



President's Corner

Dear Colleagues,

As we bid farewell to another record-breaking year of graduates, it's a time for reflection, gratitude, and anticipation for what lies ahead. This also concludes our year-long celebration of our 50th Anniversary as an independent college.

As we wind down and prepare for a new academic year, I want to take this opportunity to thank you all for your dedication to our mission, your hard work, and your many accomplishments over the past year. This is my fourth year as President of Cerro Coso, and I can say with confidence that this year was a turning point for our institution. We have worked hard to recover and increase enrollments, created new programs now awaiting state approval to be more responsive to local workforce needs, and maintained financial stability during uncertain times. We have sharpened our planning processes, launched the building of an additional athletic facility, and expanded our strategic partnerships with industry and academia- all of which strengthened our institution and set the stage for our envisioned future. What stands out to me the most is the significant teamwork and dedication across our vast 18,000 sq. mile service area that enabled another year of outstanding progress and transformation of lives through the power of education.

I wish you and your families good health in these summer months. For the faculty and students leaving us for a few months, enjoy the time away. For the staff and others remaining on our campuses, I hope you have the opportunity to embrace a slightly slower pace, catch up on projects, and plan for the year ahead. To all, best wishes for a joyful summer!



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Commencement 2024: Oh, the Places You'll Go!

Years of hard work, late nights, and sacrifice ended for a record number of Cerro Coso graduates in two separate commencement ceremonies. The Class of 2024 is ready to conquer the world with a CCCC degree or certificate of achievement in hand and all the power and knowledge that comes with it. "College can change your life," stated Dr. Sean Hancock. "A college degree is not merely a piece of paper at the end of an educational endeavor. It represents intellectual pursuit, hard work, and experiences that can broaden your worldview and change the way you look at

yourself and the life you hope to lead." Ceremonies were held on May 3, 2024, at the Eastern Sierra College Center in Bishop and on May 10, 2024, at the Ridgecrest campus. A total of 565 graduates earned 576 Associate Degrees, 339 Certificates of Achievement, and 29 Job Skills Certificates from the college in 2024. "The future is yours and you are prepared for what lies ahead," said Dr. Hancock. "You are now a part of Cerro Coso's history – go forth and make your mark in the world. Forever a coyote!"



IR Report - Part-Time Students

Welcome back! Last month, we delved into the insights gathered from a survey focused on understanding the experiences of first-generation students at Cerro Coso Community College. Today, we're excited to shift our spotlight to another crucial segment of our student population: part-time students (enrolled in less than 12 units during the semester).

Building on our commitment to fostering inclusivity and enhancing the educational journey for all our students, the Office of Institutional Research (OIR) and the Student Achievement and Equity Committee (SEAC) set out to gain valuable insights into the unique experiences and challenges faced by part-time students at Cerro Coso through a dedicated survey, led by Tyson Huffman, Learning Assistance Center Coordinator.

Historically, about 83% of students enrolled in a Cerro Coso course at census or later are part-time students. Rightfully, the committee found it vital to understand this group of students that represent such a large part of our college.



of Cerro Coso students attend classes part time

Units Attempted	Academic Year						5-Year Avg
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24*	
<12 Units Attempted	88.3%	89.1%	85.8%	87.05	81.5%	81.4%	83.4%
12+ Units Attempted	11.7%	10.9%	14.2%	13.0%	18.5%	18.6%	16.6%

* For 2023-24, this data is still in flux as the semester just wrapped up when this article was written.

IR Report - Part-Time Students cont.

Establishing the Survey

The team developed a 12-question confidential survey to examine challenges and factors that have led to our students enrolling part-time rather than full-time. We also examined their educational goals, their awareness and utilization of student support services, and their time and format preferences in utilizing these support services and enrolling in classes.

The survey was emailed to 2,520 part-time students enrolled in Spring 2024 (excluding Rising Scholars and dual-enrolled students). Participants were entered into a drawing for one \$50 and two \$25 Amazon gift cards.

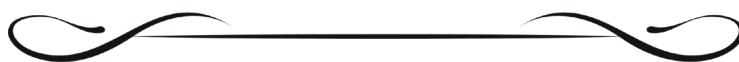
After a two-week period, 179 students responded to the survey (7.1% response rate). In comparing respondents with the overall Spring 2024 enrolled population, we found high agreement, making our sample representative of our students.

Findings

Among our part-time respondents, the main two goals for enrolling at Cerro Coso are to complete an associate degree then transfer to a four-year university (27.0% of respondents) and to advance their current career or satisfy a job requirement for a current job (19.9%).

Contributing Factors to Enrolling Part-Time

We assessed factors that may have influenced why students decide to enroll part-time. These included both personal and college factors.



	Disagg..
Answers: PF	All
Work commitments (hours, scheduling, etc.)	48.0%
Family responsibilities (caring for dependents o..	39.3%
Re-entering college and taking it slow.	18.9%
Physical or mental health.	17.9%
Overwhelmed by a full-time unit load (12+ units).	16.8%
Cost of education.	16.3%
Other (please specify)	15.3%
Pursuing other educational opportunities simult..	12.8%
Transportation.	11.2%
Not interested in taking a full-time course load.	7.7%
No personal factors have led me to enroll part-ti..	6.1%

Personal Factors

We found that personal factors such as work or family responsibilities played a large role in their decision to enroll part-time. Specifically, 49% of respondents stated that work commitments contributed to their decision, while 39.3% stated that family responsibilities such as caring for dependents or family members were a factor. Other personal factors led to part-time enrollment, such as the decision to take it slow upon re-entering college (18.9%), physical or mental health (17.9%), feelings of being overwhelmed by a full-time load of 12+ units (16.8%), and the cost of education (16.3%).

	Disagg..
Answers: CF	All
No college factors have led me to enroll part-time.	47.3%
Courses that I want to enroll in do not fit my sched..	22.0%
Courses that I want to enroll in are not available.	21.0%
Courses that I want to enroll in are not available in ..	12.9%
Other (please specify)	11.8%
College hours of operation are not convenient for ..	4.3%
Food is not available on campus.	1.1%

College Factors

We found that 47.3% of respondents stated that no college factors have led them to enroll part-time, while 22% and 21% of respondents stated that the courses that they wanted to enroll in either didn't fit their schedule or were not available, respectively.

Likeliness to Utilize Services/Resources

Respondents stated that they are most likely to utilize services such as Financial Aid, Free Access to Textbooks, Library/Research Assistance, and Tutoring. However, they are less likely to utilize services such as Laptop Loan, Student Clubs, Food/Clothing Pantry, and Telehealth.

IR Report - Part-Time Students cont.

Questions: Likely	Answers: Likely					
	Very unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Very likely	I am not aware of this service/resource.
Financial Aid	16.9%	4.9%	8.7%	14.8%	51.4%	3.3%
Food/Clothing Pantry	29.5%	12.0%	15.8%	13.1%	15.8%	13.7%
Free Access to Textbooks at the Library	7.7%	6.6%	9.8%	19.1%	49.2%	7.7%
Laptop Loan	36.6%	10.4%	13.7%	3.3%	21.9%	14.2%
Library/Research Assistance	11.5%	4.4%	14.8%	29.0%	36.1%	4.4%
Student Clubs	27.9%	12.6%	24.0%	17.5%	9.3%	8.7%
Telehealth	28.4%	13.7%	15.8%	12.6%	8.2%	21.3%
Tutoring (Online, In-Person)	15.8%	6.0%	15.8%	25.1%	34.4%	2.7%
Veteran Service	64.5%	5.5%	12.6%	2.7%	5.5%	9.3%

Preferences

In this section, we gauged preferences of the time of day to utilize services and take courses and their preferred class format.

We found a similar distribution in preference in time of day with approximately a third of respondents each stating that they preferred the day, afternoon, and evening courses to utilize support services.

However, this was not the case for their preference for taking classes. With online format as an option, nearly half of respondents stated that they preferred taking online classes only, while 25% said they preferred the day. The remaining stated they preferred taking classes in the afternoon (13.3%) and evening (12.2%).

Not surprisingly, when asked about their preferred class format, we found that 69% of students preferred online courses, while 27% of students preferred in-person.

	All
Day (8:00am-3:30pm)	35.2%
Afternoon (3:45pm-6:00pm)	30.7%
Evening (6:00pm-10:00pm)	34.1%

	All
Day (8:00am-3:30pm)	25.6%
Afternoon (3:45pm-6:00pm)	13.3%
Evening (6:00pm-10:00pm)	12.2%
I prefer taking online classes only.	48.9%

Summary of Key Findings

Part-time students responding to the survey want to either transfer to a 4-year institution or advance in their current career. These two goals have different needs, but this group of students is impacted by similar factors, predominantly work and family obligations. Unsurprisingly, with these factors at play, part-time students prefer the flexibility that comes with taking online classes. The availability of classes, including the time they are scheduled, are two factors under the college's control that could impact students' decisions regarding the number of courses they enroll in.

Next Steps

The results provide us with the opportunity to hear and understand the needs and experiences of our students. With this population, there are many ways to utilize the data and improve the experience of our students.

SEAC and OIR have already met as a group to discuss the results. In addition, focus groups were conducted to further investigate the experience of our part-time students. Recommendations to better support this

group of students will be made based on the collective data to see if there are strategies the college can employ to perhaps encourage them to take additional courses and help them achieve their educational goals as quickly as possible.

Dual Enrollment Program Receives Exemplary Award by CDE

The California Department of Education (CDE) recognized the partnership between Cerro Coso and two Delano high schools for their exemplary dual enrollment programs at their 2024 California School Recognition Program (CSRP) ceremony in Anaheim on May 3. The awards were for 2023. Because there was no awards ceremony last year, they were presented at the 2024 ceremony. The California Exemplary Dual Enrollment Award is given to schools with excellent programs that provide students the opportunity to enroll in and earn college credits while in high school. Schools selected for this award demonstrate quality, equity-driven dual enrollment programs. Cerro Coso and two Delano High Schools, Delano and Robert F. Kennedy, received 2 of 9 awards for 2023. The High School Innovations and Initiatives Office introduced the first annual Exemplary Dual Enrollment Awards Program in the 2022-23 school year. The purpose of the award is to identify and recognize schools that have exemplary dual enrollment programs and to allow these schools to share the programs and practices that have contributed to their success. The award will encourage other schools to strengthen and expand their dual enrollment offerings, especially those associated with the inclusion of students of color, socially-economically disadvantaged, and first in the family to attend college.



Access Programs - Bee-lieve in Yourself

Every year, Cerro Coso celebrates the students in the Access Program for their hard work, strong spirit, and will to overcome obstacles. The theme for the 43rd awards ceremony was “Bee-lieve in Yourself,” based on a poem written by Dorothy Hewitt. Students Alesia Von Feldt and Jason Elwell served as speakers at the event. Special recognition went to peer mentors, student workers, and study hall tutors. David Villicana, Welding instructor, was named Faculty of the Year by Access Programs. Access students will receive a total of 58 associate degrees and 70

certificates of achievement. “These are the stories that inspire and encourage others to excel,” stated Heather Ostash, VP of Student Services. “Anyone who thinks they are too small to make a difference has never met the honeybee.” – Author unknown.

Access Programs include five state-funded programs dedicated to helping and assisting community college students who are faced with additional barriers in obtaining their education.



Left to Right: Alesia Von Feldt, Anahise Brooks, Joseph Cobos, Dwain Thomas, and Brooke Luevano.

"X" Gets a Fresh Update



The sculptures in the Luis Miro Sculpture Garden at the college got a fresh new paint job just in time for Pride Week, including “X” by former Cerro Coso student Jonathan Chavez. Designed in 2014, the piece titled “X” is approximately 8’ x 14.5’ and is constructed of 32 scavenged and reclaimed car rims. “X” pays homage to Jonathan’s fascination with Los Angeles’ Hispanic car culture and his desire to be inspired and involved with the cultural

movement. At an estimated weight of 1,000 pounds, the piece projects a lighthearted and whimsical approach to art-making due to Chavez’s design application, fabrication techniques, and color choices. The effects of gravity seem to disappear on “X,” resulting in a transformation that bestowed upon what was once a pile of neglected auto parts.

SGCC Recognizes Achievements



Award Recipients l to r: Yvonne Pickerell, Kirsten Jensen, Regina Seyfi, Kathie Brater, Adeline Windsor, Dean Mabrey, Becky Parker, Samuel King, Christian Jones, Justice Anderson, Colby Miller, Kevin Nevarez, Wyatt Marvin, Michael Rogue, and Dena Murphy.

The Student Government of Cerro Coso (SGCC) celebrated the achievements of students, faculty, and staff at all CCCC campuses and across all academic programs at their 40th Annual Spring Awards Luncheon held on May 2, 2024. The following awards were presented:

President's Outstanding Academic Achievement Awards: McKenna Boylan, Hannah Carruthers, Diego Castrejon, Sara Challan, Hai Chau, Forest Daniels, Laura Dickey, Gisele Fernandez, Tawny Ford, Rayna Gillette, Anisten Gockley, Ireland Gregory, Kirsten Jensen, Lawrence Johnson, Samuel King, Dean Mabrey, Wyatt Marvin, Brian Mendoza, Kayla Morgan, Cae Nelson, Kevin Nevarez, Jodie Newman, Calla Park, Seth Rainwater, Dallas Ream, Andrea Rincon, Ariana Robinson, Joanna Rocha, William Roger, and Edwardo Valencia.

CCCC Foundation Athletic/Academic Award: Jonluke Hobdy, Men's Baseball.

Department Awards for Outstanding Achievement: Christian Jones, Allied Health; Dena Murphy, Business Administration and Paralegal Studies; Christina Nang, Child Development; Kirsten Jensen, English and Foreign Languages; Michael Rogue, Industrial Arts; Wyatt Marvin, Information Technology; Colby Miller, Mathematics; Regina Seyfi, Science; Diego Castrejon, Social Sciences, and Kathie Brater, Visual and Performing Arts.

Site Student of the Year: Justice Anderson, East Kern Tehachapi campus; Arrianna Haifley, Eastern Sierra College Center Bishop and Mammoth.

CCCC Foundation Pam Coward Memorial Scholarship: Dallas Ream.

CCCC Foundation Ronald Curtis Wilson Memorial Scholarship: Kevin Nevarez.

Tutor of the Year: Lacy Roberts.

SGCC Awards for Teaching Excellence: Tyrone Ledford, (IWW) Child Development; and Brian Schuldt, Adjunct Faculty (ESCC) Music.

Staff Awards: Becky Parker, Library Technician II - Academic Senate Staff of the Year. Classified Senate Staff of the Year: Yvonne Pickerell, DA II East Kern; James Markham, Maintenance Worker (ESCC); and Adeline Windsor, Admissions and Records Tech. II (IWW)

Two CCCC Students Make PTK All-California Academic Team

Two Cerro Coso Community College students have been named to the 2024 Phi Theta Kappa All-California Academic Team. The All-State Academic Team Program provides recognition at the state level for top community college students. Grades, leadership, and community service determine selection to the All-California first, second, and third teams. Teams are selected based on the scores nominees receive from Phi Theta Kappa judges. Cerro Coso students Kaleb McClendon from CC Ridgecrest campus and Dean Mabrey from the Online campus made second team and are among the 122 college students chosen for this year's awards that represent some of the best of the two million students in California's 116 community colleges. PTK recognizes the academic achievement of college students and provides opportunities for its members to grow as scholars and leaders. Established in 1918, PTK has grown to more than 3.5 million members in the United States and worldwide. Building on the success of the national All-USA Team Program, PTK launched the All-State Academic Team Program to provide recognition at the state level for community college students. "These students embody academic excellence," said Larry Galizio, Ph.D., President and CEO of the Community College League of California. "Their dedication and hard work serve as an example for their peers and communities. The League is pleased to recognize the All-California Academic Honor Roll honorees with well-deserved medallions and certificates. "I congratulate and pay tribute to all these students for having earned and received this distinguished award. Their achievements as Cerro Coso students are just the beginning, and I have no doubt that the determination and dedication they possess will drive them to excel in all their future endeavors," stated Cerro Coso President Dr. Sean Hancock.



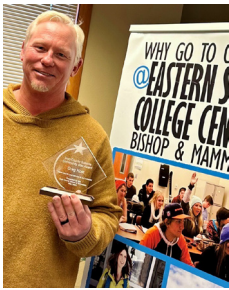
Left to Right: Kaleb McClendon and Dean Mabrey

Coyote PRIDE Celebration

Coyote Pride activities are designed to celebrate Love, Diversity, and Equality, a joyous celebration of the LGBTQ+ community at Cerro Coso. Why are we celebrating in April/May and not during Pride Month (June)? Because very few students and faculty are here in June. June is LGBTQ+ Pride Month, and CC wants to celebrate it with our diverse students, staff, faculty, and community members. The week of festivities launched on Monday with “Show Your Pride and Allyship” on Monday in the One Stop Center. Tuesday included “Harvey Milk and Cookies,” inviting students and staff to take a break with milk and cookies in the Learning Assistance Center and learn about important LGBTQ+ figures. Wednesday’s “Hit a Mental Wall?” invited all to release some energy as students prepare for finals and learn about the importance of Stonewall and other significant events in the Pride movement. Thursday’s activities focused on connecting with peers and allies in-person and online in the Student Center and on Zoom.



Inyo County Schools Community Star



ESCC Counselor, Greg Kost was recognized as an Inyo County Schools Community Star on Thursday, May 9th at our Bishop Campus. The Eastern Sierra Foundation praised his dedication to the students of Inyo County at our area high schools and Cerro Coso Community College. Greg has over two decades of making a difference in the lives of our students. Congratulations, GK!

Cerro Coso Celebrates Our Classified



JUNETEENTH
FREEDOM DAY

SAVE THE DATE

When: Wednesday, June 19th
Where: Ridgcrest Community Garden
Time: 10:00am - 12:30pm

Come celebrate love and unity with us!

Enjoy good food, music, and live workshops



About this Publication

The Coyote Howler is a publication of the CCCC Public Information Office. For more information or to submit stories, please email natalie.dorrell@cerrocoso.edu or jessica.weston@cerrocoso.edu.