing their time and effort to inform this work.

I am inspired by all of you who believe in the legacy and future of Cerro Coso Community College.

Thank you for your continued support.

Sean C. Hancock, Ed.D.
President

COMMITTEES

College Council Membership

Sean Hancock
President, Co-Chair

Yvonne Mills
Academic Senate President, Co-Chair

Corey Marvin
Vice President, Instruction

Heather Ostash
Vice President, Student Services

Lisa Couch
Vice President, Finance and Administrative Services

Michael Campbell
Management Association Representative

Vonetta Mixson
Faculty Representative, Career Technical Education

Michael Bonner
Faculty Representative, Letters and Sciences

Vacant
Faculty Representative, Student Services

Melissa Bowen
Faculty Representative, Member at Large

Joe Slovacek
CCA Representative

Vacant
Classified Senate Representative

Mike Barrett
CSEA Chapter 617 Representative

Mia Guzman
Student Government Representative

Deanna Campbell
Director, Eastern Sierra College Center

Lisa Stephens
Director, East Kern and Kern River Valley

Strategic Plan Task Force

A recommending body to the College Council

Sean Hancock
President

Yvonne Mills
Academic Senate President, Co-Chair

Lisa Couch
Vice President, Finance and Administrative Services

Heather Ostash
Vice President, Student Services

Corey Marvin
Vice President, Instruction

Deanna Campbell
Director, Eastern Sierra College Center

Peter Fulks
Associate Professor, Administration of Justice

Ben Beshwate
Professor, History

Kimberly Blackwell
Educational Advisor

Heather Bopp
Learning Center Technician

Athena Baca
Student Representative

Anna Carlson
Program Director, ISEP

Ryan Khamkonsay
Director of Institutional Research

John McHenry
Director, Athletics

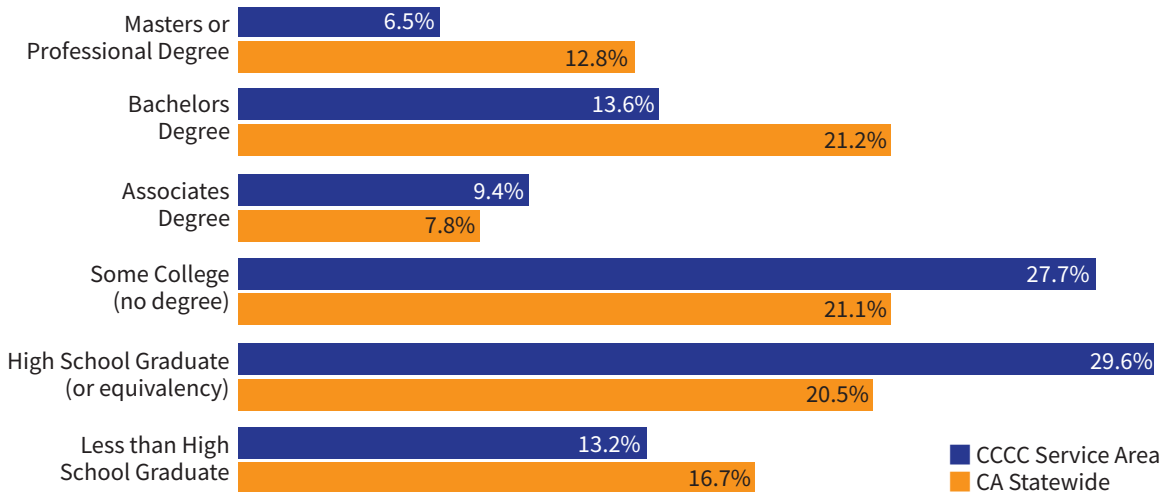
OUR COMMUNITY

Educational Attainment

Educational attainment refers to the highest level of education that an individual has completed. Local, state, tribal, and federal agencies use education data to measure changes in education over time, evaluate the educational attainment of the workforce, and understand the continuing education needs of adults. The bar chart shows the 2019 educational attainment for adults ages 18 and older residing in the Cerro Coso Community College Service Area and also the statewide rate for California.

The CCCC Service Area has a lower percentage of residents that have attained a Masters Degree or Post-Graduate degree (-6.3%) and Bachelors degree (-7.6%) compared to the state of CA. However there are more CCCC Service Area residents with an Associates Degree (+1.6%) or at least some college (+6.6%) compared to the state overall.

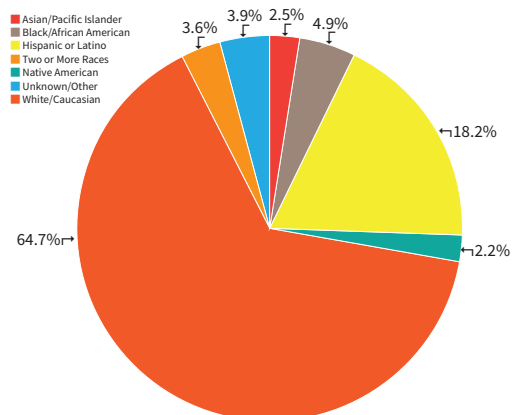
At 29.6%, the CCCC Service Area has a higher percentage of residents that have completed high school compared to California Statewide (16.7%).



Source: US Census, American Community Survey 2019, 5-year Estimates - Population 18 years and over (All CCCC Service Area Zip Codes)

Race and Ethnicity

The Cerro Coso Community College service area population is based-off the residents living within the boundaries of the college's service area zip codes. The majority of residents living in the Cerro Coso service area are White/Caucasian (64.7%), with Hispanic/Latino being the second largest population (18.2%).

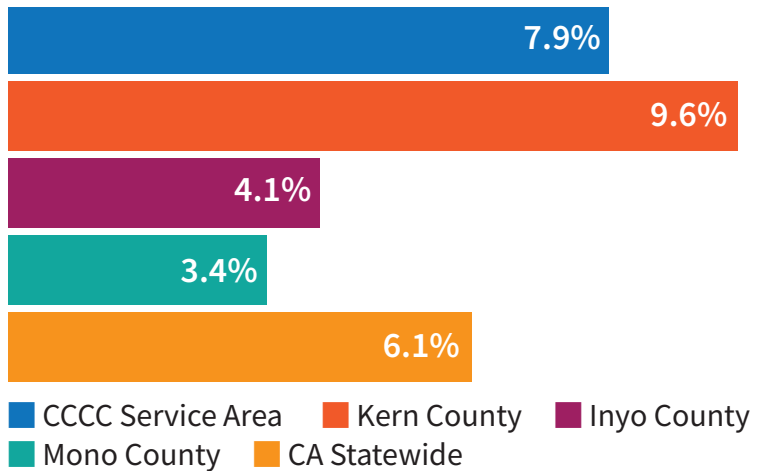


Unemployment Rates

Unemployment is reported by the California Department of Finance and captured in the U.S. Census American Community Survey by place and county. The unemployment rate is the number of people looking for a job divided by the number in the labor force. The bar chart shows the 2019 unemployment rate for the Cerro Coso Community College Service Area, as well as the three major counties within the college service area boundaries (Kern, Inyo, and Mono) and California Statewide (pre-COVID-19).

The 2019 unemployment rate for the CCCC Service Area is at 7.9%, which is 1.8% higher than the state unemployment rate (6.1%).

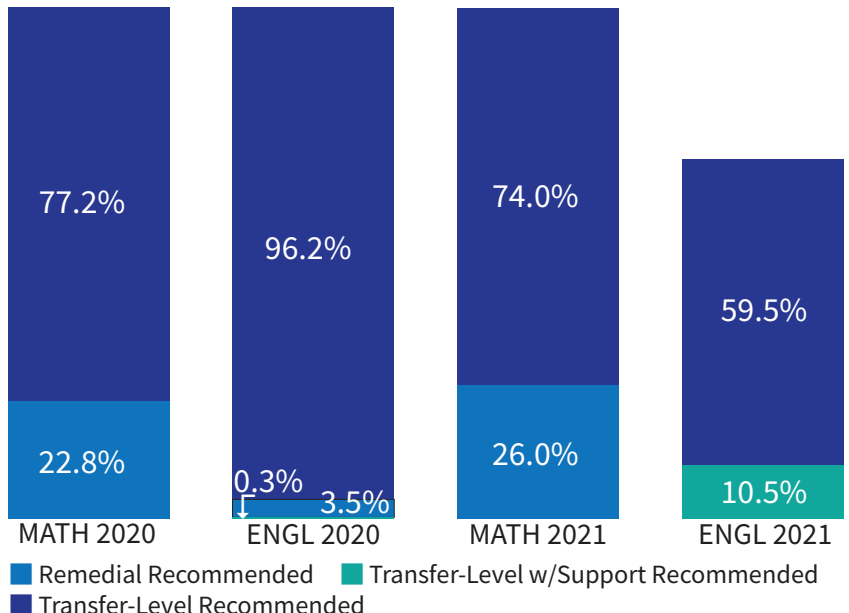
Kern County has a slightly higher unemployment rate (1.7% higher), while both Inyo County and Mono County have lower rates of unemployment (4-5% lower) when compared to CCCC Service Areas.



OUR STUDENTS

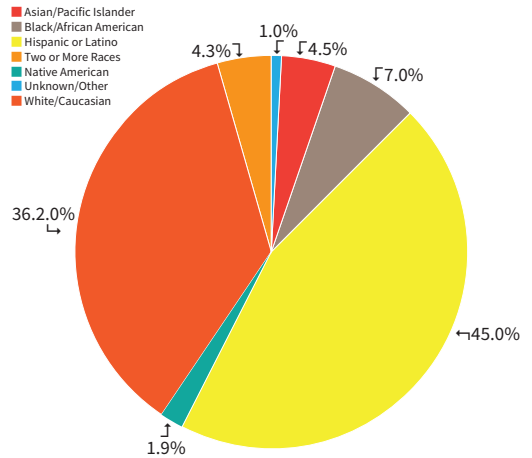
Placements— First-Time Students

This section details placement information for incoming first-time students to Cerro Coso who met with a CC counselor or CC advisor within that year before enrolling in Math or English for AY 2020 and AY2021. The bar chart displays the number of areas in which a student's Math and/or English placement level was recommended in accordance with AB 705. Within a 3-year timeframe of adopting AB 705, Cerro Coso has seen a significant increase in students placing at no-remediation college level courses in both English (+64%) and Math (+64%), with corresponding decreases with placements into remedial courses.



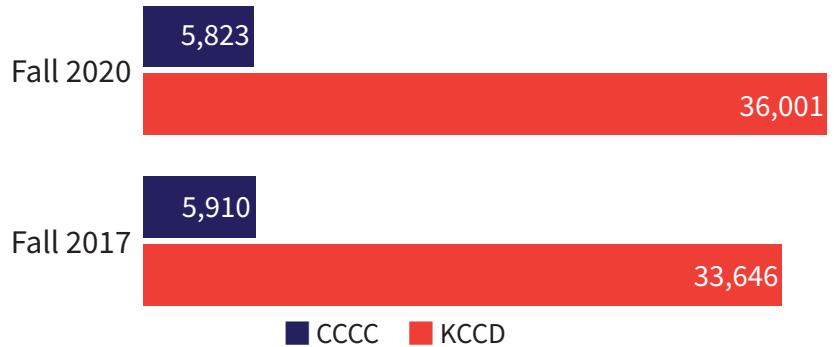
Race and Ethnicity

The pie chart shows the race and ethnicity breakdown of our students enrolled in AY 2021. The majority of students at Cerro Coso are Hispanic/Latino at 45%, with White/Caucasian being the second largest population at 36.2%. We have also seen increased in the percentages of Black/African American Students and those that identify as Two or More Races, reflecting the growing diversity of the communities we serve.



Headcount

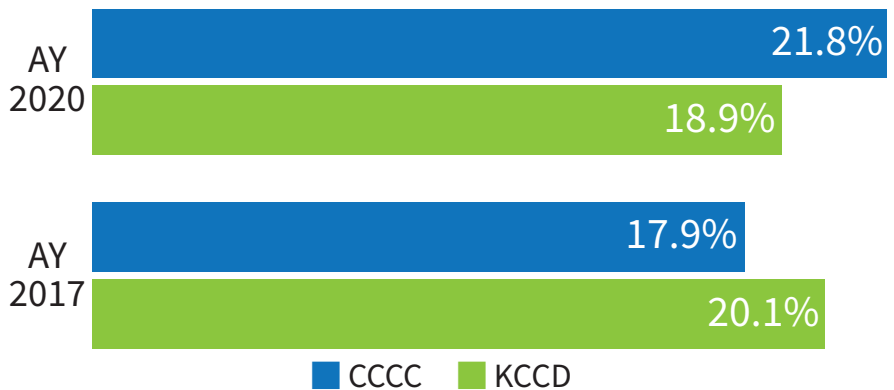
The bar chart shows the headcount (unduplicated) for Cerro Coso and KCCD for Fall 2017 and Fall 2020. Cerro Coso experienced a slight decrease in student enrollment (-1.5%) while KCCD had an overall increase of 7% within that 3-year time period.



Enrollments—First-Time Students

The bar chart shows incoming first-time students as a percentage of the total student population for Cerro Coso and KCCD enrolled in AY 2017 and AY 2020. A student is considered a “first-time” if they are entering college for the first time as an incoming Freshman (excludes high school special admits).

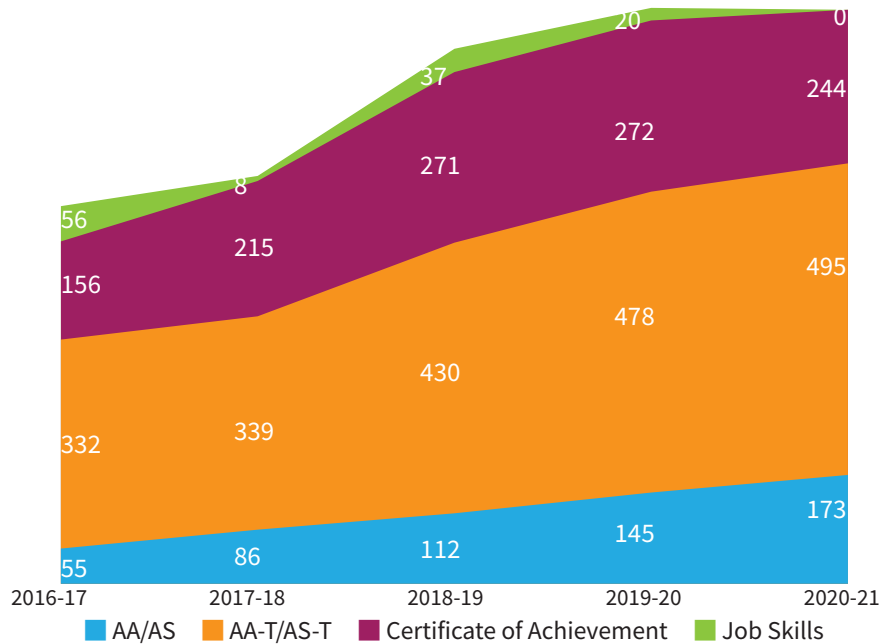
Cerro Coso experienced an increase of approximately 4% of First-Time students, while KCCD overall had a slight decrease (-1.2%) of the first-time students enrolling in AY 2020, compared to AY 2017.



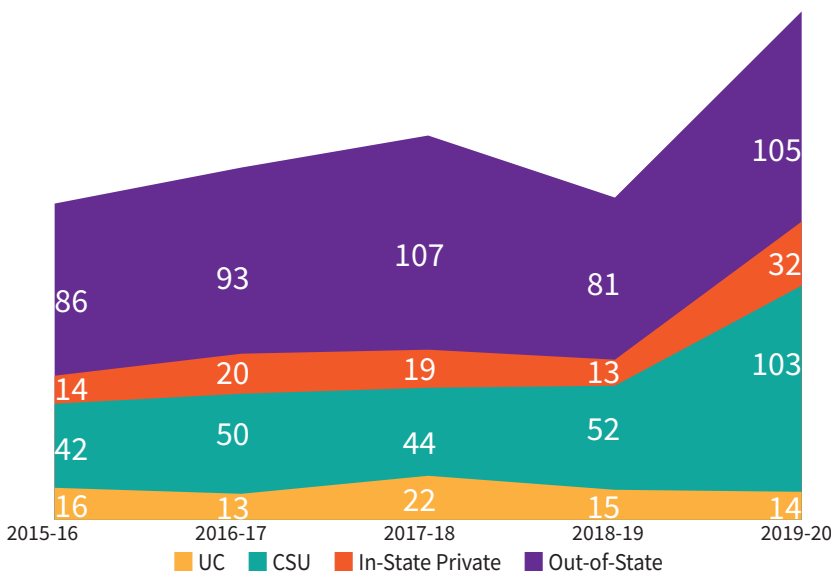
OUR FOCUS IS STUDENT SUCCESS

Awards

The area chart illustrated here shows the number of awards earned at Cerro Coso Community College over the recent five academic years. From AY 2016-17 to AY 2020-21 Cerro Coso increased the number of awards in AA/AS degrees from 55 to 173 (+215%), AA-T/AS-T from 332 to 495 (+49%), and Certificate of Achievement from 156 to 244 (+56%). Overall, the percentage of all awards earned by Cerro Coso Students have increased by 52%.



Transfers



The area chart illustrated here shows the number of Cerro Coso Community College Students transferring to 4-year universities over the recent five academic years. Cerro Coso has experienced a substantial increase in transfers. Overall, the percentage of Cerro Coso Students transferring to a 4-year university of any type has increased by +61%. The rate of students transferring to a CSU has increased by +145% and Out-of-State by +22%, while the rate of students transferring to a UC has remained constant.

Cerro Coso Community College Trends

The overall results within the five-year trend at Cerro Coso seen here show steady positive increases in student performance in almost every metric. The results are based on student cohorts, rather than all students attending the college. Those cohorts are comprised of students who share certain characteristics, such as first-time attending college and educational goals. This explains why Cerro Coso has cohorts ranging from 516 to 882 students. Although each cohort of students are tracked for five years to give those in the pipeline a chance to complete the metric, studies have shown untraditional students in rural areas are likely to require additional time to reach success due to their unique circumstances (i.e., barriers to full-time enrollment, distance to college, etc.).

The only measure with a significant downward trend was Median Change in Earnings for Strong Workforce Program Exiting Students (-7.0%). Measures with the highest increases include Course Success, Persistence, 30 Units, and Math & English Attempted/Completed within 1st Year. Completion (Award/Transfer within 3-Years) has remained constant within the recent five years at an average rate of 24.1%.

When compared to districtwide overall rates, Cerro Coso results varied depending on the metric. The metrics with the lowest results compared to districtwide were Persistence Fall-to-Fall, 30 Unit Attempted/ Completed, and Median % in Earnings for SWP students. Cerro Coso's results were significantly higher in areas of Course Success (+9.4%), Math & English Completion within 1st Year (+4.2%) and Completion (Award/Transfer within 3 Years) at a higher difference of 4.2%.

Cerro Coso CC Student Success Scorecard Metrics		Five Year College Trend							KCCD Overall Rate	% Pt Diff College vs Districtwide
		2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	5-Yr % Pt Change	Trendlines		
Course Success	Cohort Size	633	595	553	565	516				
	Overall Outcome Success Rate	63.9%	67.0%	63.1%	65.9%	72.1%	8.2%		62.7%	9.4%
Persistence	Cohort Size	633	595	553	565	516				
	Fall to Spring	58.6%	61.2%	60.2%	66.2%	68.4%	9.8%		66.1%	2.3%
	Fall to Fall	38.4%	43.7%	42.7%	45.5%	48.3%	9.9%		49.0%	-0.7%
30 Units	Cohort Size	633	595	553	565	516				
	Outcome Success Rates:									
	Attempted 30 Units in 1st Year	7.9%	10.1%	8.1%	9.2%	10.9%	3.0%		18.0%	-7.1%
	Completed 30 Units in 1st Year	3.5%	4.4%	3.1%	4.1%	6.4%	2.9%		7.7%	-1.3%
Math & English (within 1 year)	Cohort Size	633	595	553	565	516				
	Outcome Success Rates:									
	Attempted in 1st Year	25.0%	35.5%	35.3%	34.5%	38.4%	13.4%		41.4%	-3.0%
	Completed in 1st Year	14.2%	20.7%	17.9%	18.9%	23.3%	9.1%		19.1%	4.2%
Completion (Award/Transfer within 3 years)	Cohort Size	633	595	553	565	516				
	Outcome Success Rate	24.1%	25.5%	24.5%	22.6%	24.0%	-0.1%		19.8%	4.2%

Cerro Coso CC Student Success Scorecard Metrics		Four Year College Trend (2020 Not Yet Available)					4-Yr % Pt Change	Trendlines	KCCD Overall Rate	% Pt Diff College vs Districtwide
		2015-16	2016-17	2017-18	2018-19	2019-20				
Median Change in Earnings for Strong Workforce Program Exiting Students	Cohort Size	796	824	776	882	n/a				
	Median % Wage Change	17.0%	7.0%	11.0%	10.0%		-7.0%		22.0%	-12.0%

MISSION

The mission of Cerro Coso Community College is to improve the life of every student it serves by prioritizing equity and supporting attainment of educational goals. Through innovative delivery methods, Cerro Coso Community College provides transfer preparation, workforce education, degree pathways, and comprehensive student support services to develop ethical and effective citizenry throughout our vast rural and online communities.

VISION

Cerro Coso Community College will be the first choice in higher education and workforce training for the Eastern Sierra region.

VALUES

The values at Cerro Coso Community College provide the foundation for all academic, student support, and administrative services:

Educate

We provide students with clear and defined degree, certificate, and transfer pathways to ensure timely completion of educational goals. Through a student-centered approach to collegiate learning, and integrated and equitable support services, we promote student success and retention. We foster diversity of thought, curiosity, and critical thinking within a rigorous and safe learning environment to empower our college community to shape a more equitable and inclusive society.

Innovate

We commit to an inclusive, transparent, fluid, and evolving strategic planning process to acknowledge and anticipate the ever-changing workforce and transfer preparation needs of our students. Through implementation of pedagogical and institutional best practices, we facilitate and encourage innovation and success for all students, faculty and staff.

Include

We commit to equitable access to higher education for all. We value diversity and demand that our campus and classroom atmosphere, curriculum, and programs intentionally foster inclusivity. We recognize that the individual differences of each student, faculty and staff member contribute to the ability of the college to prepare students on their educational journeys in an increasingly diverse and globalized world.

Serve

We embrace our unique communities and are dedicated to the economic and social development of our service area. Through collaboration with secondary school and workforce partners, we prepare students to give back to their communities through marketable job skills and transfer preparation.

STRATEGIC GOAL 1

MAXIMIZE STUDENT SUCCESS AND ACCESS

Objective 1: Improve Onboarding

Success Metrics	2020	2024 Target
Increase FTES	2,965	3,420
Increase the # of students taking at least 1 class at the IWV (Excludes ADMJ Police In-Service Courses)	1,292	1,545
Increase the # of students taking at least 1 class at East Kern	2,084	2,182
Increase the # of students taking at least 1 class at ESCC Bishop	315	318
Increase the # of students taking at least 1 class at ESCC Mammoth	239	251
Increase the # of students taking at least 1 class with CC-Online	6,328	6,518
Increase the # of 1st time degree seeking students taking 12 or more units in their 1st term	333	496
Increase High School enrollment	2206	2821
Increase the # of incarcerated students taking at least 1 class with CC	1119	1480
Decrease the % of enrollments dropped before 1st day of class	17.7%	15.6%
Decrease the % of students dropped from all courses before 1st day	99%	8.9%
Decrease the % of enrollments dropped between 1st day & census	16.2%	15.2%
Decreases the % of students dropped between 1st day & census	14.8%	11.0%
Increase the % of students completing advisement / counseling as part of onboarding	69.3%	74.9%
Increase the % of students completing abbreviated education plans as part of onboarding	48.6%	55.4%
Increase the % of students completing orientation as part of onboarding	65.1%	68.7%

Objective 2: Improve Momentum Points

Success Metrics	2020	2024 Target
Increase the % of students completing comprehensive education plans in 1st term	23%	35%
Increase the % of 1st time degree seeking students persisting from term 1 to term 2	66%	73.1%
Increase the % of 1st time degree seeking students persisting from term 1 to term 3	45.4% (2019)	52.1%

STRATEGIC GOAL 2

NARROW STUDENT EQUITY GAPS

Objective 1: Improve Onboarding

Success Metrics	2020	2024 Target
Decrease the % of students aged 20 to 24 dropped from all courses before the 1st day	12.9%	12.0%
Decrease the % of first-generation students dropped from all courses before 1st day	12.9%	12.0%
Decrease the % enrollments dropped by Black or African American students before 1st day	20.1%	14.0%
Decreases the % of Black or African American students dropped from all courses between 1st day & census	14.8%	10.0%
Decreases the % of students aged 25 to 29 dropped from all courses between 1st day & census	15.9%	13.0%
Increase the % of Black or African American students completing advisement/counseling as part of onboarding	57.1%	63.0%
Increase the % of students aged 25 and older completing advisement / counseling as part of onboarding	47.5%	61.0%

Objective 2: Improve Momentum Points

Success Metrics	2020	2024 Target
Increase the % of American Indian or Alaska Native students completing comprehensive education plans in 1st term	23.3%	30.0%
Increase the % of students aged 20 to 24 completing comprehensive education plans in 1st term	15.3%	18%
Increase the % of students with no financial aid completing comprehensive education plans in 1st term	7.9%	10.0%
Increase the % of first-generation students completing comprehensive education plans in 1st term	16.4%	20.0%
Increase the % 1st time degree-seeking Black or African American students successfully completing 12 to 23.9 credits	25.9%	33.0%
Increase the % 1st time degree-seeking students aged 20 and older successfully completing 12 to 23.9 credits	20.1%	29.0%
Increase the % 1st time degree-seeking students with no financial aid successfully completing 12 to 23.9 credits	26.3%	37.0%
Increase the % 1st time degree-seeking American Indian or Alaska Native students successfully completing 24 to 30+ credits	7.7%	13.0%
Increase the % 1st time degree-seeking Black or African American students successfully completing 24 to 30+ units	5.2%	7.0%
Increase the % 1st time degree-seeking students aged 20 or older successfully completing 24 to 30+ units	2.1%	7.0%
Increase the % 1st time degree-seeking students with no financial aid successfully completing 24 to 30+ units	6.5%	10.0%
Increase the % 1st time degree-seeking first-generation students successfully completing 24 to 30+ units	8.0%	9.0%
Increase the % of 1st time degree seeking students aged 20 to 29 persisting from term 1 to term 2	50.9%	53.0%
Increase the % of 1st time degree seeking students aged 30 and older persisting from term 1 to term 2	64.9%	72.0%
Increase the % of 1st time degree seeking students aged 20 to 29 persisting from term 1 to term 3	26.4%	31.0%
Increase the % of 1st time degree seeking students aged 30 and older persisting from term 1 to term 3	29.1%	34.0%

STRATEGIC GOAL 3

STRENGTHEN ORGANIZATIONAL EFFECTIVENESS

Objective #1: Strengthen Community Connections

Success Metrics	2020	2024 Target
Increase the # of Career Technical Education degrees and certificates awarded	391	437
Increase the # of annual enrollments in CTE courses	11,273	12,078
Increase the # of students completing 9 or more CTE units in their first year	750	811

Objective #2: Improve Professional Development

Success Metrics	2020	2024 Target
Increase the percentage of employees who have attended professional development activities	54%	82%
Increase the percentage of employees who feel there are opportunities at the college to learn & grow	45%	73%
Increase the percentage of employees who feel they are provided adequate training to do their work	54%	82%
Increase the percentage of employees who feel the college provides encouragement & support for professional growth & development	53%	80%
Increase the percentage of employees who feel they have had input into the professional development that concerns them (faculty, staff, management).	73%	81%

Objective #3: Improve Atmosphere

Success Metrics	2020	2024 Target
Increase the number of employees who feel their immediate supervisor keeps them informed of issues relevant to my job	70%	77%
Increase the number of employees who feel their immediate supervisor asks for their input before making decisions that affect their work	67%	72%
Increase the number of employees who feel valued as an employee of the college	51%	80%
Increase the number of employees who feel consulted & listened to regarding decisions in the workplace	48%	75%
Increase the number of employees who feel interactions with their immediate supervisor are positive or very positive	81%	85%

Objective #4: Improve Participatory Governance

Success Metrics	2020	2024 Target
Increase number of employees who feel relevant information affecting the college is communicated throughout the organization	41%	71%
Increase number of employees who feel that representatives in governance committees adequately inform me about important college issues	60%	82%
Increase number of employees who feel their representatives on governance committees ask for their input on important issues	51%	73%
Increase number of employees who feel that information flows well upward through the organizational structure	23%	77%
Increase number of employees who feel information flows well downwards through the organizational structure	24%	63%
Increase number of employees who understand the decision-making process at the college	57%	79%
Increase number of employees who feel that the decision-making process at the college is effective	39%	53%

Objective #5: Improve Facilities and Maintenance

Success Metrics	2020	2024 Target
Increase number of employees who feel that the college where they work is adequately maintained	61%	72%
Increase number of employees who feel that the environment in which they work is conducive to productivity	60%	72%
Increase number of employees who feel that the college or location where they work is attractive	58%	71%
Increase number of employees who feel that the college or location is kept clean	82%	86%

Objective 6: Improve Safety and Emergency Preparedness

Success Metrics	2020	2024 Target
Increase number of employees who feel safe at their work location	72%	89%

Vision for Success

The success of California’s broader system of higher education and workforce development rests with the California community colleges (CCCs). To meet California’s needs, colleges should align local strategic objectives with the six Vision for Success goals. Cerro Coso Community College’s goals continue to support the system’s core belief that colleges should simplify paths to educational goals and help students stay on those paths until completion.

Crosswalk Between CCCC Strategic Plan Objectives and CCCCC Vision for Success Goals	
CCCC Objectives: 1.1, 1.2, 2.1, 2.2, 3.1	Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job
CCCC Objectives: 1.1, 1.2, 2.1, 2.2, 3.1	Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
CCCC Objectives: 1.1, 1.2, 2.1, 2.2	Decrease the average number of units accumulated by California Community College students earning associate degrees
CCCC Objectives: 3.1	Increase the percent of exiting CTE students who report being employed in their field of study
CCCC Objectives: 2.1, 2.2, 3.2	Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
CCCC Objectives: 2.1, 2.2, 3.2	Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

Enrollment, Student Success with Equity Targets and Tactics

The COVID-19 pandemic has impacted our most vulnerable populations, resulting in declining enrollments from 2019-2020 when compared to the 2021-2022 academic year. The metrics outlined above in combination with those identified below, provide measures by which to assess the impact of the various tactics aimed at reversing the downward enrollment trend.

By better understanding our students and the effects of the pandemic, we are better positioned to approach enrollment management with an intentional focus on the specific student populations, as well as the Supplemental and Student Success metrics factored into the Student Centered Funding Formula (SCFF).

Targets

FTE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Regular	2,424.43	2,079.73	2,257.54	2,014.41	2,014.41 (0%)	2,257.54 (12%)	2302.69 (2%)
Special Admit	252.65	312.75	315.89	333.76	350.44 (5%)	367.96 (5%)	375.31 (2%)
Incarcerated	363.54	455.35	547.18	694.81	694.81 (0%)	715.65 (3%)	729.96 (2%)

Supplemental	2017-18	2018-19	2019-20	2020-21*	2021-22	2022-23	2023-24
AB540	203	191	204	173	191 (10%)	204 (7%)	208 (2%)
Pell Recipient	1,033	1,047	1,196	905	950 (5%)	998 (5%)	1018 (2%)
CCPG Recipient	4,527	4,938	4,383	4,213	4383 (4%)	4,558 (4%)	4649 (2%)

Student Success (All Students)	2017-18	2018-19	2019-20	2020-21*	2021-22	2022-23	2023-24
Associates Degree for Transfer	77	99	121	148	151 (2%)	157 (4%)	160 (2%)
Associates Degree	148	195	198	189	193 (2%)	201 (4%)	205 (2%)
Credit Certificate	101	132	132	127	130 (2%)	135 (4%)	138 (2%)
Completion of Transfer Level Math & English	54	54	84	57	58 (2%)	61 (4%)	62 (2%)
Successful Transfer to 4-year School	103	125	148	116	121 (4%)	126 (4%)	129 (2%)
9+ CTE Units Completed	654	864	792	750	765 (2%)	795 (4%)	811 (2%)
Attainment of Regional Living Wage	1,203	1,210	1,366	1,589	1,589 (0%)	1620 (2%)	1652 (2%)



INDIAN WELLS VALLEY

3000 College Heights Blvd., Ridgecrest, CA 93555-9571

Phone: 760-384-6100

TDD Only: 760-384-6110

KERN RIVER VALLEY

6504 Lake Isabella Blvd., Lake Isabella, CA 93240-3204

Phone: 760-384-6395

EAST KERN CENTER - EDWARDS AFB

140 Methusa Ave., Edwards AFB, CA 93524-1400

Phone: 661-258-8644

EAST KERN CENTER - TEHACHAPI

Tehachapi Education Center, 126 S. Snyder Ave., Tehachapi, CA 93561-1513

Phone: 661-823-4986

EASTERN SIERRA COLLEGE CENTER - BISHOP

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