

# Annual Unit Plan Template



## Annual Unit Plan Planning Cycle 2021 for Academic Year 2022-23

### STEP 1 – DESCRIBE DEPARTMENT/UNIT

**a. Connection to College Mission.** Describe how your department/unit contributes to the college mission. The previous year's entry has been supplied for you.

### STEP 2 –REPORT ON IMPROVEMENTS MADE AND GAPS IDENTIFIED IN PRIOR YEAR

#### a. Student Equity

Describe actions taken in the immediately preceding academic year to close gaps in equity. These actions may have been department specific or part of a larger division or college-wide effort. In the bottom box, list equity gaps still to be addressed. For instructional units, reference equity data that can be found in static reports (called “profiles”) and in the interactive dashboards linked from the KCCD Data Directory For non-instructional units, reference unit-specific locally-determined equity measures as developed in consultation with your supervisor and the Office of Institutional Research.

#### *Actions Taken Last Year*

#### *Gaps to be Addressed*

## Kinesiology and Health Science Department AUP for Academic Year 2024-2025

October 2023

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### Describe Department/Unit

#### Connection to College Mission

Based on a specific set of program learning outcomes, the mission of the Kinesiology and Health Science Department is to provide a comprehensive transfer curriculum in kinesiology, health, fitness and wellness related activities. This includes all student populations of the college: those in the Kinesiology AA-T TMC major (available at the Eastern Sierra and Indian Wells Valley campuses); those in other AA and/or AS degree programs; those transferring to universities and colleges; community members; incarcerated students and those students seeking lifelong health, wellness and leisure time skills and knowledge. Students engage in a wide spectrum of educational experiences designed to fulfill their academic and career needs. Department offerings facilitate the acquisition of skills, fitness, knowledge and attitudes that contribute to lifelong well-being. The department faculty encourages and facilitates understanding and appreciation for the value of physical activity in human development, human interaction, human performance, and quality of life. It recognizes the need to impact the rising financial, physical, and emotional concerns brought by increasing incidents of heart disease, cancer, diabetes, obesity and resulting stress. The department provides education, resources and activities to empower and motivate our students to personally choose a healthy lifestyle. The department is committed to providing highly qualified instructors and instructional excellence in these areas based on the most progressive theories and practices available.

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### Report on Improvements Made and Gaps Identified in the Prior Year

#### Student Equity

None.

**Financial Aid Department**  
**AUP for Academic Year 2024-2025**  
October 2023

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## Describe Department/Unit

### Connection to College Mission

The Financial Aid and Scholarship Office provides resources necessary to decrease financial barriers to higher education. This is accomplished by assisting a diverse population with the process of applying for and receiving aid through federal, state, institutional, and private organizations increasing student access to college. The FA office is devoted to providing quality customer service, efficiency in application processing, and timely delivery of financial aid funds to students. The FA Office aligns with Cerro Coso Community College's (CCCC) commitment to student success by being a vital part of the college's comprehensive student support services. The FA Office supports eligible students by increasing their ability to afford college and complete their educational goals. The FA Office programs are essential for economically disadvantaged students and families to afford college.

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## Report on Improvements Made and Gaps Identified in the Prior Year

### Student Equity

1. In the past year, we implemented a Student Financial Wellness program aimed at providing students with insights into the psychological aspects of their financial behavior. The goal of this workshop is to educate and empower students to make more informed financial decisions. We successfully hosted this workshop with 109 attendees, and the statistics revealed a clear need among our financially vulnerable students:

- 82% of attendees were Pell grant recipients.
- 73% of those students had an Expected Family Contribution (EFC) of 0.
- 64% of the participants were first-generation students.
- 53% of the attendees were enrolled in Access Programs.
- 12% of the students had utilized Basic Needs services.

Recognizing the significance of this workshop, we plan to continue offering it on campus while extending its reach to local high schools. By providing students with this knowledge earlier, we aim to better prepare them for their college journey.

2. We identified a language barrier affecting both our students and student workers, particularly one worker whose primary language is Mandarin. To bridge this gap, we will be using Google Translate to convert key training materials into Mandarin, enabling her to comprehend the content more effectively. As a result, she will be able to provide clearer information to our students. Building on this success, we have initiated a workshop in Spanish to cater to our Spanish-speaking student population, with the first session scheduled for later part this month.

3. We have been judiciously allocating our emergency funding to assist students in need. This included providing substantial support to our undocumented student population, resulting in a notable increase in California Dream Act Applications for the 2023-2024 academic year, rising from less than 20 to 50 applications.

4. We expanded our staff and adjusted workload distribution to ensure fair and efficient handling of responsibilities. This restructuring, along with comprehensive cross-training, allows technicians to address student inquiries, even in the absence of their colleagues, thereby enhancing service efficiency and reducing student wait times.

# Institutional Research Department ASP for Academic Year 2024-2025

November 2023

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## Description Of Section

### Connection to College Mission

The Office of Institutional Research (OIR) provides actionable data that will **improve the life of every student the college serves**. OIR provides quality, accessible and relevant data that can be disaggregated in a variety of ways including by **traditional and distance delivery**, equity groups, and course characteristics such as **workforce education** (CTE, vocational), **remedial education** (basic skills), credit/non-credit, and **transfer preparation** and more to **develop ethical and effective citizenry**. OIR is also the repository for information regarding the **rural communities and unincorporated areas of the Eastern Sierra**.

Through quantitative and qualitative research, OIR is able to reflect on the experiences and **learning opportunities** of students, including gauging students perceptions on **support services** and our **commitment to equity**. The staff of OIR serve on a variety of committees and are involved in discussions surrounding **educational pathways** and support services.

Additionally, OIR utilizes data to assist individuals, committees, departments and units to create customized approaches to inform, analyze, and support decisions, initiatives, plans, learning opportunities and other work being done in moving the mission of the college forward. OIR also facilitates data-informed decision-making and planning processes, enhances institutional effectiveness, and promotes a culture of evidence-based inquiry. OIR is committed to equity at all levels.

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## Review And Planning

### Performance and Equity Gaps Still to be Addressed

In the past year, the entire staff was brand new, so most of the focus was on learning what the work is, how to extract and validate the data, replicating the most important institutional data sets (like Strategic Plan), and assess the office. Now that the Director of Institutional Research has been in the role for a year and the IR analyst has been onboarded for about 9 months, OIR can start addressing the operational and performance gaps realized during the past year or so and start documenting the processes and procedures of the office and developing the tools needed to ensure the operation and performance of the office

*Operational and Performance Gaps:*

- Draft a Processes & Procedures Manual.
- o Write the IR Program Review (it may be an early draft of the manual)
- o Some potential topics to be covered:
  - § Mission Statement
  - § What is Institutional Research?
  - § Reporting Structure
  - § Annual Unit Outcomes
  - § Data Infrastructure