

Sample AUO's and SLO's from Program Reviews- 2021 Athletics

Women's Sports	Number Applicants Interested	Number of High School Participants in Area	Offered at CCCC?
Volleyball	140		Yes
Soccer	138		Yes
Softball	122		Yes
Basketball	83	3216	No
Swimming/Diving	60	2787	No
Beach Volleyball	45	Not offered	No

In addition, 34 women and 29 men, for a total of 63 total participants, indicated interest in Cross Country.

The college has made a commitment to its athletic programs by maintaining compliance to Title IX in the area of gender equity in offerings of competing in a collegiate sport, as well as implementing programs indicated to public interest. As indicated by the survey, CCCC is fulfilling its commitment to athletics as a community college by offering Men's Baseball, Men's Basketball, Women's Volleyball, Women's Soccer, Women's Softball.

Given the geographic location of Cerro Coso Community College along the Eastern Sierras and the active lifestyle that accompanies the region, the Athletics program is exploring the opportunity to add Men's and Women's Cross Country in the future. This option also holds interesting potential to include participation from the Mammoth Campus as a satellite training location. The interest in distance running within our service area combined with opportunities to increase full-time enrollment coupled a relatively low-cost athletic program suggest that this is a chance to expand Cerro Coso athletics in the future.

Also under consideration are Women's Basketball and Beach Volleyball. Women's Beach Volleyball serves as a natural compliment to court volleyball. Beach volleyball is one of the faster growing sports in collegiate athletics. It has recently been adopted by the CCCAA as an emerging sport. Addition of this sport would make our volleyball programs more attractive to potential recruits as young volleyball players are seeking the experience of playing both the court style and beach style volleyball. A second benefit to the addition of this program is that it would immediately bring our athletic offerings into Title IX compliance.

Women's Basketball would be the final addition recommended to the expansion of the athletic program. Most programs in the IEAC that sponsor basketball have both a men's and women's team. Because Cerro Coso only sponsors the men's program, there is an imbalance in conference scheduling and pairings. With the facility improvements under way, supporting a women's basketball team could become a sustainable program for the college.

Due to a lack of facilities, there is no plan to add swimming/diving. As noted in Section 1.2, Cerro Coso previously had a tennis team which was discontinued due to lack of participation.

4.2 - Achievement of Administrative Unit Outcomes

AUO 1 Assessment Results

AUO 1:	Title IX Compliance
Target:	The athletic department will reach Title IX compliance annually
Assessment Method:	Using the CCCAA R4 assesment, the Cerro Coso athletic department will measure gender equity according to Title IX compliance.
Assessment Date:	Spring 2022

Recent Results:	Not in compliance
AUO 2:	Each athletic team will reach targeted roster count at first official practice date
Target:	80% of the possible roster spots will be filled
Assessment Method:	Roster data will be entered into the CCCAA Form 3
Assessment Date:	Spring 2022
Recent Results:	96% of all athletic roster spots are filled
AUO 3:	Student Athletes will maintain an average G.P.A. equal or higher to that of the average Cerro Coso student population
Target:	100% of the average (yes/no)
Assessment Method:	Cal-PASS Plus, Student Athlete Dashboard
Assessment Date:	Spring 2022
Recent Results:	0% (no)
AUO 4:	Student Athletes will will complete a higher average number of units per year than the average Cerro Coso student population
Target:	100% of the average (yes/no)
Assessment Method:	Cal-PASS Plus, Student Athlete Dashboard
Assessment Date:	Spring 2022 (reflects spring 2019 as most current data)
Recent Results:	100% (yes)

AUO Assessment History Summary

SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
AUO 1	100%	SP18	No	SP19	No	SP20	No
AUO 2	80%	SP18	No	SP19	Yes	SP20	No
AUO 3	100%	SP18	No	SP19	No	SP20	No
AUO 4	100%	SP18	Yes	SP19	Yes	SP20	Yes

a. Gaps and Improvements Made

AUO 1 is a measurement of Cerro Coso Athletic's ability to maintain compliance with Title IX. The department is currently not meeting this goal and is annually non-compliant with the three pronged test. The gap in falling short of this goal has consistently been a reflection of head coach turnover and the challenge of recruiting out of area female athletes. Solutions to improving this AUO are hiring more experienced coaches that are dedicated to the profession of coaching and recruiting that will be able to increase the female student athlete enrollment. A second effort of improving relationships with stakeholders in the local house rental market is also necessary to assist families in solutions to a lack of student housing that is often a deterrent to our female athlete recruits.

AUO 2 is designed to increase the amount of full-time enrolled student-athletes. This outcome serves the college with increased enrollment as well as increases the quality of sports teams in general. The athletic department has fallen short of meeting this target by a lack of participation of the amount of female athletes in athletic programs. The athletic department is currently addressing the gap by significantly increasing the efforts in student-athlete recruitment across all programs. These initiatives include more active recruiting styles within our service area, improved relationships between coaches in area high schools, and marketing to outside recruits through use of the website and social media.

AUO 3 is a measure of the academic performance of student-athletes' compared to that of the general Cerro Coso Community College student. The goal of this outcome is to improve the academic performance of the student-athlete and place an emphasis on attaining their ability to achieve a degree or remain academically eligible to transfer to a four-year institution. There are also correlations to accessing the supports available on campus such as the use of the LRC, academic specialists, counseling, and study hall which will equate to improved student achievement in the classroom. As a result of the amount of influence that the department has over student-athletes, it is reasonable to attain this goal for the as an academic standard of Cerro Coso Community College. The department is working to close the gap in low GPAs of the past by partnering with supportive departments on campus to meet the needs of all students. Coming out of the COVID-19 year is making it difficult to predict what the possible outcomes will be from this past year. The reason for this is traditionally, the student-athlete academic performance is lower in the online environment compared to on-ground classes, and academic supports have largely been provided in a virtual environment. It is predicted that performance indicators of this past year will be lower than originally targeted.

AUO 4 demonstrates a correlation between student athletes and persistence in units attempted compared to general population students at CCCC. Student athletes consistently outperform general population students in units attempted and completed. This metric will continue to be monitored in the athletic department's support of the college as it relates to the California student centered funding formula.

b. Summary of Administrative Unit Outcome Achievement

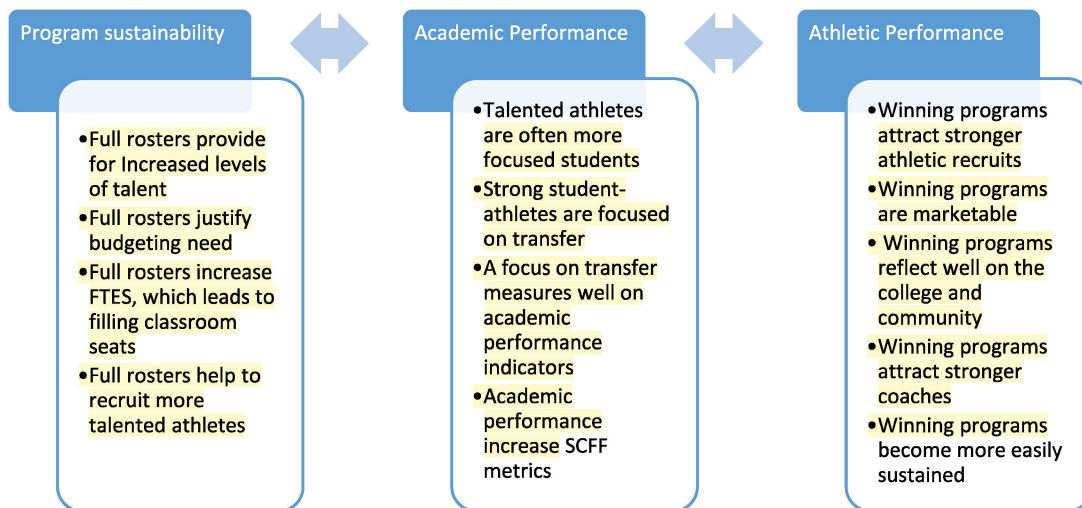
The AUO's designed for the athletic department are built to parallel the college's strategic goals. When the AUO's are achieved, they demonstrate the academic benefit of student-athlete performance and the benefit of athletic programs to support enrollment management.

Although these goals have not been met to 100% achievement at this time, they are goals that are well within the department's reach and support the college's mission, vision, and values.

The operation of collegiate athletics is multi-layered and a summary of metrics can be a challenge. This is because successful performance by the department is varied depending on the definition. There are three major metrics that an athletic department is measured. A simple look at this measurement is:

1. Athletic performance in competition, measured as wins and losses
2. Program sustainability, measured in roster size
3. Student athlete academic performance, measured in GPA, unit completion, transfer/degree

These three measurements have a symbiotic relationship and build momentum upon each other. It is difficult to perform well in one area and not the other. It is possible to have spikes in achieving a single metric for short periods of time, but it is very difficult to sustain success independently. It is difficult to say which metric comes first, but there cannot be any metric without student-athletes in place. This leads to the importance of recruiting and having the right coach in place to fill a roster. Once the momentum is created, flywheel principles can be experienced and metrics for success are more easily achieved.



The gaps in achievement within these AUOs can be narrowed down to the inconsistency of retaining head coaches. For example, baseball and volleyball have retained a head coach for over five years. During the time of this review, both programs have experienced consistent results as measured through the AUO. The next predictable step for both programs is continued growth and improvement within the metrics. The opposite is observable in the sport of soccer and softball. Neither team has been able to retain a head coach, and turnover is consistent. This leads to rosters not being filled, or back filling with student-athletes that were not actually recruited (this is done by asking anybody to join the team so the program has enough players to compete). When this happens, the team ends up with “non-athletes” that don’t have interest in transfer and are not invested in their growth as a student-athlete. This reflects poorly in all AUO metrics.

There is an understanding within the department of the importance of the AUOs throughout the department as discussed either formally or casually. These metrics are inherent to the success of collegiate athletic programs and are often part of the larger culture and foundation of collegiate athletics. The AUOs are often discussed in one-on-one meetings between coaches and the AD and the data is reviewed annually during department meetings.

4.3 - Achievement of Course Student Learning Outcomes

N/A

4.4 - Assessment Schedule for Next Program Review Cycle

AUO Assessment Cycle

	SP 2022	SP 2023	SP 2024	SP 2025	Sp 2026
AUO 1- The department will achieve Title IX compliance				X	
AUO 2- Form 3 roster will reach target roster size				X	

	SP 2022	SP 2023	SP 2024	SP 2025	Sp 2026
AUO 3- Overall average athlete GPA will be higher when measured against general student population GPA				X	
AUO 4- Overall annual average athlete unit completion will be higher when measured against general student population				X	

a. Gaps and Improvements Made

SLO N/A

b. Summary of Student Learning Outcome Achievement

SLO N/A

Part 5 – Action Plans

5.1 - Effectiveness and Efficiency

Since the previous Program Review, the Athletic Department has experienced many changes and improvements in the area of effectiveness and efficiency, namely in the area of staffing. A full-time Athletic Director has been in place for four years and a dedicated Athletic Department Assistant has also been established. In a short amount of time, this staffing has helped to reduce a shared workload from other departments that in the past were assisting to maintain athletics. With this shift to internalize athletic matters has come the process of alignment of policy and procedure within the department.

With the addition of the athletic director have come attempts to improve effectiveness by way of monthly department meetings, quarterly one on one coaching meetings, and daily walk-throughs of the department. The intention of such meetings is to disseminate information and maintain a continual process of improvement in the department. There has been immediate improvement to the efficiency of the department by way of minimizing the amount of contact needed to be made from coaching staff to other campus departments. The change in flow of information now runs primarily through the department assistant, who handles all college processes and is the main point of contact to uphold department procedure.

Through department and coaching meetings, the Athletic Department has worked as a whole to determine the needs driven by the Annual Unit Plan. The process of developing the plan is completely transparent and allows for individual team needs to be voiced in the development of the AUP. The plan will be reviewed and assessed in early fall to be revised to continue meeting the needs of the department. Following this cycle allows the department to access prior needs and forecast current and future needs of individual programs of the department in an effort to continually improve the department by addressing upcoming need.

Team Records: Fall 2017- Spring 2021

The 2018 and 2021 Student Experience Survey asked students to rate their satisfaction with services provided:

- In 2018, 187 students answered the question and 54.8% were satisfied with the Veterans Advising services.
- In 2021, 148 students answered the question and 92.9% were satisfied with the Veterans Advising services.

The above data points again allow the department to see the improvement in satisfaction with veterans advising services between 2018 and 2021. While there was substantial improvement between these years, the department strives to continue improving services related to the veteran population.

Looking to the future, the A&R Director plans to work with key players such as the Director of IR, and the Dean of Enrollment and Retention to add questions to the Student Experience Survey that directly relate to the A&R office and A&R functions such as inquiring about the admissions process and what improvements could be made during that process or what can the office improve on. Along the same lines, the A&R Director plans to work with this team to add questions specifically relating to the Military & Veterans Services program, not just Veterans Advising. The Military & Veterans Services program is more than academic advising and it would be helpful for future planning to be able to capture student experience and satisfaction data for the entire program and all its outlets.

2.1.2 Effectiveness

Currently, the Admissions & Records (A&R) office does not have a mechanism to determine the effectiveness of the department as college-wide student experience surveys do not necessarily cover A&R office functions. However, A&R is typically one of the first departments a prospective, current, and/or returning student will communicate with as typically they need guidance on how to apply or how to re-apply. The Director of A&R will be working with the IR Department to develop strategies that will help measure the effectiveness of the A&R and Military & Veterans Services teams. The A&R office has consistently evolved since the last Program Review as many services became available online, especially with the onset of the COVID-19 pandemic. Since returning to the office after the height of the pandemic, the A&R office has continued to evolve and streamline processes to better serve our students.

Part 3: Outcomes

3.1 Overview of Outcomes

The Admissions & Records (A&R) office plays a critical role in the college’s operations, primarily in managing and maintaining the student records and providing admission services to students. In addition to managing student records and providing admission services, the A&R office also plays a crucial role in supporting other departments and functions within the college.

3.2 Administrative Unit Outcomes (AUOs)

3.2.1 Assessment History

AUO 1 Assessment Results

AUO Language:	Provide high quality customer service to students, staff, and faculty.
Target:	80%

Assessment Method:	Regular staff training, ensuring staff availability, and providing clear communication channels for inquiries and concerns that are assessed through regular feedback and review from stakeholders and monitoring any student complaints that are received. Assessments will include polls, surveys, training evaluations, or other methods as developed with Institutional Research.
Assessment Date:	Spring 2026
Recent Results:	Previously, this metric was not measured effectively.

AUO 2 Assessment Results

AUO Language:	Review processes, policies, and procedures to ensure they are efficient, effective, and meet the needs of the institution and its stakeholders.
Target:	70%
Assessment Method:	Regular feedback and review from stakeholders, regular audits, reviews of policies and procedures. Assessments will include polls, surveys, training evaluations, or other methods as developed with Institutional Research.
Assessment Date:	Spring 2026
Recent Results:	Previously, this metric was not measured effectively.

AUO 3 Assessment Results

AUO Language:	Improve productivity of the A&R office in processing admissions applications.
Target:	75%
Assessment Method:	More efficient and effective admissions application review and processing allows students to be accepted in a timelier manner while also mitigating fraud. This also includes staff training and professional development that corresponds to the changes coming from CCCApply and the state Chancellor's office. This will be reviewed by monitoring processing times, tracking the number of completed applications, evaluating staff workload and resources.
Assessment Date:	Spring 2026
Recent Results:	Previously, this metric was not measured effectively.

3.2.2 Evaluation of Administrative Unit Outcomes

High quality customer service is an important outcome for the A&R office as providing excellent customer service to students, faculty, and staff is critical for the success of the college. Providing clear communication channels, prompt responses to student inquiries, and helpful guidance to students is key to ensuring they have a positive Cerro Coso experience.

Continuously reviewing and improving processes, policies, and procedures is an essential outcome for the A&R office. This outcome ensures the office is keeping up with best practices, adapting to changing

student needs, and addressing any inefficiencies or issues that arise. Overall, if the A&R office is continuously improving, it should lead to great efficiency, effectiveness, and quality of service.

Improving productivity of the A&R office in processing admissions applications, focuses on improving the efficiency of the A&R office in processing the admissions applications that require manual review. This is an important outcome because it helps ensure that students can enroll quickly and efficiently, safeguards against fraudulent applications, and allows the office to manage workloads effectively.

3.3 Planning

Notes on Planning Outcomes Assessments:

AUO #1: Provide high quality customer service to students, staff, and faculty.

- In previous years, measuring this outcome was challenging due to the absence of a dedicated assessment method. To address this, the department will consider implementing an employee/student engagement poll or survey tailored to A&R processes and customer service. To start, this could include the Student Experience Survey, which currently overlooks the admissions process. The feedback collected can then drive continuous improvement efforts, fostering a culture of ongoing feedback and suggestions from students, staff, and faculty. This approach supports the enhancement of customer service effectiveness and overall satisfaction.

AUO #2: Review processes, policies, and procedures to ensure they are efficient, effective, and meet the needs of the institution and its stakeholders.

- In previous years, this outcome lacked effective measurement due to the absence of a dedicated assessment method. The Student Experience Survey overlooked the admissions process and office interactions, unlike its focus on Counseling and Financial Aid. To address this, the Director of A&R, in collaboration with the Dean of Enrollment and Retention and the Director of Institutional Research, will augment the Student Experience Survey with questions directly related to admissions processes and office interactions. Further strategies encompass an A&R-specific post-interaction poll or survey, potentially using a QR code, to systematically document and monitor student feedback using tools such as Navigate or Tableau. A similar approach could also involve faculty, gathering insights into their A&R office experiences and areas for enhancement.

AUO #3: Improve productivity of the A&R office in processing admissions applications.

- This assessment will be a large undertaking during the assessment period as CCCApply and the State Chancellor's office will be implementing new anti-fraud tactics such as ID.me in the admissions process. This new process will be a barrier to disadvantaged students and in turn will put a strain on the A&R office and potentially fraudulent applications may still enter the systems and need to be manually reviewed by staff. Proactive tactics to be used will include effective communication about the change, proactive professional development for staff, guides for students, and active participation in the district-wide, anti-fraud task force to develop more efficient processes.
 - Currently, processing times for admissions applications that need to be manually reviewed are less than three days, unless applications come in during college closures such as holidays and weekends. When ID.me is implemented, we may see an increase in manual review times which will directly impact students. The goal is to identify a process using tools such as AI (Artificial Intelligence) learning machines that will cut

down on the number of applications that need to be reviewed by A&R staff. If we can implement such a tool, the processing time for applications will dramatically improve.

- Previously, this AUO was not measured at all. Data was not as readily available in terms of tracking admissions applications. Now, we have a Cognos report and Tableau dashboard that allows the department to track application completion metrics. The Director of A&R will collaborate with the Dean of Enrollment and Retention to identify gaps and work to close the gaps with admissions applications.

3.3.1 Planned Assessment Cycle for AUOs

AUO Assessment Cycle

	FA 2023	SP 2024	FA 2024	SP 2025	FA 2025	SP 2026	FA 2026	SP 2027
Provide timeliness of services to all students						X		
Provide useful, clear information to all students.						X		
Provide quality assistance to customers.						X		

Part 4: Program Evaluation and Looking Ahead

4.1 Program Evaluation

4.1.1 Response to Previous Strategies

Department Goals from the 2015-16 Program Review:

- Completed:
 - Increase degrees and certificates awarded to students. These goal efforts were not solely reliant upon A&R as these efforts were conjoined with Counseling. Counselors were advised to inform students of all the awards they could be eligible for, which led to an increase in students earning both degrees and certificates at the same time.

Academic Year	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Associate degrees	340	433	483	527	576
Associate degrees for Transfer	86	112	147	189	191
Certificates	215	276	280	279	227

- Written policies and procedures manual for A&R office.



Student Services/SGCC & ASB

Part 4 – Achievement of Outcomes

4.1 - Usage and Satisfaction Data

SGCC and ASB have not collected data outside of the information collected by the Student Experience Survey which is deployed every other spring term. Unfortunately, the Student Satisfaction Survey questions do not adequately address the Administrative Unit Outcomes (AUO). In reviewing the data that does exist for SGCC and ASB, it became clear that there is a series of improvements that could significantly improve the quality of the assessments and create a worthwhile view of the work SGCC and ASB do. This issue has risen to the level of short-term goals for this review cycle. It seems the AUOs are appropriate; however, the questions that are used as indicators of achievement do not seem to address the AUO as directly as they could.

There are three areas for improvement regarding usage and satisfaction:

- 1) Revise Student Satisfaction Survey questions to directly address AUOs 1 and 3. The current questions simply do not address the AUOs.
- 2) Develop a survey for committees to share their experience with the student assigned to committees. This would provide data that could better inform AUO 2.
- 3) Develop an event survey that can be used by all SGCC and ASB events to capture student sentiment toward events.

In terms of participation within SGCC, student headcount has dwindled since Spring 2020. The table below shows the number of students on the Executive Board and the Student Senate, by year. The sharp drop off in senators and executive board members coincides with the start of the pandemic.

Year	# of Senators	# of SGCC Executive Board Members
2016-17	8	6
2017-18	11	6
2018-19	19	6
2019-20	9	6
2020-21	0	4
2021-22	0	4



Student Services/SGCC & ASB

4.2 - Achievement of Administrative Unit Outcomes

AUO 1 ASSESSMENT RESULTS

SGCC and ASB provide a range of opportunities for engagement and events that are suitable for the student population.

Target:	80% Positive Results
Assessment Method:	Survey (Student Experience Survey)
Assessment Date:	Spring 2021
Recent Results:	<p>Q1: I am satisfied with my opportunities to join clubs at CC 26.4% agree or strongly agree (compare to 57.8% in 2018) 49% neutral 14.6% disagree or strongly disagree</p> <p>Q2: I like to participate in campus student activities at CC 31.2% positive (compare to 53.6% in 2018) 53.1% neutral 15.7% disagree or strongly disagree</p> <p>Q3: I am satisfied with the amount of student activities and opportunities to socialize on campus 39.8% positive (compare to 54% in 2018) 45.5% neutral 14.7% disagree or strongly disagree</p>

AUO 2 ASSESSMENT RESULTS

SGCC and ASB adequately represent the student body on participatory governance committees.

Target:	80% of participatory governance committees have student representation
Assessment Method:	Count of committees with consistent student representation
Assessment Date:	Fall 2021
Recent Results:	53% of committees have an assigned student as of Fall 2021



Student Services/SGCC & ASB

AUO 3 ASSESSMENT RESULTS

SGCC and ASB provide opportunities for connection to peers and the institution.

Target:	80% Positive Results for each survey question
Assessment Method:	Survey (Student Experience Survey)
Assessment Date:	Spring 2021
Recent Results:	<p>Q1: I like to talk to my classmates outside of class 49.6% agree or strongly agree (compare to 72.5% in 2018) 33.9% Neutral 17.5% disagree or strongly disagree</p> <p>Q2: I have met a lot of nice people on campus 72.2% agree or strongly agree (compare to 87.4% in 2018) 22.2% neutral 5.6% disagree or strongly disagree</p>

AUO ASSESSMENT HISTORY SUMMARY

SLO #	Target	Semester	Met?	Semester	Met?
AUO 1	80%	SP21	No (32.46%)	SP18	No (55.13%)
AUO 2	80%	SP21	No (50%)	SP18	Not assessed
AUO 3	80%	SP21	No (60.9%)	SP18	No (79.95%)

a. Gaps and Improvements Made

a. Between 2018 and 2021, there have been no improvements made to these metrics. During this time there have been substantial changes to the student experience due to Earthquakes and COVID-19. The results of the 2021 assessment accurately reflects the challenges the college has faced between 2019 to the present day. All these AUOs will be reassessed in the Spring 2023. Although the future is unknown, SGCC expects to see more students on campus and more events occurring in the 2022-23 academic year, potentially yielding better outcomes.

i. AUO 1 | Target 80%

SGCC and ASB provide a range of opportunities for engagement and events that are suitable for the student population.

- SGCC’s achievement of this AUO is dependent on the ability to hold campus events and for students to congregate in public spaces. During the COVID-19 pandemic, holding events in public became a tremendous challenge. Students no longer seem to visit campus unless the task they are trying to achieve requires the student to physically visit campus. During this time, many students disengaged from activities that were not critical to their education. It is no mystery why there has been such a steep drop in favorable results.

ii. AUO 2 | Target 80%

SGCC and ASB adequately represent the student body on participatory governance committees.



Student Services/SGCC & ASB

- In 2018, there was no record of participatory governance participation by students. Thusly, we have no results to compare to.
 - In 2021, SGCC and ASB missed the mark for student representation on participatory governance committees for multiple reasons:
 - Students are not generally interested in participating on committees without compensation
 - Students feel intimidated by faculty and staff on committees
- iii. AUO 3 | Target 80%
- SGCC and ASB provide opportunities for connection to peers and the institution.
- Again, it's no wonder why there has been such a sharp drop in agreement with the statements used to assess this AUO. During COVID-19, students did not have much interaction with others on campus. Many students did not take classes on campus at all and very few events occurred on campus that would lend to meeting new people on campus.

b. Summary of Administrative Unit Outcome Achievement

- a. Survey results from 2021 regarding on campus events, meeting students on campus, and opportunities for engagement represent a time when very few students were on campus due to COVID-19. While the data collected is likely to be accurate, this unit will not draw a baseline using this information. Should circumstances improve and students begin returning to campus, the Spring 2023 results should show dramatic improvement. If circumstances do not improve and students are not back on Cerro Coso campuses, this unit should consider revising the questions to better represent the current campus dynamics, including more questions pertaining to the student experience while in a hybrid or online format.

4.3 - Achievement of Course Student Learning Outcomes

N/A



Student Services/SGCC & ASB

4.4 - Assessment Schedule for Next Program Review Cycle

AUO ASSESSMENT CYCLE

	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024	FA 2024	SP 2025
AUO 1				X				
AUO 2			X					
AUO 3				X				

Part 5 – Action Plans

5.1 - Effectiveness and Efficiency

SGCC aims to represent the students of Cerro Coso in local, regional, and state-level venues. SGCC strives to gather student representatives who hold office as senators or officers on the executive board. In recent years, filling positions has been a challenge. There are likely many factors that have led SGCC to this juncture.

Participation in student representation has slowed the past few years. To be more equitable to students who represent their peers, many community colleges began to pay student representation positions for their work in gathering student voice and representation on participatory governance committees – it seems logical that we begin to move in the same direction. Efforts are being made at Cerro Coso to make this a reality, but it is slow moving.

Additionally, with the sharp decrease in student engagement since the pandemic, SGCC has had difficulties staffing the college’s governance committees with student representatives. This indicates a gap in student representation. Certainly, paying students to attend will help in correcting this; however, there is more that is necessary to facilitate the flow of information to and from students. As students return to campus, marketing for SGCC’s general session meetings and student senate meetings must improve to bring awareness to issues affecting students.

5.2 - Current Strengths

SGCC, though struggling in the current circumstances, has a strong structure, guiding documents, and has multiple projects that are on the verge of growth. Additionally, in the 2018 accreditation cycle, Cerro Coso received commendations for the college’s active student government and the college’s use of the student voice in decision making.

Commendation 3: The team commends the college on the level of student engagement and leadership. It is evident that student voices are actively solicited and have an impact on the institution's continual process for improvement of services. (IV.A.I)

Of course, in recent semesters, on-campus student life, student engagement, and participation in participatory governance has significantly decreased, primarily as a result of the COVID pandemic. Despite the decrease in participation, the organization remains functional.

