

East Kern College Center Department
ASP for Academic Year 2024-2025
November 2023

Description Of Section

Connection to College Mission

East Kern Center:

The East Kern Center serves the communities of Edwards Air Force Base, North Edwards, Mojave, Boron, California City and Tehachapi.

The Edwards AFB site offers the Cerro Coso IGETC, CSU Certification, and local pathways partially online and partially on-ground. Two degrees are available to students at this site: an AA in Liberal Arts: Arts and Humanities, and an AA in Liberal Arts: Social and Behavioral Sciences, which mainly online coursework. Students in the military can also take courses online and on-ground to complete their general education requirements for an associate degree from the Community College of the Air Force (CCAF) at the Edwards AFB site.

The Tehachapi campus offers the Cerro Coso IGETC, CSU Certification, and local pathways, as well as Associate Degrees in Liberal Arts: Arts and Humanities, Liberal Arts: Social and Behavioral Sciences, and Clinical Medical Assisting on-ground.

Additionally, students can complete an Associate Degree in Psychology almost entirely on-ground, with the exception of one online course. Available CTE programs at the Tehachapi site include Emergency Medical Technician certificate offered 100% on-ground and Industrial Technology courses in the area of Welding. In 2019, the Tehachapi campus was identified to offer a POST certified modular police academy where students can earn college credits that can be applied toward a degree and several cohorts have completed this program. Students and recruits who complete programs at our academy will be eligible to apply for a variety of law enforcement careers such as a police officer, deputy, reserve, probation or parole officer, and more. Most recently in 2022, the Tehachapi campus started to offer an 8-week Wildland Firefighting program.

In a non-traditional college setting, East Kern has a state-wide recognized face-to-face Incarcerated Student Education Program (ISEP). East Kern offers a variety of degree pathway college courses at the California Correctional Institution (CCI -Tehachapi). This face-to-face college program offers students access and the opportunity to earn an AS-T and AA-T through IGETC and degree pathways, as well as an associate degree in liberal arts: Social and Behavioral Sciences and Humanities.

East Kern has the most robust CCCC Early College/dual enrollment program and course offerings at service high schools where these offerings continue to grow and expand every year. We have grown and provide both liberal arts and CTE higher education access opportunities to all service area high schools located in East Kern.

Kern River Valley:

Another higher education location that falls under East Kern's umbrella is the Kern River Valley site. The Kern River Valley (KRV) campus serves the rural and socioeconomically challenged communities of Lake Isabella, Wofford Heights, Kernville, Bodfish, Weldon and Onyx from an office location located in the town of Lake Isabella. In support of the College's mission, KRV provides distance education support in the areas of general, transfer, and career technical education programs to ensure that all students are adequately served.

East Kern and Kern River Valley:

All sites in the East Kern (South Kern) region offer comprehensive support services on-ground that assist with supporting the institution's instructional programs and college mission. These services include the following: Library, Learning Assistance Center, Counseling, Access Programs, Admissions and Records, and financial aid accessibility. All other student serves are provided online or via the IWV campus.

Overall, the East Kern campuses embrace and are committed to serving the diverse socioeconomic population of students who reside in the surrounding rural communities by providing outstanding educational, career technical, Early college/dual enrollment, prison education and distance education programs, along with facilitating student success through comprehensive supportive services. This ongoing commitment strives to meet our students' and community's educational and training needs that are in connection with Cerro Coso Community College's primary mission.

Review And Planning

Performance and Equity Gaps Still to be Addressed

This section plan will look at equity gaps at Cerro Coso Community College's East Kern locations. Information will be used to create and connect to the 2024-2025 section plan initiatives.

Evidence supports the fact that achieving academic success helps individuals build and maintain wealth and life opportunities. It is the job of all higher education institutions to ensure that students from all backgrounds have equal access, but specifically for those disadvantaged groups, that they are provided with additional tools and resources they need to succeed.

Background:

Data was requested and provided for this section plan by the Institutional Research Department. Please note that the data being accessed to identify performance and equity gaps does not include special admit (i.e., K-12 students) and incarcerated student populations located at the East Kern campus locations (i.e., Tehachapi, Edwards Airforce Base, and the Kern River Valley).

Equity Data:

2023-2024 gap analysis data revealed that East Kern (EK) is "doing much better" in both completion gaps and success gaps than college wide data. Overall, EK's student completion rates are at 98% and our success rates are at 92%.

The 2022-2023 headcount reveals that 59.2% of students identify as Hispanic/Latino, our largest student group, followed by 33.5% identifying as white students and 1.8% as African American students.

Area of Further Inquiry:

College data identified a large gap when comparing East Kern students that are financial aid receipts to students that are non-financial aid recipients. Only 16.4% of our students are receiving financial aid in comparison to 83.6% of students that are not receiving financial aid. The graph below provides more detailed information.

A lack of students who are not or do not know if they are financial aid eligible can have significant implications for both the student population and the educational institution. A 2024-2025 initiative (#2) was created in this section plan to answer the question of why there is such a large gap in the area of financial aid. Are students not eligible for financial aid in East Kern or are they simply not applying, and if yes to either of these thoughts, what can be done to promote financial aid programs for both eligible and non-eligible students based on income level?

Financial Aid Awarded		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
% of Total	Financial Aid Recipient	35.5%	39.4%	26.4%	12.0%	16.4%
	Not Financial Aid Recipient	64.5%	60.6%	73.6%	88.0%	83.6%

Last Year's Initiatives

Improving Equity and Access to Dual Enrollment

Improving Equity and Access to Dual Enrollment

Cerro Coso Community College was awarded a Guided Pathways Alignment Project (GPAP) grant during the 2022-2023 academic year. The primary objective of GPAP is to develop strategic partnerships between community colleges and high-need high schools focused on increasing student success and advancing an equity agenda. During this project, EK was able to focus and brainstorm on ideas to improve equity and access to dual enrollment opportunities with our Mojave Joint Unified School District (MJUSD) partners, thus completing this initiative.

Collaboration and Project Development Meetings:

Participants: Cerro Coso Community College Admin & Mojave Unified High School District (Faculty, Counseling & Admin). The group met a total of four times (via Zoom) beginning in September 2022. Fifteen members and an average of eight individuals participated in each meeting. This allowed for engagement, connection, discussion and the identification of needs and collection of data (i.e., both qualitative and quantitative). The parts of this system collaborated on a plan that allowed for implementation and evaluation. ALL voices were heard and provided input on the activities.

Targeted Outreach:

Planning, creation and implementation of student engagement activities including offering a, "College Day" at Mojave Junior High School. This event provided an opportunity for black male students to become informed about access opportunities along with providing the students with a sense of belonging. In total, 78 students in the 8th grade participated.

Materials for promoting college opportunities:

Created a postcard that targeted specific areas. These marketing materials promoted early college opportunities (i.e., dual and concurrent enrollment). Cerro Coso College sent out 1000 postcards directly to parents/students/families at high schools located in the Mojave Unified High School District.

Equity Challenge Identified: Tackling Basic Needs:

The theme of basic needs was seen as an immediate need; therefore, the focus on this barrier was focused on this initial year rather than professional development. Clothing insecurities were identified by the system as one barrier of the student group. Students were provided an empowering collegiate t-shirt to target this basic need along with allowing for visual messaging of the opportunity of college access.

EK/KRV Targeted Enrollment Management – CTE Noncredit Course Research/Creation/Implementation

East Kern is excited to report that a non-credit English as a Second Language (ENSL) for the Workforce Certificate of Completion was completed and approved by the Curriculum Instruction Committee (CIC) during the 2022-2023 academic year.

East Kern Director Stephens researched, planned (with the CCCC English Department), created and implemented (fall 2023 scheduling) the ENSL non-credit courses and certificate.

Background/Certificate Information:

Prior to this initiative being completed, Cerro Coso Community College did not currently offer English as a Second Language (ENSL) coursework.

The goal for this certificate is to help develop skills for ESL students looking to enter or improve their position in the workforce. More specifically, this program helps students attain a tangible educational certificate that connects them directly to workforce skills, specifically in workforce communication and workforce conversation. It will help students communicate, connect, and engage more effectively throughout the rural and highly populated communities of Kern County.

The English as a Second Language for the Workforce Certificate of Competency (Non-Credit) will provide both an accessible goal and evidence of learning for students. The program aligns with Title 5, section 55151 by preparing students for a career path.

Below are the Required Courses:

- ENSL C801 - English as a Second Language for the Workforce - Reading and Writing
- ENSL C802 - English as a Second Language for the Workforce- Speaking and Listening

Next steps (currently in progress) include applying for Career Development and College Preparation (CDCP) program so that this certificate is eligible for "enhanced funding" in accordance with the provisions of the California Education Code governing Career Development and College Preparation (CDCP) programs.

Initiatives for Next Academic Year

ExploreU: Tehachapi Summer Career Camp

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Explore, Discover and Succeed CTE!

This initiative focuses on creating one-week or two-week CTE exploration summer camps at the Tehachapi campus. Students will dive deep into a specific

The two main reasons for this initiative are the following:

1. To provide higher education access for pre-teenagers and teenagers so that these young adults can gain valuable insight into various CTE career paths along with
2. Introduce these students to their local Cerro Coso Community College campus in Tehachapi.

Students will dive deep into specific CTE subject area taught by field experts and instructors. For our first summer camp experience, the Director of East Kern will work closely with the Public Administration Faculty Chair to determine and gain faculty assistance in the creation of the initial one-week CTE career theme (i.e., Law Enforcement, Firefighting). As we grow, other CTE career programs can be offered.

Below are the steps to be accomplished throughout the 2024-2025 academic year, with a goal of implementation of offering the initial one-week summer camp program by summer 2025.

Defining the CTE Summer Camp Goals and Objectives

Determine specific goals and objectives of the summer campus including what we want students to learn, experience, and achieve during the program.

Determining Target Audience

Identify the age group and demographics of the pre-teenagers and teenagers that we will be recruiting.

Program Design and Curriculum

I will need the assistance of faculty and the department chair(s), to develop a curriculum that includes a wide range of career exploration activities. This might include (but not limited to) workshops, hands-on-activities, guest speakers, field trips, and group projects. We will need to balance the camp program with a mix of fun and educational activities to keep students engaged.

Duration and Schedule

Decide on the duration of the summer camp program, whether it is one or two weeks, and the schedule (half-day or full day).

Facilities & Equipment

Even though the initiative determined that the summer camp will take place at the Tehachapi campus, we will need to know what resources and equipment are required and ensure we are able to house those items required for the program’s activities.

Staffing

With the assistance of faculty and the department chair(s), recruit qualified and in-field professionals, guest speakers, etc. that can provide insight that is connected to the determined curriculum.

Registration and Marketing

Develop a registration process (will this camp be non-credit, community education or even a credit bearing course) and determine if any fees are required. Determine registration deadlines. Create a marketing plan that utilizes different promotional channels to promote the summer camp in the East Kern communities. Create experiences for students to get excited about the summer camp including offering career panels at the middle and high schools.

Funding and Budget

Determine the summer camps program budget, including expenses for materials, additional facilities, and marketing. I will work closely with the Dean of Career Technical Education (CTE) regarding funding streams to support this program.

Early Observational Data, or "Lead" Measure(s):

CTE program creation steps completed - January 2025

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

CCCC Explore U: Summer Career Camp begins summer 2025

Person Responsible:

Lisa Stephens (Director of East Kern)

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective, It addresses an Educational Master Plan direction

East Kern Access4All - Financial Assistance for Higher Education

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The cost of college can be a substantial hurdle that prevents individuals from accessing and/or completing a college education.

East Kern (EK) data reveals that 83.6% of students are currently not receiving financial aid, whereas 16.4% students are receiving financial aid. The data graph showing this information can be found in the Performance and Equity Gaps section of this plan.

This initiative will attempt to answer the question of why there is a disproportionate number of financial aid recipients in East Kern and what can be done to ensure sure that moving forward EK students' financial needs are being met. The goal is to lower the risk of financial barriers for both incoming and returning students so that we can attempt to ensure student retention and success.

The first step is to figure out if these non-financial aid recipients are not financial aid eligible OR are not applying for financial aid.

Steps:

During the 2024-2025 academic year, East Kern will request data from IR to identify “who” the students are that are not receiving financial aid, so that information can be personally collected to determine the “why”.

There can be several reasons “why” a student may not be receiving financial aid. Based on the student’s response and/or reason the East Kern team will create and use an intervention strategy(s) to overcome any barriers that prohibit the student from receiving financial aid assistance.

Stumbling Blocks & Intervention Strategies:

1 -NO Knowledge & Did Not Apply

Students did not apply due to lack of knowledge about financial aid and/or their ability to do so.

- Intervention
 - Create and implement an East Kern financial aid marketing and event campaign.
 - Input will be obtained from the East Kern team members along with the college’s financial aid department and the marketing department. Promotional activities and events will be established.
 - Create and promote a student employment campaign on the Tehachapi campus.*

If students are not financially eligible refer to intervention strategies listed below for non-financial aid eligible students.

2 - Knowledge but are NOT Eligible

Income Threshold – students or students from families with higher incomes do not qualify for need-based aid. income

- Intervention – Create and implement a "Get the Word Out" Cerro Coso Promise and Foundation Scholarship Campaign. Input will be obtained from the East Kern team members along with the college's outreach department. Activities and events will be established.

Academic Progress Ineligibility

- Intervention - Support Services Intervention - Refer to Counseling Department and Learning Assistance Center

Incomplete FAFSA Forms or other required forms

- Intervention – Connect with students and refer to FA department for assistance.

**Budget Committee: The new request you will be seeing to fund East Kern/Tehachapi campus student worker employment is connected to this initiative and the ongoing need for student worker employment in Tehachapi. We are requesting to fund two non-financial aid recipient student workers during the fall and spring semesters. The amount being requested is \$27,000.00. This will be an ongoing request.*

Early Observational Data, or "Lead" Measure(s):

Have obtained a list from the Institutional Research Department that identifies 100% of East Kern students that are identified as "not current financial aid recipient" by the end of the fall 2024 semester.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

By June 2025, 80% of East Kern students that were identified as "not financial aid recipient" were contacted and a minimum of one intervention strategy was implemented depending on their situation.

Person Responsible:

Lisa Stephens (Director of East Kern)

Unit gap or institutional goals addressed:

It addresses a gap in outcomes assessment, It addresses a gap in student equity, It addresses a Strategic Plan goal or objective

Resource Needs

Facilities

Tehachapi Campus - Land:

Tehachapi has the potential to be the same size as the main campus based on population and future

growth (see data below).

Background:

Instability - Cerro Coso's lease with Tehachapi Unified School District is up on June 30, 2025. A decision will need to be made on what the Tehachapi campus will look like regarding facilities and what programmatic areas will be offered.

Request:

East Kern supports the creation of a campus, specifically a Career Technical Education campus that provides the community of Tehachapi and East Kern with an independent location. The conversation about this very topic is being conducted with KCCD, the college and stakeholders in the community and we look forward to what the outcome/decision will be.

- **Population Data: Ridgecrest: 34,075**

- Data retrieved from <https://www.bestplaces.net/people/zip-code/california/ridgecrest/93555>

- **Burroughs High School – 1505 students** (9-12th grade)

- Data retrieved

- from <https://www.publicschoolreview.com/burroughs-high-school-profile/93555>

- **Population Data: Tehachapi: 33, 271** (was 33,409 last year), This includes all housing zip codes – not just the City of Tehachapi.

- Data retrieved from <https://www.bestplaces.net/people/zip-code/california/teachapi/93561>

- **Tehachapi High School – 1187** (9-12th grade)

- Data retrieved

- from <https://www.publicschoolreview.com/teachapi-high-school-profile>

East Kern/KRV Office Chair Purchase Request(s):

East Kern (including the Incarcerated Student Education Program and Early College Program) requests the purchase of 15 new ergonomic office chairs that are rated for seating for 8-10 hours to replace a total of seven out of compliance office chairs. Information was provided by the Director of M&O, Cody Pauxtis during an Administrative Cabinet meeting on July 10, 2023, that staff office chairs must be rated for a person to sit in them for at least eight hours. The chairs that EK/KRV would be replacing were purchased several years ago (prior to the arrival of Cody Pauxtis) from Staples and chosen due to the limited budget provided to the EK site. The office chairs were extremely cheap and definitely not rated as a chair to sit in for eight hours. Now that it has been over 4-5 years, it is time to replace them with new office chairs (not repurposed or used ones from IWV).

In connection with OSHA requirements, we are requesting that the office chair be a “well-designed and appropriately adjusted is an essential element of a safe and productive computer workstation. A good chair provides necessary support to the back, legs, buttocks, and arms, while reducing exposures to awkward postures, contact stress, and forceful exertions.

Increased adjustability ensures a better fit for the user, provides adequate support in a variety of [sitting postures](#), and allows variability of sitting positions throughout the workday. This is particularly important if the chair has multiple users.”

eTools: Computer Workstations – Workstation Components – Chairs / Occupational Safety and Health Administration.

(n.d.). [www.osha.gov. https://www.osha.gov/etools/computer-workstations/components/chairs](https://www.osha.gov/etools/computer-workstations/components/chairs)

Amount Requested: \$19,500 (Note - Estimating \$1,300.00 per chair plus sales tax, etc).*

*Budget Committee - This request is connected to the one-time request for furniture from the following CT budget:

GU001 418TH1 4313 601000 CC1TIM CT.

Information Technology

Any requests will be placed in the Information Technology Section Plan.

Marketing

Specific Targeted Campus Requests

Marketing/publicity consultation, planning and implementation is a need to be able to reach potential students within the East Kern communities.

Population Data: Ridgecrest: 34,075

- o Data retrieved from <https://www.bestplaces.net/people/zip-code/california/ridgecrest/93555>

COMPARED TO

Population Data: Tehachapi: 33,271 (including all housing zip codes – not just the City of Tehachapi)

- o Data retrieved from <https://www.bestplaces.net/people/zip-code/california/tehachapi/93561>

Higher ed advertising and marketing is a huge, competitive market that is vital for our colleges to attract students, build a cohesive brand and convey our unique enrollment message. With the approval and assistance of Cerro Coso Community College's dedication Public Relations and Marketing Director, the Tehachapi campus (CT) is requesting an increase in their marketing budget.

Funding Request(s): BUDGET COMMITTEE

- 2024-2025 Budget (GU00 1409PI1 5860 67100 CT) = \$8,000*
 - This is a 50% increase request from 2023-2024 (\$2000.00)
 - Breakdown
 - 5860 CT was \$4000.00 in 2023-2024
 - 5860 CT increase would be \$4000.00
 - *Total = \$8,000.00

Justification:

Looking above at the population data provided, the community of Tehachapi is unique in regards being

close to matching the population of Ridgecrest that supports the main campus. We need to market and take advantage of this potential enrollment.

The Tehachapi campus is in competition with Antelope Valley College and Bakersfield College based on location, whereas the main campus has no community college competition. Investing in general advertising and marketing tactics in connection with enrollment and recruiting strategies will grow our college reputation and recognition.

Advertising Example – Ads in the paper (as an example) average around \$600.00 for 1/2 page. The current 2023-2024 budget only allows for seven ads for the entire year and nothing else.

Sponsor Request – Tehachapi Mountain Festival (Annual Event)

The Tehachapi Mountain Festival event draws 30,000 to 40,000 people each year and is the largest family festival within the community, according to the Greater Tehachapi Chamber of Commerce, the organization that puts on the annual extravaganza. In lieu of hosting a weekend booth space, East Kern would like to show a presence by purchasing “Silver Sponsorship”.

This extremely visible sponsorship will provide Cerro Coso Community College with the ability to outreach and promote local higher educational opportunities along with showing off onboarding information and supporting student success efforts. The first step for any individual interested in pursuing higher education is knowing where to **access** higher education opportunities. The “Silver Sponsorship” advertising and promotional perks support higher education access in the areas of both Career Technical Education and college transfer.

Amount Requested: \$1,500.00*

**This sponsorship amount includes large banner displayed at Central Park, Parade Entry fee, listing on all advertising with logo and name/information (i.e., media packets, websites, official Mountain Festival Guide appreciation page, Mountain Festival brochures, Mountain Festival Posters), a minimum four public announcements, business logo listed on the official Mountain Festival T-shirts, and for official Mountain Festival T-shirts.*

Professional Development

Management/Staff Professional Development Requests*

Professional development and conference attendance promotes employee continuous quality improvement. Attendance at conferences plays a supportive role in promoting employee morale and growth. Professional development opportunities also provide employees with an outlet to learn about ideas that can be used to support students and the college by providing an outlet to think, create and innovate.

Management to attend the ACCCA and/or Community College League of California management professional development conferences. The amount requested is \$2500.00. One EK/KRV classified staff to attend professional development conference (i.e., Community College League of California Classified Leadership Institute or 4CSD – California Community College Council for Staff Development).

Moving forward the plan would be that each year a different classified staff member will get the

opportunity to attend a professional enrichment conference opportunity. *

The total amount requested is \$3,000.00

Note: This is an annual request is currently budgeted and there is no change from the previous academic year.

*This request is connected to the climate survey of employee morale and professional development.

Other Needs

East Kern/KRV Site(s) –

Campus Work Schedule Change Request

(Ongoing request from previous EK section plans)

East Kern is requesting that the sites go to a 4/10 schedule to mirror the ESCC satellite campuses. This will make all satellite sites uniform and connected.

During the COVID pandemic the EK campuses were closed on Fridays. There was no interruption of student academic or service support. The community and students have been supportive and there is still very little to no traffic on Fridays at the campus.

With smaller staff sizes (less than five at each campus/site) providing an additional hour of an open campus will be beneficial for students to get served and to staff to complete tasks and duties.

Positives:

- More productivity with less employees.
- Campuses/sites are open longer Monday through Thursday.
- EK Sites have extremely limited full-time classified staff (1- DA II; 1- Ed Advisor).
- Decreased overhead costs.
- Employee Well-Being.
- Reduces employees weekly commuting time.
- Note 80% of management and classified staff commute to the Tehachapi Campus.
- Higher job satisfaction.
- More time personal time and the potential for less childcare needs which increases work productivity and requested less time off.

BUDGET INCREASES and NEW BUDGET REQUESTS

Increases-

Maintenance & Repairs Supplies - 4315 CT

East Kern is requesting a \$263.00 increase in this budget to pay for a unlimited monthly car washing pass (\$21.95 per month). CCCC does not have M&O located at the Tehachapi campus. If the car is washed, the Director of East Kern is paying for the car wash OR washing it herself. The unlimited monthly car wash pass will make sure that the vehicle stays clean AND elevate the financial and physical burden of washing the car by a CCCC employee.

Increase Budget Request - 5220DT CT (In-District Travel):

Gas prices continue to fluctuate and increase. Currently gas prices at the Shell Gas station prices range from \$5.75 per gallon (credit) up to \$6.50 per gallon (credit) in rural areas. With the prices of gas continuously increasing the need for this budget needs to also increase to meet the needs of East Kern travel. This budget supports in-district travel for all employees at the Kern River Valley site and Tehachapi campus. Asking for a 50% increase to the current budget.

Amount Request: \$4,000.00

New Requests -

Classified Overtime Funding Request -

The Tehachapi campus hosts more than 10 (on and off) campus events throughout the academic year to target student engagement and community connections. Some of these events require overtime coverage from the classified staff that are willing and able to work the additional hours.

East Kern is requesting new funding for overtime compensation (budget line 2393 - Classified Non-Instructional Overtime) for the 2024-2025 academic year.

Total amount requested: \$5,000.00

Non-FA Eligible Student Worker Funding Request -

Equity Data revealed a very large gap in East Kern when comparing East Kern students that are financial aid recipients to students that are non-financial aid recipients. Only 16.4% of our EK students are receiving financial aid in comparison to 83.6% of students that are not receiving financial aid. One of our 2024-2025 EK section plan initiatives is to find out the "why" and if the "why" is because they are not financial aid eligible be prepared to provide other viable financial options to help support their higher education achievements at CCCC. This includes on-campus student worker positions.

East Kern is requesting to fund two students that are not financial aid eligible for fall and spring semesters (ongoing request).

1216 hours X \$15.50 per hour = \$18,848.00

- Fall Semester - 304 hours X 2 (student workers) = 608 hours
- Spring Semester - 304 hours X 2 (student workers) = 608 hours

Total number of hours each academic year = 1216 hours

1216 hours X \$15.50 per hour = \$18,848.00

Total amount requested = \$22,000*

*Additional amount includes additional funding for payroll requirements that are above and beyond the hourly salary.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

None

Location:

Justification:

None for the 2024-2025 academic year.

2000 Category - Classified Staff

East Kern Program Technician (Reclassification)

Location:

EKC Tehachapi, Kern River Valley

Salary Grade:

40.0

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

Justification:

East Kern Program Technician (Reclassification Request for Current Learning Assistance Center Technician) -

This request is for the reclassification of the East Kern/Kern River Valley (KRV) Learning Assistance Center (LAC) Technician position from its existing 11-month status to a 12-month East Kern/KRV Program Technician position. We are requesting this reclassification approval through this planning document. The employee will also be submitting a JAQ so that the duties and responsibilities that they are performing can be officially updated and the position reclassified due to the position changing and growing in the area of other campus operations.

The rationale for this reclassification is based on the evolving needs of our institution, specifically the expansion of East Kern (most notably at the Tehachapi campus). This change is essential to ensure that our workforce structure aligns with the growing requirements of East Kern site(s) including Kern River Valley and the responsibilities of the Director of East Kern.

Background:

The 11-month Learning Assistance Center Technician position has been in place and funded since 2014. Over the years, the East Kern region, including the Tehachapi campus, has seen significant growth, leading to increased demands. The current LAC Technician role, while valuable, no longer fully meets the comprehensive needs of the campus(es).

Justification:

Support for Multiple East Kern Programs and Locations: The reclassification of the position as a 12-month East Kern Program Technician will allow the current employee to provide consistent support to all East Kern sites/office locations along with support to East Kern programs in both the academic and student services areas. This change will ensure that our staffing structure aligns with our service area needs, which will have a direct impact on the quality of service that we can offer to students and the community.

Expanded Responsibilities: The new role will include duties that will allow for additional responsibilities and administrative support that goes beyond the scope of a LAC Tec position. The reclassification will guarantee that all essential tasks are addressed under a single job classification, preventing the possibility of the employee working out of classification.

Employee Morale: This classification will properly reflect the reality of the employee's current role(s) and workload; therefore, will provide a higher level of job satisfaction for the employee.

The reclassification of the Learning Assistance Center Technician to a 12-month East Kern Program Technician is a necessary step to meet the changing needs of the East Kern campuses. This adjustment will not only protect the employee and the college

from potential issues related to working out of classification but will also have a positive impact on employee morale, college enrollment, student support, and general site operations.

Eastern Sierra College Center Department ASP for Academic Year 2024-2025 November 2023

Description Of Section

Connection to College Mission

ESCC's mission is to improve the life of every student it serves. Through traditional, hybrid, and distance delivery (online, scheduled Zoom, Zipped, etc.). ESCC brings transfer preparation, career technical/workforce education, certificate, and associate degree learning opportunities to the rural communities and unincorporated areas of Inyo and Mono counties. In doing so, ESCC promises clarity of educational pathways, comprehensive support services, and a commitment to equity. ESCC's mission mirrors the College's mission as it relates specifically to students and community members in Inyo and Mono counties. ESCC offers certificates, the Cerro Coso local general education pattern, and the CSU and IGETC transfer general education patterns that pair well with terminal and transfer degree programs. The Early College Program continues to thrive and grow among our 10+ area high school settings. Many of our high school have increased their on campus Dual Enrollment offerings. Lone Pine, Bishop Union High School, Big Pine, and Mammoth High School are all dedicated to offering more college options in seat at their high schools. ESCC has the ability to offer community and contract education courses available to the public. Currently we offer community education ceramics courses, and will soon add drawing and/or painting, and a class on mindfulness. ESCC hosts and co-sponsors events, programs, and courses, and rents out our facilities to support community events and programs. The Mexican Consulate has used our Bishop campus for years, and in 2024 they plan to add a few more visits, which is a huge service to our local communities. Without them there residents would have to drive to Fresno to get their paperwork complete. ESCC also offers the following student services on ground: Access Programs, Admissions & Records, Learning Support Services, and Counseling. All other student services are provided online or via the IWW campus/staff.

Review And Planning

Performance and Equity Gaps Still to be Addressed

Bishop does not have any significant equity gaps.

ESCC Concurrent and Dual Enrollment does not have any significant equity gaps.

Mammoth does have a few equity gaps. While our team will make every effort to address all of them, the highlighted one is of most concern:

- **First time student completion rate 65% and success rate 44%**
- Completion rate 83% for men
- Hispanic/Latino completion rate 83%
- Completion rates for non Financial Aid Students 83% and and Success Rates 74%
- Traditional student completion rate 87% and success rate 77%

At this time most of Mammoth High School's graduating seniors come to us without concurrent or dual enrollment classes on their transcripts. One of the strategies to address low first time student completion and success rates in Mammoth will be to work with Mammoth High School to see if we can identify Cerro Coso Community College bound students much earlier. That way we can encourage them to take at least one or two concurrent/Dual Enrollment classes during their time with the high school. We will also encourage the school to offer ENGL C070 as a dual enrollment class, and have our counseling team work with students on career and resource exploration throughout the school year. Our Educational Advisor has expressed an interest of spending part of her time at the high school in Mammoth/Bishop, and also at the JobSpot on Main Street in Bishop.

In general, we can do a better job of identifying first time students at both Bishop and Mammoth and provide them with resource and contact information for LRC/LAC/Library, Counseling/Access, A&R, Financial Aid, and Local Scholarship Information. Pre-pandemic we created a resource list for ESCC students and got away from doing that.

Last Year's Initiatives

Initiative #1: Develop and implement programming for, and increase outreach to, 25-39 Year-Old and Male Students to increase FTEs at ESCC (See Equity Gaps)

We are going to continue working on fresh programming and adding CTE in general for ESCC. We have an abundance of health careers that we offer (and will continue to offer), but need to look at our communities to see what other industries exist and hire in our areas. We are looking towards Agriculture for Inyo County, and Wildland Fire and Outdoor Recreation for both Inyo/Mono Counties.

- Still no update on when POST will return to ESCC. Last time offered was 2018.
- Addiction Studies is currently available online, and we have plans to offer Social Work/Human Services on ground in the evenings starting Spring 2024.
- Entrepreneurship is offered online, and students are not requesting this pathway to be in person.
- Wildland fire was offered at Bishop Union High School, but we had to give credit through CATEMA due to instructor not meeting min qualifications to teach for us, and his employer expressing it would be a double dip if he taught for us and worked for BLM. We are struggling to find qualified instructors for our on ground Wildland Fire program. Several potential instructors have certificates, but do not have degrees.

Initiative #2: Increase Success Rates and Narrow Equity Gaps for Latinx and Economically Disadvantaged Students (See Equity Gaps)

The equity gap exists in Mammoth for Hispanic/Latinx student populations. Our Mammoth campus also has an equity gap that exists for 1st time student completion and success. In addition to what was mentioned above, we need to also include Mammoth High School in the conversation. The seniors that are graduating high school and coming to our community college tend not to have concurrent/dual enrollment classes on their transcripts. We would like to identify our future Cerro Coso students earlier in their high school years so we can encourage concurrent/dual enrollment and possibly adding an ENGL C070 dual enrollment class. We will also start sending our Counseling team over to the high school to do more hands on career exploration, to provide more college information sessions, and be there to answer college related questions.

While we are not completely abandoning this initiative, we do need to revisit, rewrite, and revamp our strategies. There needs to be a mutual understanding and shared goal with the high school.

Initiative #3: Increase ESCC Enrollments (See Performance Gaps)

1) HIST piloted our Zoom room for Fall semester, and we're going to have all our former iTV classes use the Zoom room for Spring 2024 semester. ESCC now has two history/political science instructors, so they will be taught hybrid or in person at each site. If that goes well, we will continue to look at ways to make classes as in person as possible. Another strategy that we are employing Spring 2024 is to loop East Kern in to offer a wider variety of in person Zoom room classes: ANTH will be shared from East Kern to ESCC, and we will share SOCI with them.

2) We have increased Dual Enrollment especially in Inyo County this past year. We have Dual Enrollment classes at all our bigger high schools in Inyo County: Lone Pine, Bishop Union High School, and Big Pine. Mammoth High School continues to expand on their offerings.

3) OVCC is now under ISEP. Course offerings are typically 1-2 classes per semester.

4) We have expanded our marketing reach and exposure in both Inyo and Mono Counties. We have slides up at both theaters, a chair lift banner at the ski slope, sponsored the Mammoth 4th of July Parade, sponsored Pride, Mule Days, the county fair, and several concert events at the Bishop Tri-County Fairgrounds, and have full access to promoting Cerro Coso on their grounds.

5) Our Counseling and A&R teams went together to all the high schools to advise and register on the same day.

Initiatives for Next Academic Year

Increase Enrollment for Native American Students in the ESCC Service Area for On-

campus/Online/Hybrid

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Use CTE Liaison and new NASSSP Program Coordinator to coordinate with our local tribal organizations and Native American liaisons at the high schools to help identify and assist Native American students in our service area. Use the Liaison and Program Coordinator staff to introduce/orientate Native American students to our college, staff, and services.

Early Observational Data, or "Lead" Measure(s):

IR is working on expanding the search in CCC Apply to better identify our current Native American students within the college. Currently it just uses the first box students check when the application asks for ethnicity. We want to be able to track the application/registration/enrollment/completion/success data for this population of students.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Enrollments

American Indian	105	69	11	26	15
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IR is working to improve this number since some students will select more than one ethnicity. We want to have an accurate representation of all our Native American students collegewide. The on campus numbers have trended down due to the pandemic and OVDCD losing their funding for college support. The hope is with us getting the Native American student success grant we can reconnect with local students that want to pursue college.

Certificate/Degree Graduation Data

DEGREE_DESC	Graduation Year					
	2018-19	2019-20	2020-21	2021-22	2022-23	
Associate in Arts for Transfer			5	5	6	6
Assoc in Science for Transfer		1	4	4	4	3
Associate in Arts	6	7	13	13	13	
Associate in Science	6	1	3	7	4	
Cert of Achievement >1 <2 yr	6	5	5	11	8	
Cert. of Achievement < 1 yr	5	5	7	4	1	
Job Skills Certificate	3	2				2
Grand Total	22	21	24	29	28	

Above are our current award and graduation rates for Native American students.

Once IR finds a method to identify how many Native American students we actually have, we can see if those numbers are increasing year to year. We can also see if awards/degrees/completion rates are increasing over time.

Person Responsible:

Kim Blackwell, Betzabel Martinez, Stefanie Jackson, & Jaclyn Kessler

Unit gap or institutional goals addressed:

It addresses a Student Equity and Achievement Plan goal

Expand on and Increase CTE Offerings

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Incorporate CTE programs as much as possible/feasible on campus at our ESCC sites. Promote hybrid and online CTE to our ESCC students. Our local Eastern Sierra Foundation and Mammoth Lakes Foundation local scholarships have lifted the requirement of full-time on campus classes. They will accept part-time students that are taking online classes as long as they have an approved long term education plan done by Counseling. IR has done a great job of popping out our service area students, so we can better connect with our online ESCC students.

Start conversations with BC about Dual Enrollment in Agriculture (for Lone Pine and Bishop high schools), and Culinary for Mammoth High School. Down the road we might be interested in creating our own programs, but we will test the waters with high school first.

We have a professional expert that can also help us develop an Outdoor Recreation/Leisure and Recreation/Recreation Management studies certificate/degree program. It would likely be a good fit for our service area with two national parks on either end (Death Valley and Yosemite), and endless amounts of forest and recreation land.

Other community colleges offering Recreation Management type programs: Sierra College, College of the Canyons, American River College, El Camino College, Fresno City College, Cuesta College, Allan Hancock College, Feather River College, and Diablo Valley College.

Early Observational Data, or "Lead" Measure(s):

Local employers continually ask for qualified workers in child development, law enforcement/guard card, health careers, forest service workers, recreation workers, people that can work in the tourism industry (food/hotels/tour guides and rangers), and wildland fire. All a good fit for CTE training, but not always the best paying employment.

There is a huge need for industrial type workers for CalTrans, LA Department of Water and Power, Mammoth Mountain, and others. They are looking for heavy equipment operators, mechanics, welders, engineers, etc. These are better paying jobs with benefits, but harder for ESCC Bishop and Mammoth campuses to build and support over time. We would need to definitely forge some partnerships.

Both the Mammoth and Bishop Chamber of Commerce request employees for tourism industries on the regular. The one program I can certainly see us develop is Outdoor Recreation. That brings in a lot of different types of training that could lead to quality employment for our students.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Over time we can see if more students are enrolling in CTE programs and connect them employers as they request people. Knowing who our students are will make it easier for students/employers to connect. We can also better promote CTE programs if we know what employers are actually looking for.

Person Responsible:

Kim Blackwell

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy

Identify and Better Support 1st Year and 1st Generation Students with Completion/Success

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Recruit the high schools, our Admissions and Records office, and our Counseling Team to ask students if this is their first college experience and ask if their parents/caretakers went to college. If they identify as 1st year college and/or 1st generation students, we can provide over and above services to them while they are with us. Counseling can make a list in Navigate to push out important messages, dates, and resources to them. We will also pay attention to what the 1st generation task force is coming up with and implement what make sense at ESCC to support our students.

Early Observational Data, or "Lead" Measure(s):

Mammoth Campus has a significant Performance Gap:

First-time student Completion Rate 65% and Success Rate 44%

Our strategy will employ what was mentioned above, but we will also recommend that our community college bound high school students take at least 1-2 concurrent enrollment classes and possibly a Dual Enrollment ENGL C070. Mammoth High School currently offers ENGL C101 and C102 to their transfer bound students, along with a plethora of other dual enrollment and concurrent opportunities. The seniors that graduate and come to us typically do not have any concurrent or Dual Enrollment classes on their transcripts, and they seem to struggle.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Each year we can look at the completion and success data to see if the percentage completing and completing successfully are increasing.

Person Responsible:

Kim Blackwell, Counseling, A&R, 1st Generation Student Committee

Unit gap or institutional goals addressed:

It addresses a gap in student equity

Resource Needs

Facilities

Bishop:

Swap out tables/chairs in Zoom Room 122. Quote: (Cody will price out)

12 Tables / 24 Chairs Max Occupancy 36

Mammoth:

Swap out tables/chairs in Zoom Room 202. Quote: (Cody will price out)

22 Tables / 40 Chairs Max Occupancy 50

See Cody's plan for further projects for ESCC.

Information Technology

Convert iTV rooms to Zoom rooms due to iTV no longer being supported.

- Bishop Room: 110
- Mammoth Room: 206

Clear out old IT equipment from both Bishop and Mammoth campuses.

See Mike's IT plan for further projects at ESCC.

Marketing

Bishop:

Requesting \$12K for continued sponsorship of Tri-County Fairgrounds. Provides use of facilities to hang our banners on Highway 395 and other prominent high traffic areas on the grounds; have booths at every event year round; use of a display board on the Heritage Arts building; use of their monument board during registration (coming soon); and our logo on all their electronic media/promotions that has a clickable link back to us. They advertise throughout our service area (Mammoth/Bishop/IWV/Tehachapi). **Put in my budget.**

Mule Days \$1K for continued sponsorship for one of the largest events in Bishop. It allows us to put up our banners and be in their popular guide book. We should have them promote our low cost online offerings since most people at the event are from out of the area. **Put in my budget.**

Bishop Twin Theater: Continue advertising at the theater. Gives us the opportunity to swap out our slides as much as we want throughout the year. High traffic/high gathering area for locals, high schoolers, and college aged students. See Jeff for actual cost/details. Put in Jeff's budget.

Billboard (see Jeff for price) on 395 between the curve at the fairgrounds and the Chevron station. Can advertise both our Bishop/Mammoth campuses and our online offerings. Put in Jeff's budget.

Mammoth:

Minaret Theater \$3K It is not as flexible as the Bishop Twin Theater, as they are owned by people out of state. See Jeff for actual cost/details. Also put in Jeff's budget.

Newsstands to put at high traffic gas stations/coffee shops/grocery stores (Manor Market/Yuhubi/Bishop Paiute/Black Sheep/Loony Bean/Grocery Outlet). We would not put them in chain stores like Starbucks or Vons. Just locally owned/operated. Approximate cost \$2K total for both sites. **Put in my budget.**

Also see Katie's, Franki's, Christine's, Nicole's, and Jeff's unit plans for outreach/marketing in our service areas.

Professional Development

To stay up to date on local happenings:

Bishop Chamber and Rotary Memberships: \$250

Mammoth Chamber Membership: \$200

To come up with innovative/proven strategies to help students be successful:

Student Support/Success Type Conferences: \$2000.00

Other Needs

One AWD or 4WD SUV for Bishop

- IT/M&O/Director/Counseling/Faculty for transportation of college equipment/supplies or to get to the opposite site in an emergency or for events during work hours, so people do not have to use personal vehicle for college business.
- Transportation of staff/management/faculty between any college site/partner for meetings, conferences, and gatherings.
- Outreach to/from: Lone Pine, Independence, Big Pine, Palisade Glacier, Bishop, Mammoth, Lee Vining, and Coleville. There are 10+ area high schools. Our local counseling and A&R go to help register for Early College and local seniors, as well as director going to do local area parent nights. This type of outreach is not currently done at our high schools by IWV located outreach staff. With IWV being busy with their area schools at the same time, it will prove difficult for them to get to our service area and provide timely/equitable service. There are 3 different spring breaks, and from end to end our service area is 200 miles long or 3-5 hour drive depending on weather.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

2000 Category - Classified Staff