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**CERRO COSO  
COMMUNITY COLLEGE  
ACCREDITATION  
2006**

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# ABSTRACT

## INSTITUTIONAL COMMITMENT

Cerro Coso Community College's commitment to providing high quality education is specifically stated in the College Mission Statement, Values, Service Philosophy, and General Education Philosophy. The Cerro Coso Service Philosophy, combined with the Mission Statement guides the college community in its efforts to provide quality programs and services to our geographically diverse student population, including students enrolled in the Online program. The college's commitment to student learning is reinforced through the use of the following policies and practices:

- the Strategic Planning document that contains plans supporting "Academic Excellence and Program Development" and "Student Services"
- the Budget Process where planning is considered an instrument to achieve the college's mission
- the tenured and non-tenured Faculty Evaluation process, which includes classroom visitations, and student evaluations focused on quality instruction
- the Program Review process committed to instituting departmentally established measurable Student Learning Outcomes
- the Curriculum and Instruction Committees processes which facilitates consistency in the quality of instruction and in the establishment of a course level commitment to measurable Student Learning Outcomes

## INSTITUTIONAL INTEGRITY

Integrity is a theme that runs consistently through the college's policies and practices. Board policies and Administrative regulations and procedures stipulate codes of conduct for the entire college community, from Board members, through Faculty, to Students. The non-discrimination and Sexual Harassment policies are specific examples of policies created to meet these standards. The college's ethical standards are reflected in:

- the college's hiring processes
- the Faculty Contracts delineation of faculty duties

and responsibilities

- the evaluation processes for adjunct, probationary, and regular faculty, classified staff, and managers/administrators
- the Academic Honesty Policy together with a formal grievance process relative to faculty/student relations

These standards appear in a variety of forms from commitments made in the college catalog, the college schedule of classes, the college web site, and the Board Policy manual.

## DIALOG

Dialog plays an integral role in the Cerro Coso College community's commitment to its Institutional Values of "Community," and "Participation" and is embodied in the Shared Governance process. The College Council is the central element of dialog on campus. The College Council is co-chaired by the College President and the Academic Senate President and its membership is composed of representatives from the Academic Senate (the entire Cerro Coso full time faculty have membership in this committee), the Classified Senate, the college Vice-presidents, representatives from outreach centers (often by ITV), the Associated Students, the Classified Union (CSEA), and the Faculty Union (CTA). Each of these representatives is charged with the responsibility of communicating the interests of the groups they represent and communicating back to their constituencies. The College Council usually meets bi-weekly.

The Academic Senate, the Student Support Services program, The Classified Senate, and the Administrative Team all have numerous sub-committee structures that designed to enhance dialog related to more specific issues and responsibilities.

Annual Flex Day activities for faculty are another form for communicating campus issues. The 2005/06 Flex Day themes include commitments to district wide departmental communication during the fall session, and practicum experiences related to Student Learning Outcome issues were the major focus during the Spring session.

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## ORGANIZATION

At Cerro Coso, communication and decision-making structure and processes are based on and driven by the Mission statement which directly states the College's support of student learning. The description of the membership of the College Council reflects this commitment. In addition, the college must respond to the demands placed upon it as a consequence of its position as one of three colleges in a multi-college district. This fact creates extra demands on the time and commitment of many in the Cerro Coso community. The long distances between the campus and the district office in Bakersfield challenge administrators, faculty, classified, and student representatives. Even with these challenges constantly at hand, Cerro Coso has had success at maintaining its team approach to Shared Governance and its commitment to student learning. This team approach, coupled with a campus culture of improvement and focus on the needs of students, ensure that the decision-making processes at Cerro Coso are inclusive, efficient, and effective.

## EVALUATION, PLANNING, AND IMPROVEMENT

Cerro Coso Community College has improved upon its commitment to effective Evaluation, Planning, and, Improvement. While Cerro Coso has in the past been identified as an institution caught in a mode of "Planning to Plan," much progress has been made relative to the completion of important planning documents, and to their use in decision-making and evaluation processes. Influential factors have been:

- Accreditation recommendations
- Budget trends
- Data provided by Institutional researcher
- Data provided by Informational and Educational Technology
- Curriculum changes
- Continued development of the Cerro Coso Online Program
- District Goals

The commitment of the college community to the implementation of the goals as outlined in the Strategic Planning Document, the Education Master Plan, and the KCCCD Organizational and Operational Effectiveness Study in the planning and evaluation process are evident

in the ongoing work of the College Council, the Program Review process, and the work of Curriculum and Instruction Committee. This is especially evident as they relate to the development, implementation, and evaluation of Student Learning Outcomes. There also exists a commitment to continually update these documents and goals, to continue to collect data, and to continue to improve assessment tools.

As a result of recent budget shortfalls, problems with the District budget allocation model, and declines in enrollment, improvement in the college's business plan as it relates to marketing and student retention has become a new focus. The study of the cost effectiveness of the Cerro Coso outreach centers will depend upon a renewed commitment to the evaluation and planning processes.

Although there is a broad participation in the planning process on campus, the college must remain committed to its efforts to clarify and improve ways in which the strategic planning and the budget process are interrelated.

## STUDENT LEARNING OUTCOMES

Although efforts to implement student learning outcomes have been successful in numerous vocational programs on campus, there application to academic areas is relatively recent. Cerro Coso is committed to assessing institutional effectiveness at every level through student learning outcomes and is actively involved in using faculty and staff mentors to facilitate their implementation. The Academic Senate, the Program Review Committee, and the Curriculum and Instruction Committee are all taking active roles in training faculty and staff in the development, the implementation, and the assessment of student learning outcomes.

The development, implementation and assessment of student learning outcomes will be applied at the course level, the department level, the program level, and at the institutional level. These ongoing efforts are reflected in the materials relative to the self-evaluation process that is to be found in each of the Standards making up the rest of this document.

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# CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

Date: August 23, 2006

To: Accreditation Commission for Community and Junior Colleges

From: Cerro Coso Community College, 3000 College Heights Blvd., Ridgecrest, CA 93555

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

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Mary Retterer, Ph.D.  
Interim President and Chief Executive Officer  
Cerro Coso Community College

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Sandra Serrano, Chancellor  
Kern Community College District

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Dennis Beebe, President  
Kern Community College District  
Board of Trustees

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Lisa Fuller, President  
Academic Senate  
Cerro Coso Community College

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Mike Barrett, President  
California School Employees Association (CSEA)  
Cerro Coso Community College , Chapter 617

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Shannon Bliss, Chair  
Community College Association (CCA)  
Cerro Coso Community College

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Ted Higle, President  
Associated Students of Cerro Coso (ASCC)  
Cerro Coso Community College

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Leo Girardot, Chair  
Accreditation Self Study Steering Committee  
Cerro Coso Community College

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# COMMITTEE MEMBERSHIP

## ACCREDITATION ADVISORY COMMITTEE

Accreditation Chair	Leo Girardot
Standard I Leader	Jon Tittle
Standard II Leader	Leo Girardot
Standard III Leader	Valerie Karnes
Standard IV Leader	Lisa Fuller
Academic Senate President	Paul Meyers
College President	Sharon Dyer
Vice President of Student Learning	Mitjl Capet
Vice President of Student Services	Jill Board
Site Representative	Gary Enns
Curriculum and Instruction Council Chair	Suzanne Ama
Classified Representative	Kathy Salisbury
Student Representative	Jason Duque
Community Representative	Ruth Cooper

## STANDARD I

Standard I Leader	Jon Tittle
Vice President of Student Learning	Mitjl Capet
Academic Senate President	Paul Meyers
Classified Senate Representative	Kathy Salisbury
Site Representative	Kristi Lowe
Instruction Office Representative	Margaret Mauldin
Program Review Committee Member	Jim Kiggins
Department Chair Representative	John Stenger-Smith
Student Representative	Nadia Mohan

## STANDARD II

Standard II Leader	Leo Girardot
Vice President of Student Learning	Mitjl Capet
Vice President of Student Services	Jill Board
Curriculum and Instruction Council Chair	Suzanne Ama
Online and Distance Education / Instructional Technology	Matt Hightower
Special Services Representative	Mary Peoples
Counseling and General Education Representative	June Wasserman

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Occupational Education Representative	Larry Board
Learning Resources Center	Dennis Vanderwerff
Site Representative	Lori Olivera
Student Representative	Jason Duque
Academic Senate Representative	Bonita Robison
Program Review Chair	Lisa Fuller
College Council Representative	Jan Moline

### STANDARD III

Standard III Leader	Valerie Karnes
Business Operations Director	Gale Lebsock
Human Resources Director	Lisa Couch
Facilities Director	Joann Handeland
Maintenance and Operations Director	John Daly
Technology Committee Representative	Cori Ratliff
Disabled Access Representatives	Sara Brown and Shan He
Site Representative	Gary Enns
Fire Mountain Foundation Representative	Sharon Girod
Academic Senate Representative	Karen O'Connor
Student Representative	Debbie Bacci

### STANDARD IV

Standard IV Leader	Lisa Fuller
College President	Sharon Dyer
Kern Community College District Representative	Stu Witt
Academic Senate President	Paul Meyers
Classified Senate President	Kathy Salisbury
Associated Students President	Brittany Throckmorton
Site Representative	Mike Barrett
Fire Mountain Foundation Representative	Ruth Cooper
Academic Senate Representative	Norm Stephens

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# HISTORY AND BACKGROUND OF CERRO COSO COMMUNITY COLLEGE

Cerro Coso Community College was established in 1973 as one of three colleges within the Kern Community College District. Cerro Coso provides educational services to a population of about 85,000 distributed over a service area of over 18,000 square miles – the largest community college service area in California. Such a large area requires multiple physical sites in order to provide quality learning. Cerro Coso has met this requirement by offering instruction to an approximate FTES of about 3,270 students at six campuses, one of which is online.

The 320 acre Indian Wells Valley Campus, at Ridgecrest, California, is located in the upper Mojave Desert, 160 miles northeast of Los Angeles and 120 miles east of the District Office in Bakersfield, and serves a population of about 28,000. This campus serves about half of the student population of the College and houses most of the college administration. The Eastern Sierra College Center is north of the IWV campus and serves the communities of Inyo and Mono counties. The center operates two campuses, one in Bishop 120 miles north of Ridgecrest, and another in Mammoth Lakes which is an additional forty miles north. Forty-five miles west of the Indian Wells Valley, the Kern River Valley campus serves communities near Lake Isabella. The South Kern campus is seventy miles south of the Indian Wells Valley and is housed on Edwards Air Force Base. This center provides educational services to military and civilian personnel on the base and to the residents of nearby communities.

In an effort to respond to the needs of individuals who cannot attend classes at one of the College's five physical locations, the College established CC Online as a virtual campus. This program has been fully reviewed by the regional accrediting agency. It provides nine online degree programs, over 100 courses distributed over eighty sections each semester with complete online support services, including matriculation and textbook purchasing. The program was the first of its

kind in California and has been recognized and imitated by many community colleges.

Cerro Coso Community College provides a comprehensive curriculum with traditional support services. The College traditional transfer program produces graduates who are academically ready to transfer to universities and the institution's support services facilitate the transfer. Vocational programs are tailored to provide graduates who are qualified to answer the employment needs of the local communities. Some of these programs include a newly established media arts and computer graphics interactive curricula, a mining and industrial safety program designed to meet federal and state requirements, law enforcement training, an expanded health careers ladder program, resort and commercial recreation management, early childhood education, and business office careers. Cerro Coso offers a supportive and extensive basic skills program to assist students who must prepare for collegiate level work. This includes the use of web-based instruction, tutoring, learning disabilities testing, and special counseling. The College responds to the needs of students moving from Welfare-to-Work through its CalWorks Program. The program includes the operation of a one-stop career development center in cooperation with other community service agencies, counseling, childcare programs, and job placement activities.

## SIGNIFICANT DEVELOPMENTS SINCE THE LAST SITE VISIT

### PASSAGE OF BOND MEASURE

The Kern Community College District was successful in pursuit of a bond, "Measure G," that provided Cerro Coso with \$6,948,000 used to fund a "state of the art" 45,000 square foot Learning Resource Center and a six and one-half acre Photovoltaic Solar Energy Center. These facilities came on line in 2004. A variety of other projects are in various stages of planning and development.

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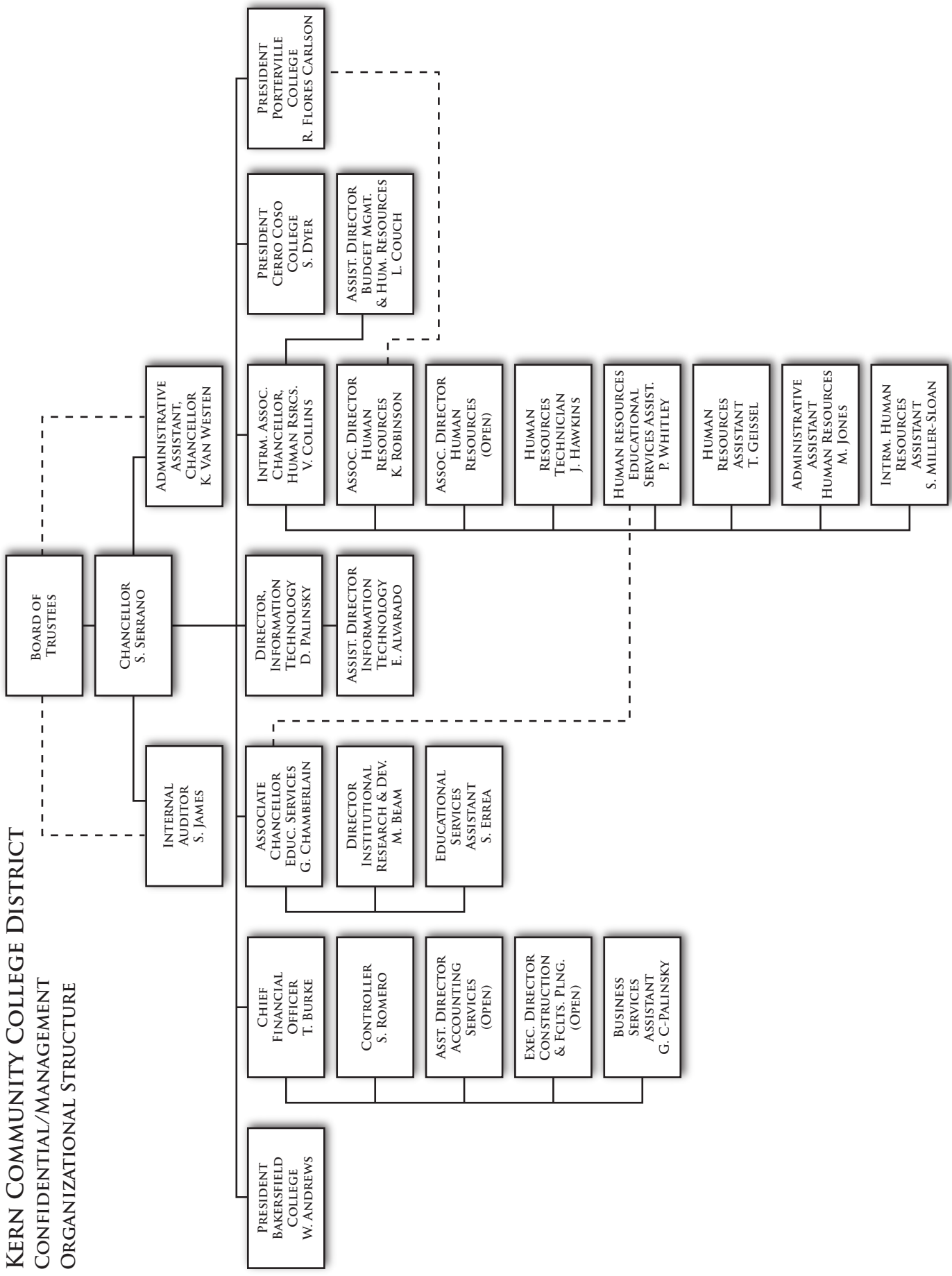
## STATE BUDGET CRISIS

The State experienced a very difficult economic situation during the 2002 budget development process, resulting in reduced funding to community colleges throughout the State. Cerro Coso was forced to make significant reductions in personnel and other discretionary areas. Some staff members were laid off, some opting for retirement, while supply, equipment, and travel budgets were reduced. The Cerro Coso College Council examined the budget for reductions over the longer term, and although a balanced budget was achieved, the reductions continue to impact almost every program on our campus and sites.

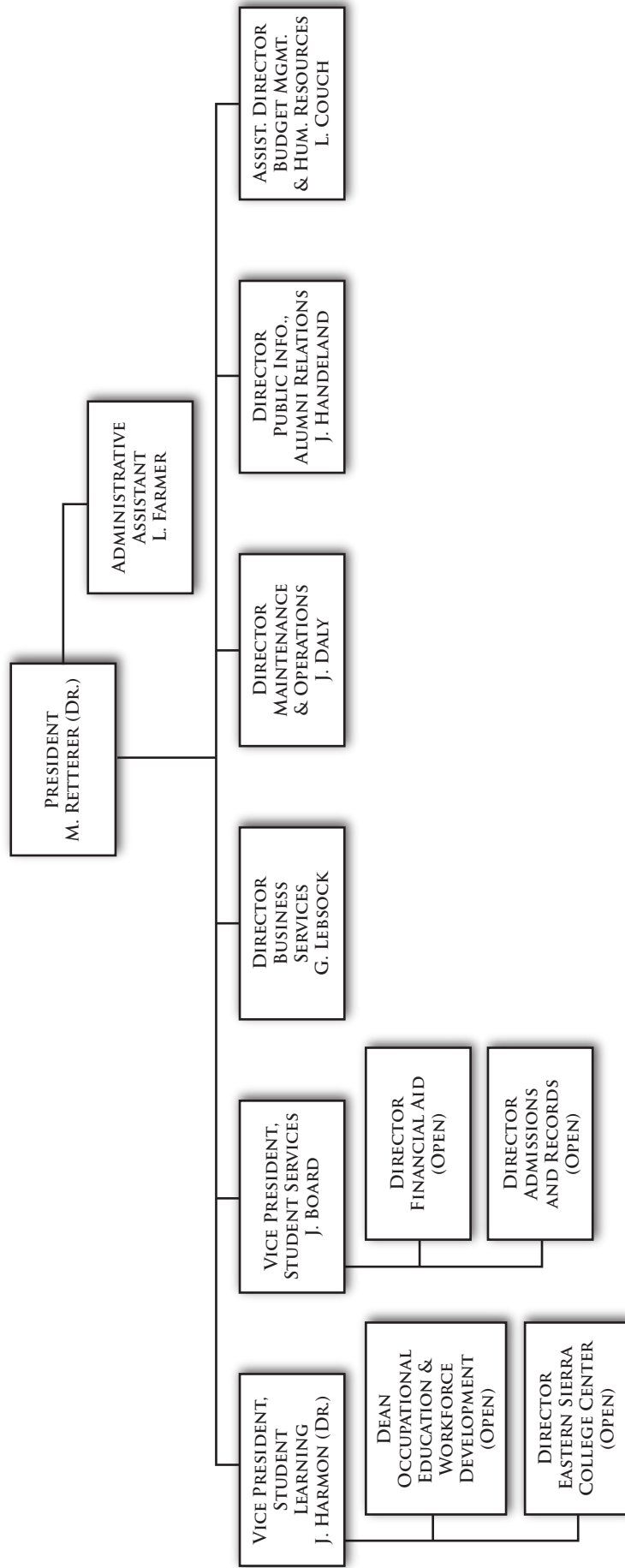
## FTES SHORTFALL

In the summer of 2005, the District enrollment figures from the previous academic year showed that Cerro Coso did not meet its FTES projections, affecting the total District allocation. Each college, therefore, was forced to reduce its budgeted expenditures. At the same time it was noted that many college districts across the state suffered similar declines. The budget reductions again affected almost every college program. The most severe impact was experienced by the college academic programs. The College Council, serving as the College's Budget Committee, recommended eight junior faculty members for involuntary transfer and five were summarily transferred to Bakersfield College, another college in the Kern Community College District. Cerro Coso's budget was also unable to support filling positions vacated by three retiring senior faculty members. The College is focusing its efforts on reducing, as much as possible, the impact of these budget problems on the students and on rebuilding its FTES base to support hiring additional faculty and staff in the near future.

**KERN COMMUNITY COLLEGE DISTRICT  
CONFIDENTIAL/MANAGEMENT  
ORGANIZATIONAL STRUCTURE**



CERRO COSO COMMUNITY COLLEGE  
 CONFIDENTIAL/MANAGEMENT  
 ORGANIZATIONAL STRUCTURE  
 2006-2007



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# STATISTICAL REVIEW, JULY 2006

Kern Community College District  
Bakersfield College, Cerro Coso College, Porterville College  
KCCCD - A Statistical Review, July 2006

## EXECUTIVE SUMMARY

The following pages provide a statistical illustration of the Kern Community College District (KCCCD) – our students and staff. The report also exams some key measures of the effectiveness of our district’s mission to provide quality, accessible education to the citizens in our communities. Information is provided for each of the three colleges – Bakersfield College (BC), Cerro Coso College (CC) and Porterville College (PC) – for the following topics:

- Student Profile (pages 4-5)
- Service Area Participation Rates (pages 6-7)
- Annual FTES (Full-Time Equivalent Students) Apportionment (page 8)
- FTES (Full-Time Equivalent Students) to FTEF (Full-time Equivalent Faculty) Ratio (page 9)
- Partnership for Excellence (PFE) Student Outcome Indicators (pages 10-12)
- Employee Profile (pages 13-15)
- Full-Time Faculty Ratio (page 16)
- Below are some key-points and highlights from each section.

**Student Profile:** A review of student headcount, gender, age, ethnicity, unit load and enrollment status for the last three fall terms.

- The overall student headcount decreased from 24,992 to 23,290 between Fall 2003 and Fall 2005.
- The districtwide headcount was distributed as follows amongst the three colleges: BC - 63.7%, CC - 19.6% and PC - 16.7%.
- Female students continue to outnumber male students at each college.
- BC has the youngest student body (64.6% 24 or younger in Fall 2005). CC has the highest percentage of students who are 40 or older (31.2% in Fall 2005).
- BC and PC both have a minority majority. At PC, Hispanics outnumbered whites in each of the three terms and in Fall 2005, Hispanics accounted for over 50% of the student population. At BC, Fall 2005 was the first term in which Hispanics outnumbered the white population. At CC, the white population exceeded 70% in each term.
- The number of full-time students (12+units) continues to increase at BC (36.8%) and PC (46.2%). At CC, 76.9% of the students are part-time, perhaps reflective of the older student population and large distance education program.

**Service Area Participation Rate:** The participation rate denotes the percent of the service area population (18+) who are enrolled in the college/district.

The service area is defined by student zip code, where zip codes with 1% or more of the total enrollment are considered to be in the service area.

- Overall, KCCD had a 4.9% participation rate in 2004. Individually, the participation rate was 5.1% at BC, 6.2% at CC and 3.4% at PC.
- The student population at CC came from the highest number of zip codes, yet many were removed from the study because they only had 1 or 2 students (probably due to CC's large distance education program).
- The participation rate at PC was affected by a zip code that accounted for 26% of their service area population but only 1.4% of their enrollment.
- Removing that population would have resulted in a participation rate of 4.6%.
- In both BC and CC's service area, the 18-19 age segment had a participation rate of over 24%.
- CC's predominant white student population mirrored their service population.
- While BC and PC's Hispanic student population was over 3% lower than their respective service area populations, both colleges had a substantial increase in Hispanic students between Fall 2004 and Fall 2005.

**Annual FTES (Full-Time Equivalent Students) Apportionment:** Illustrates the annual FTES reported to the state on the 320 Apportionment reports, as determined by either student contact (classroom) hours or units of credit.

- FTES declined at each college in the 2005-06 reporting year – BC declined by 4.6% compared to 2004-05, CC declined by 11.1% and PC declined by 7.1%.
- Annual districtwide FTES fell from 18,766 in 2004-05 to 17,608 in 2005-06, a 6.2% decline.
- The total districtwide FTES was distributed as follows: BC – 66.5%, CC – 16.7% and PC – 16.8%.

**FTES (Full-Time Equivalent Students) to FTEF (Full-Time Equivalent Faculty) Ratio:** The FTES/FTEF ratio provides a measure of productivity. An annual ratio of 35 FTES to FTEF is considered to be the college-wide efficiency target.

- The districtwide FTES/FTEF ratio fell from a high of 32.84 in 2004-05 to 30.58 in 2005-06. Each college experienced a decline in the 2005-06 academic year – BC declined by 7.4% compared to 2004-05, CC declined by 4.7% and PC declined by 10.3%.
- Although the districtwide ratio experienced a 6.9% decline in the last year, it had been experiencing an upwards trend during the previous 4 years, from 28.89 in 2001-02 to 32.84 in 2004-05.
- At BC, the 2005-06 ratio (32.76) is at the lowest it's been in the last 5 years, after being above 35 during each of the previous 3 years. At CC, the 2005-06 ratio (25.08) is lower than recent years but higher than 2001-02 year (21.24). At PC, the 2005-06 ratio (29.23) is the lowest it's been in the last 4 years, after being above 30 during each of the previous 3 years.

**Partnership for Excellence (PFE) Indicators:** These indicators were mutually agreed upon by the state of California and the CA Community College system as measures of student achievement. Each indicator is summarized below, comparing 2002-03 levels to 2004-05.

- Transfers – The number of KCCD students transferring to UC and CSU institutions increased at a lower rate (2.3%) than the statewide average (5.1%). Individually, PC increased by 24.2%, while BC stayed level and CC had a 10.1% decline.
- Transfer Prepared – KCCD recorded a 20.9% increase in the number of transfer prepared students since 2002-03, exceeding the statewide average increase of 12.4%. CC led the way with a 64.5% increase, PC increased by 18.3% and BC by 12.5%
- Degrees and Certificates Awarded – KCCD registered a higher average increase (2.5%) in the number of



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students receiving degrees and certificates than statewide (1.9%). PC increased by 6.6%, CC by 1.9% and BC by 1.4%.

- Successful Course Completion – Following the statewide trend, the successful course completion rate declined slightly (down by 0.9% compared to 1.7% statewide). Individually, both BC and PC had a very slight increase (0.5%). CC declined by 6.8% due to the decline in the successful completion of their vocational courses (from 95.9% in 2002-03 to 81.5% in 2004-05).
- Workforce Development – KCCCD recorded a 7% decrease in the number of successfully completed vocational education courses compared to a statewide decline of 8.2%. Individually, BC increased by 6.6%, CC decreased by 29.6% and PC decreased by 18.8%.
- Basic Skills Improvement – In 2002-03, KCCCD had 10,996 students enrolled in basic skills (remedial) courses. By the end of 2004-05, 3,375 (30.7%) of those students demonstrated improvement by successfully completing the next level course. Statewide the improvement rate was 27.3%.

**Employee Profile:** The profile includes an employee headcount by type (Full-Time Faculty, Adjunct Faculty, Classified and Management) with gender, ethnicity and age from Fall 2003 to Fall 2005. (Note: Child care instructors are included in the Classified category.)

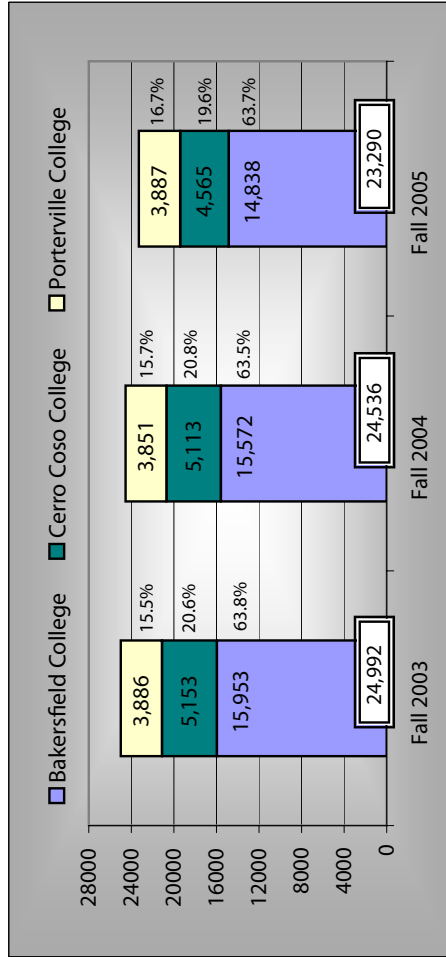
- Districtwide, since Fall 2003, the number of Full-Time Faculty increased by 6.8%, Adjunct employees increased by 10.7%, Classified employees decreased by 0.4% and Management employees increased by 9.8%.
- In Fall 2005, Full-time Faculty accounted for 28.0% of all KCCCD employees, 32.9% were Adjunct, 35.9% were Classified and 3.2% were Management.
- The ethnicity of Fall 2005 full-time (not including adjunct) employees was 65.5% White, 17.8% Hispanic, 4.6% African American, 3.9% Asian/Pacific Islander and 8.3% Other/Unknown.
- In Fall 2005, 104 (26.4%) of KCCCD full-time faculty were 56 years old or older compared to 137 (37.1%) in Fall 2003.
- Overall, in Fall 2005, 22.9% of all full-time (not including adjunct) employees were less than 40 years old, 54.2% were 40-55 and 23.0% were 56 or over.

**Full-Time Faculty (75/25) Ratio:** The ratio of Full-Time Faculty to all Faculty (Full-Time and Adjunct) for the last six fall terms.

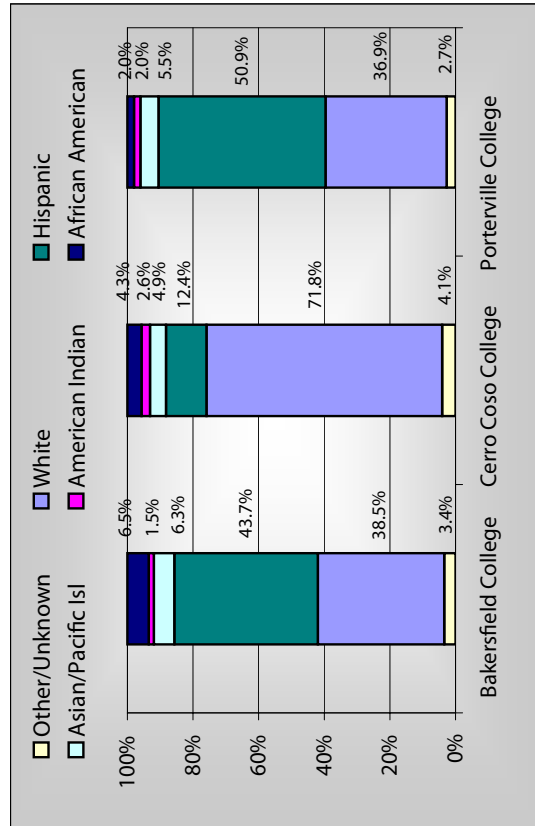
- The Fall 2005 ratio for KCCCD as a whole was 70.5%. Individually, the ratios were PC - 73.7%, BC - 73.5% and CC - 57.9%.
- CC's ratio has increased steadily in the last six years – from 38.9% in Fall 2000 to 57.9% in Fall 2005.
- Both BC and PC's ratios, while below 75% in Fall 2005, were above 75% at some point in the last three years.

Kern Community College District  
 Bakersfield College, Cerro Coso College, Porterville College  
**Student Profile**

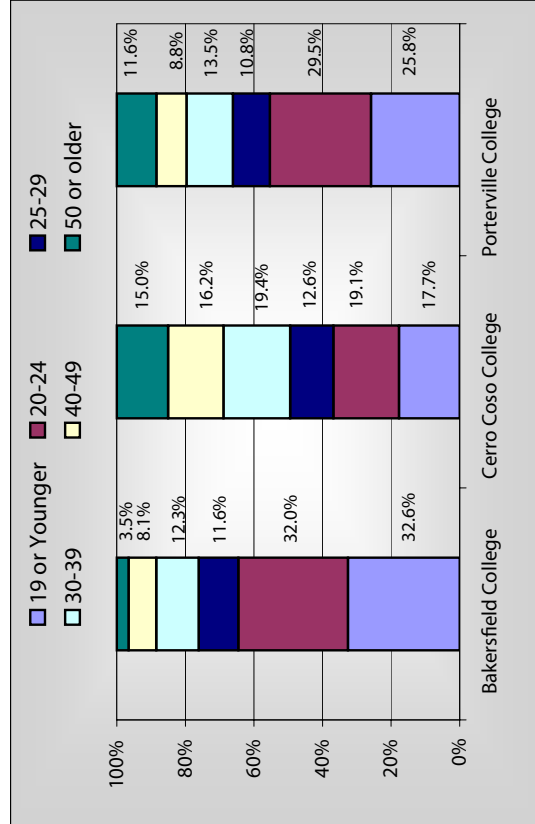
**KCCCD Fall Term Headcount by College**



**Fall 2005 KCCCD Headcount By College & Ethnicity**



**Fall 2005 KCCCD Headcount By College & Age**



Kern Community College District  
Bakersfield College, Cerro Coso College, Porterville College  
**Student Profile**

	Bakersfield College			Cerro Coso College			Porterville College		
	Fall 2003	Fall 2004	Fall 2005	Fall 2003	Fall 2004	Fall 2005	Fall 2003	Fall 2004	Fall 2005
<b>TOTAL</b>	15,953	15,572	14,838	5,153	5,113	4,565	3,886	3,851	3,887
	#	#	#	#	#	#	#	#	#
	%	%	%	%	%	%	%	%	%
<b>Gender</b>									
Female	9,236	9,099	8,805	3,169	3,139	2,623	2,527	2,535	2,544
Male	6,705	6,467	6,026	1,983	1,974	1,939	1,357	1,315	1,342
Unknown	12	6	7	1	0	3	2	1	1
	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%
<b>Age</b>									
19 or Less	4,544	4,635	4,831	992	998	807	913	936	1,004
20-24	5,092	5,016	4,742	952	1,061	872	1,014	1,140	1,148
25-29	1,956	1,851	1,723	614	621	576	407	403	419
30-39	2,221	2,099	1,832	918	904	887	574	548	525
40-49	1,541	1,403	1,195	879	812	738	448	366	342
50 or older	597	567	515	795	717	683	530	458	449
Unknown	2	1	0	3	0	2	0	0	0
	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Ethnicity</b>									
African American	1,093	1,112	969	257	258	197	62	67	79
American Indian	269	240	229	121	112	119	59	64	76
Asian/Pacific Isl	954	955	930	255	279	222	232	244	214
Hispanic	6,168	6,296	6,486	572	604	564	1,762	1,829	1,980
White	6,924	6,451	5,714	3,716	3,644	3,278	1,662	1,551	1,433
Other/Unknown	545	518	510	232	216	185	109	96	105
	3.4%	3.3%	3.4%	4.5%	4.2%	4.1%	2.8%	2.5%	2.7%
<b>Unit Load</b>									
Full-time 12+ units	5,207	5,200	5,456	1,069	1,222	1,053	1,617	1,711	1,795
Part-time <12 units	10,746	10,372	9,382	4,084	3,891	3,512	2,269	2,140	2,092
	32.6%	33.4%	36.8%	20.7%	23.9%	23.1%	41.6%	44.4%	46.2%
	67.4%	66.6%	63.2%	79.3%	76.1%	76.9%	58.4%	55.6%	53.8%
<b>Enrollment Status</b>									
First-time	2,599	2,228	2,122	732	782	550	387	379	479
Continuing	9,742	10,431	9,346	2,267	2,542	2,345	2,564	2,604	2,405
Returning	3,074	2,498	3,006	1,041	1,058	1,239	728	733	844
First-time Transfer	394	304	244	567	442	255	113	92	102
Other Status	144	111	120	546	289	176	94	43	57
	0.9%	0.7%	0.8%	10.6%	5.7%	3.9%	2.4%	1.1%	1.5%

Kern Community College District  
 Bakersfield College, Cerro Coso College, Porterville College  
**2004 Service Area Participation Rate**

Participation Rates were calculated by determining the service area as defined by student enrollment rather than physical boundaries. This method seemed more appropriate especially considering Cerro Coso's large physical service boundaries. The combined academic year 2004-05 student headcount (unduplicated) was aggregated by zip code. Zip codes were considered as a portion of the service area if they included more than 1% of the total enrollment. Enrollments outside the resulting service area were removed from the calculation so as not to skew the results.

District / College	2004 Participation Rate			Participation Rate
	Original Unduplicated 2004-05 Headcount <sup>1</sup>	Adjusted Student Headcount <sup>2</sup>	Adjusted Service Area Population <sup>3</sup>	
Bakersfield College	22,612	20,660	405,119	5.1%
Cerro Coso College	8,384	4,780	76,571	6.2%
Porterville College	5,498	4,758	139,038	3.4%
<b>KCCCD Total</b>	<b>36,494</b>	<b>30,198</b>	<b>620,728</b>	<b>4.9%</b>

<sup>1</sup> **Original Unduplicated 04-05 Headcount** - Using MIS Referential files, students who attempted units in Summer 2004, Fall 2004 and Spring 2005 were identified and unduplicated (a student enrolled in 2 terms was only counted once).

<sup>2</sup> **Adjusted Student Headcount** - Students were filtered by age in order to match US Census Bureau Data. Those that were less than 18 were removed to mirror Census categories. Students were aggregated by zip code and zip codes with at least 1% of the total student population were identified. Students in zip codes representing less than 1% of the total student population were removed.

<sup>3</sup> **Adjusted Service Area Population** - Using the zip codes identified in the service area, population totals were pulled from the US Census Bureau (Census 2000) data, filtering out the under 18 age group. The resulting service area population was then factored for growth using 2004 population estimates published by the CA Dept of Finance for Kern (BC and CC) and Tulare (PC) counties.

Kern Community College District  
Bakersfield College, Cerro Coso College, Porterville College  
**Academic Year 2004-05 Enrollment vs. 2004 Service Area Demographics**

The Participation Rates below were calculated by determining the service area as defined by student enrollment rather than physical boundaries. This method seemed more appropriate especially considering Cerro Coso's large physical service boundaries. The combined academic year 2004-05 student headcount (unduplicated) was aggregated by zip code. Zip codes were considered as a portion of the service area if they included more than 1% of the total enrollment. Enrollments outside the resulting service area were removed from the calculation so as not to skew the results.

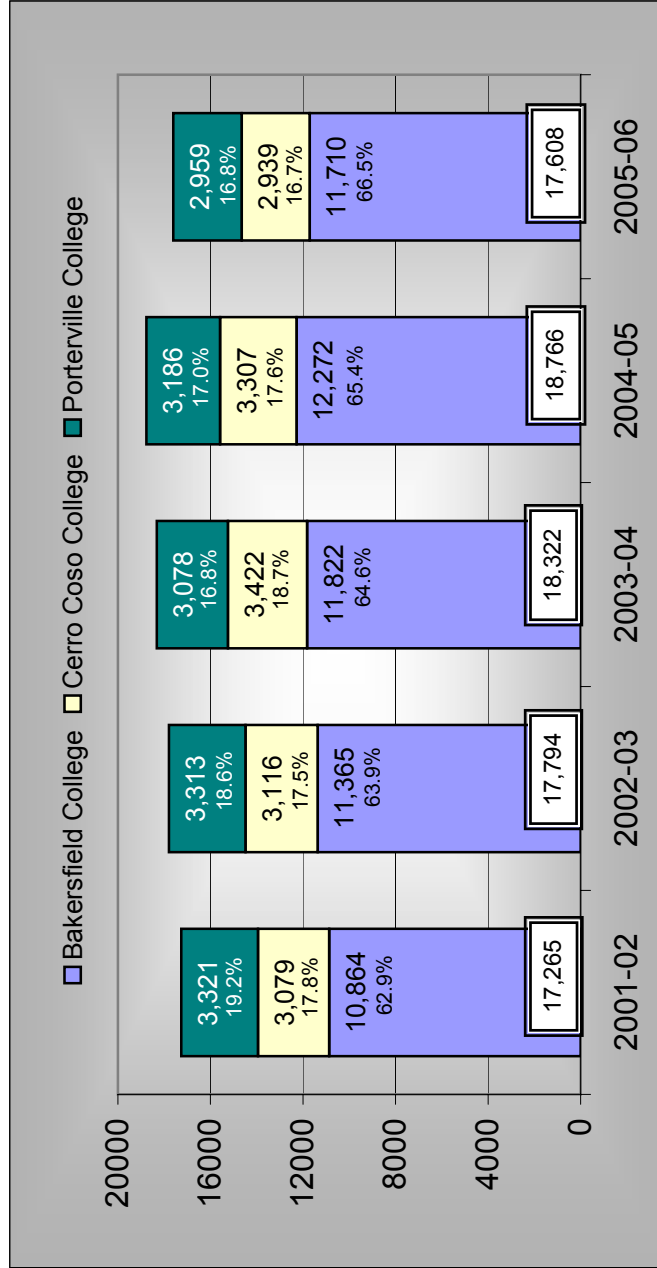
Demographic Category	Bakersfield College			Cerro Coso College			Porterville College		
	Adjusted Student Headcount <sup>1</sup>	Adjusted Service Area Population <sup>2</sup>	Participation Rate	Adjusted Student Headcount <sup>1</sup>	Adjusted Service Area Population <sup>2</sup>	Participation Rate	Adjusted Student Headcount <sup>1</sup>	Adjusted Service Area Population <sup>2</sup>	Participation Rate
<b>Total</b>	<b>20,660</b>	<b>405,119</b>	<b>5.1%</b>	<b>4,780</b>	<b>76,571</b>	<b>6.2%</b>	<b>4,758</b>	<b>139,038</b>	<b>3.4%</b>
Gender	#	%	%	#	%	%	#	%	%
Female	11,757	56.9%	5.9%	2,945	61.6%	7.8%	3,115	65.5%	4.5%
Male	8,892	43.0%	4.4%	1,833	38.3%	4.8%	1,642	34.5%	2.4%
Unknown	11	0.1%		2	0.0%		1	0.0%	
Age	#	%	%	#	%	%	#	%	%
18-19	4,775	23.1%	24.1%	651	13.6%	24.2%	888	18.7%	12.3%
20-24	6,997	33.9%	14.2%	1,019	21.3%	15.1%	1,541	32.4%	8.5%
25-29	2,684	13.0%	6.4%	659	13.8%	12.1%	558	11.7%	3.7%
30-39	3,081	14.9%	4.0%	815	17.1%	6.4%	681	14.3%	2.4%
40-49	2,142	10.4%	2.6%	773	16.2%	4.7%	504	10.6%	2.0%
50-64	942	4.6%	1.3%	627	13.1%	3.6%	310	6.5%	1.2%
65+	39	0.2%	0.1%	236	4.9%	1.5%	276	5.8%	1.5%
Ethnicity	#	%	%	#	%	%	#	%	%
African American	1,526	7.4%	6.7%	216	4.5%	7.6%	76	1.6%	3.2%
American Indian	315	1.5%	8.7%	133	2.8%	8.5%	93	2.0%	6.7%
Asian	1,219	5.9%	7.2%	229	4.8%	8.8%	306	6.4%	3.7%
Hispanic	8,227	39.8%	4.7%	529	11.1%	5.0%	2,282	48.0%	3.2%
White	8,675	42.0%	4.8%	3,482	72.8%	6.1%	1,881	39.5%	3.6%
Other/Unknown	698	3.4%	10.8%	191	4.0%	11.0%	120	2.5%	4.2%

<sup>1</sup> **Adjusted Student Headcount** - Using our MIS Referential files, students who attempted units in Summer 2004, Fall 2004 and Spring 2005 were identified and unduplicated (a student enrolled in 2 terms was only counted once). Students were filtered by age in order to match US Census Bureau Data. Those that were less than 18 were removed to mirror Census categories. Students were aggregated by zip code and zip codes with at least 1% of the total student population were identified. Students in zip codes representing less than 1% of the total student population were removed.

<sup>2</sup> **Adjusted Service Area Population** - Using the zip codes identified in the service area, population totals were pulled from the US Census Bureau (Census 2000) data, filtering out the under 18 age group. The resulting service area population was then factored for growth using 2004 population estimates published by the CA Dept of Finance for Kern (BC and CC) and Tulare (PC) counties. The growth estimates differentiated between demographic segments to correspond with changes within the population (for example, Hispanics have increased at a higher rate than Whites between 2000 and 2004).

Notes: The Asian Category includes the Filipino and Pacific Islander categories. The Other/Unknown category in the Service Area Population includes the US Census Two or More Races category.

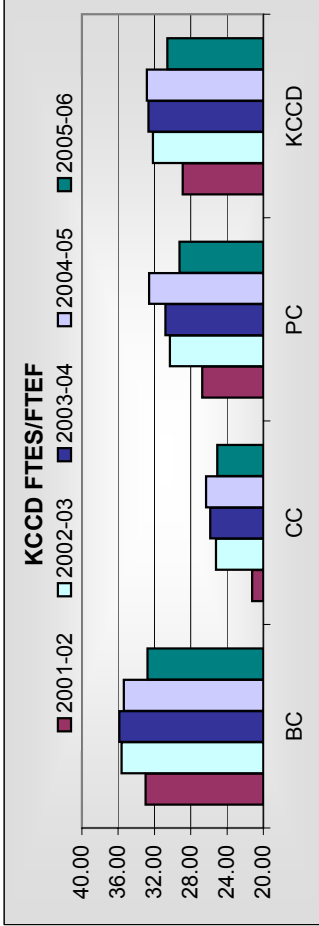
Kern Community College District  
Bakersfield College, Cerro Coso College, Porterville College  
**KCCD Annual FTES (Full-Time Equivalent Student) for Apportionment by College**



Note: These figures represent FTES that are eligible for state funding. Students who are non-residents, students in classes that are not eligible for apportionment and students who repeat a course too many times are not reflected. FTES is calculated using either student contact (classroom) hours or units of credit.

### FTES (Full-Time Equivalent Students) to FTEF (Full-Time Equivalent Faculty) Ratio

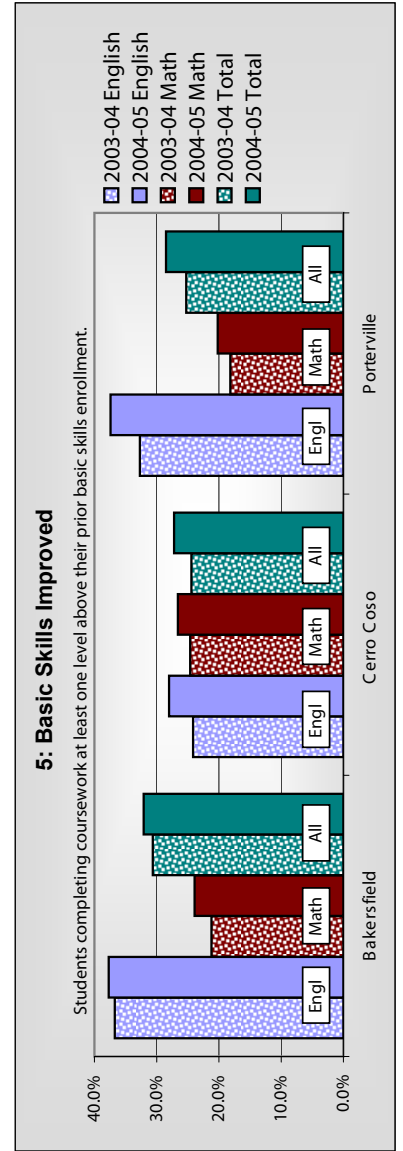
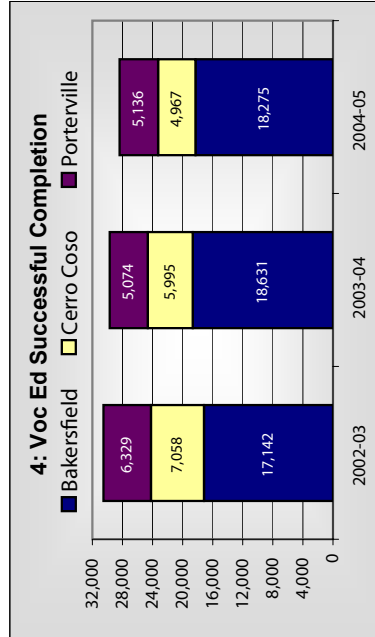
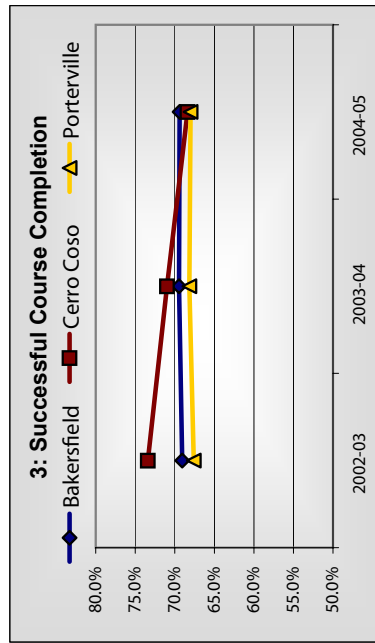
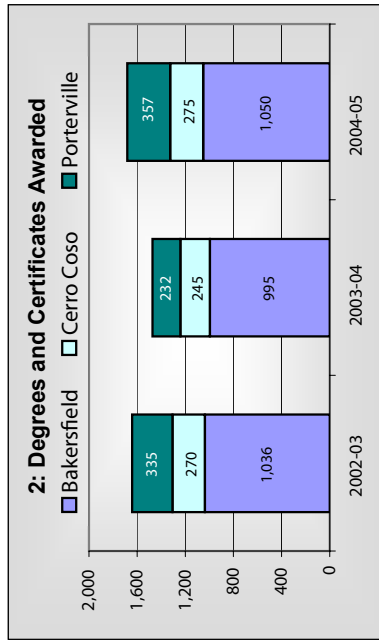
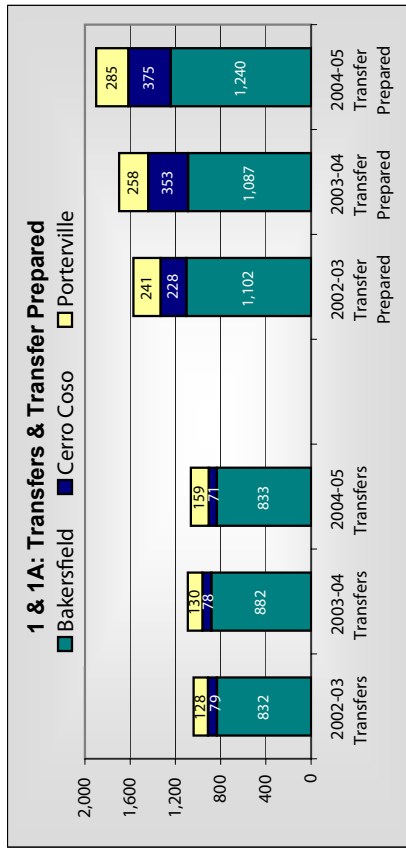
The Full-Time Equivalent Students (FTES) to Full-Time Equivalent Faculty (FTEF) ratio provides a measure of productivity. Generally speaking, an annual ratio of 35 FTES per FTEF (or a term ratio of 17.5) is considered to be the collegewide efficiency target.



Term/ Academic Year	BC		CC		PC		KCCD Total	
	FTES	FTEF	FTES	FTEF	FTES	FTEF	FTES	FTEF
Spring 2006	5,375.10	330.75	1,268.40	103.74	1,394.23	100.40	8,037.73	534.90
Fall 2005	5,535.70	333.22	1,353.64	102.52	1,485.69	95.61	8,375.02	531.35
Summer 2005	1,007.24	63.54	361.23	31.63	170.57	12.70	1,539.03	107.88
<b>AY 2005-06</b>	<b>11,918.03</b>	<b>363.75</b>	<b>2,983.27</b>	<b>118.95</b>	<b>3,050.48</b>	<b>104.36</b>	<b>17,951.78</b>	<b>587.06</b>
Spring 2005	5,490.02	301.82	1,432.77	112.73	1,486.98	94.03	8,409.77	508.59
Fall 2004	5,419.27	309.86	1,498.98	107.34	1,498.04	87.51	8,416.30	504.71
Summer 2004	868.61	53.94	379.93	31.62	188.33	13.23	1,436.87	98.80
<b>AY 2004-05</b>	<b>11,777.91</b>	<b>332.81</b>	<b>3,311.68</b>	<b>125.85</b>	<b>3,173.35</b>	<b>97.39</b>	<b>18,262.94</b>	<b>556.05</b>
Spring 2004	5,424.00	303.69	1,475.50	114.60	1,486.44	93.94	8,385.94	512.23
Fall 2003	5,396.02	299.41	1,398.64	108.94	1,466.96	98.71	8,261.62	507.06
Summer 2003	911.46	50.92	386.44	28.67	143.09	8.54	1,440.99	88.14
<b>AY 2003-04</b>	<b>11,731.47</b>	<b>327.01</b>	<b>3,260.58</b>	<b>126.10</b>	<b>3,096.50</b>	<b>100.60</b>	<b>18,088.55</b>	<b>553.71</b>
Spring 2003	5,377.90	296.67	1,556.45	114.09	1,582.62	101.33	8,516.97	512.09
Fall 2002	5,474.98	310.13	1,574.98	117.83	1,567.82	102.61	8,617.78	530.57
Summer 2002	837.34	49.22	257.00	36.69	204.79	17.52	1,299.14	103.43
<b>AY 2002-03</b>	<b>11,690.23</b>	<b>328.01</b>	<b>3,388.43</b>	<b>134.31</b>	<b>3,355.24</b>	<b>110.73</b>	<b>18,433.89</b>	<b>573.04</b>
Spring 2002	5,289.38	323.51	1,489.40	137.48	1,621.96	121.82	8,400.73	582.80
Fall 2001	5,282.72	315.77	1,436.59	131.29	1,553.19	114.31	8,272.50	561.37
Summer 2001	937.70	58.51	277.44	32.93	217.41	17.82	1,432.55	109.26
<b>AY 2001-02</b>	<b>11,509.80</b>	<b>348.89</b>	<b>3,203.43</b>	<b>150.85</b>	<b>3,392.55</b>	<b>126.98</b>	<b>18,105.79</b>	<b>626.72</b>
								<b>28.89</b>

Compiled using section level FTES and FTEF data. The FTES above will not match Apportionment FTES because it includes non-resident FTES and only includes FTES for the terms listed.

Kern Community College District  
 Bakersfield College, Cerro Coso College, Porterville College  
**Partnership for Excellence Indicators**





Kern Community College District  
Bakersfield College, Cerro Coso College, Porterville College  
**Partnership for Excellence Indicators**

**Indicator 1 - TRANSFERS:** The annual number of students who transfer from community colleges to universities as reported by the California Postsecondary Commission (CPEC). Only students who received the majority of their transferable units at a California community college are included. Education

District / College	Indicator 1: Community College (Full Year) Transfers to:										2002-03 to 2004-05 Change*	
	University of California			California State University			Total Transfers				Actual	Percent
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05			
Bakersfield College	47	53	64	785	829	769	832	882	833	1	0.1%	
Cerro Coso College	15	11	11	64	67	60	79	78	71	-8	-10.1%	
Porterville College	14	6	14	114	124	145	128	130	159	31	24.2%	
<b>KCCCD Total</b>	<b>76</b>	<b>70</b>	<b>89</b>	<b>963</b>	<b>1,020</b>	<b>974</b>	<b>1,039</b>	<b>1,090</b>	<b>1,063</b>	<b>24</b>	<b>2.3%</b>	
<b>Statewide</b>	<b>12,780</b>	<b>12,580</b>	<b>13,211</b>	<b>50,744</b>	<b>48,317</b>	<b>53,565</b>	<b>63,524</b>	<b>60,897</b>	<b>66,776</b>	<b>3,252</b>	<b>5.1%</b>	

**Indicator 1A - TRANSFER PREPARED:** The annual number of students who become Transfer Prepared. A student is considered Transfer Prepared if they earn, within a six-year period, 56 transferable units with a minimum GPA of 2.00.

District / College	Indicator 1A: Total Transfer Prepared						2002-03 to 2004-05 Change*	
	2002-03		2003-04		2004-05		Actual	Percent
	2002-03	2003-04	2003-04	2004-05	2004-05			
Bakersfield College	1,102	1,087	1,240	138	12.5%			
Cerro Coso College	228	353	375	147	64.5%			
Porterville College	241	258	285	44	18.3%			
<b>KCCCD Total</b>	<b>1,571</b>	<b>1,698</b>	<b>1,900</b>	<b>329</b>	<b>20.9%</b>			
<b>Statewide</b>	<b>120,570</b>	<b>131,439</b>	<b>135,479</b>	<b>14,969</b>	<b>12.4%</b>			

**Indicator 2 - DEGREES and CERTIFICATES AWARDED:** The annual number of associate degrees and certificates awarded.

District / College	Indicator 2: Degrees and Certificates Awarded										2002-03 to 2004-05 Change*	
	Academic Year 2002-03			Academic Year 2003-04			Academic Year 2004-05				Actual	Percent
	AA/AS Degrees	Certificates	Total Awards	AA/AS Degrees	Certificates	Total Awards	AA/AS Degrees	Certificates	Total Awards			
Bakersfield College	859	177	1036	885	110	995	892	158	1050	14	1.4%	
Cerro Coso College	231	39	270	219	26	245	240	35	275	5	1.9%	
Porterville College	193	142	335	159	73	232	247	110	357	22	6.6%	
<b>KCCCD Total</b>	<b>1283</b>	<b>358</b>	<b>1641</b>	<b>1263</b>	<b>209</b>	<b>1472</b>	<b>1379</b>	<b>303</b>	<b>1682</b>	<b>41</b>	<b>2.5%</b>	
<b>Statewide</b>	<b>72,705</b>	<b>23,667</b>	<b>96,372</b>	<b>73,909</b>	<b>21,308</b>	<b>95,217</b>	<b>77,093</b>	<b>21,107</b>	<b>98,200</b>	<b>1,828</b>	<b>1.9%</b>	

\* **Actual Change** is the actual difference in the statistic (number or percentage points) from the first year to the last year in the comparison. **Percent Change** is the relative change from the first year statistic to the last.

Kern Community College District  
Bakersfield College, Cerro Coso College, Porterville College  
**Partnership for Excellence Indicators**

**Indicator 3 - SUCCESSFUL COURSE COMPLETION:** The annual rate of successful course completions for transferable courses, vocational courses and basic skills courses. Successful course completion is defined as earning a grade of "C" or better.

District/ College	Indicator 3: Successful Course Completion												2002-03 to 2004-05 Change*	
	Academic Year 2002-03				Academic Year 2003-04				Academic Year 2004-05				All Courses	Percent
	Transfer Courses	Basic Skills Courses	Vocational Courses	All Courses	Transfer Courses	Basic Skills Courses	Vocational Courses	All Courses	Transfer Courses	Basic Skills Courses	Vocational Courses	All Courses		
Bakersfield	69.2%	61.8%	83.8%	69.1%	69.2%	61.3%	86.8%	69.5%	69.3%	62.5%	85.1%	69.4%	0.3%	0.5%
Cerro Coso	74.0%	53.9%	95.9%	73.4%	71.5%	53.0%	94.8%	71.0%	70.1%	52.8%	81.5%	68.4%	-5.0%	-6.8%
Porterville	67.1%	57.8%	80.6%	67.6%	68.2%	57.8%	81.5%	68.2%	67.2%	55.1%	84.1%	68.0%	0.4%	0.5%
<b>KCCCD Total</b>	<b>69.8%</b>	<b>60.0%</b>	<b>84.7%</b>	<b>69.6%</b>	<b>69.5%</b>	<b>59.5%</b>	<b>86.3%</b>	<b>69.5%</b>	<b>69.2%</b>	<b>59.7%</b>	<b>84.6%</b>	<b>68.9%</b>	<b>-0.6%</b>	<b>-0.9%</b>
Statewide	70.5%	62.0%	84.0%	70.4%	70.2%	61.5%	84.1%	70.0%	69.5%	60.7%	84.3%	69.2%	-1.2%	-1.7%

**Indicator 4 - WORKFORCE DEVELOPMENT:** The annual number of successful workforce development course completions in apprenticeship, advanced-level and introductory vocational courses. Successful course completion is defined as earning a grade of "C" or better.

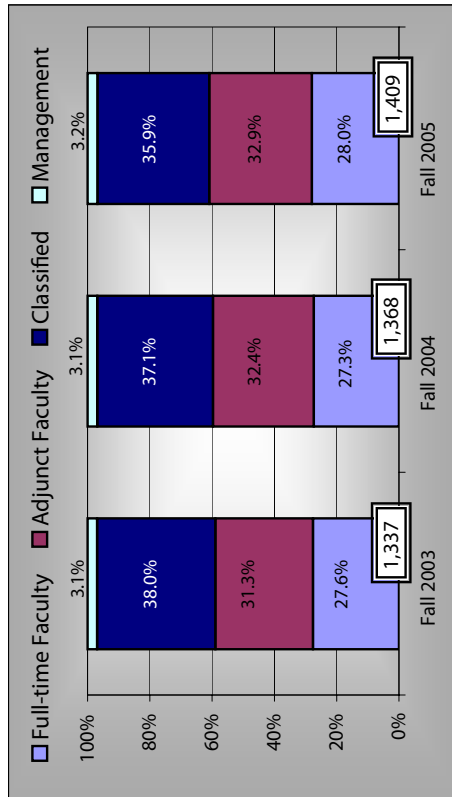
District/ College	Indicator 4: Workforce Development - Successful Completion of Vocational Education Courses												2002-03 to 2004-05 Change*	
	Academic Year 2002-03				Academic Year 2003-04				Academic Year 2004-05				Total	Percent
	Apprentice-ship	Advanced-Level	Introductory	Total	Apprentice-ship	Advanced-Level	Introductory	Total	Apprentice-ship	Advanced-Level	Introductory	Total		
Bakersfield	1,012	2,345	13,785	17,142	776	2,045	15,810	18,631	709	2,420	15,146	18,275	1,133	6.6%
Cerro Coso	30	1,787	5,241	7,058	36	1,678	4,281	5,995	22	1,447	3,498	4,967	-2,091	-29.6%
Porterville	25	1,579	4,725	6,329	49	1,328	3,697	5,074	52	1,114	3,970	5,136	-1,193	-18.8%
<b>KCCCD Total</b>	<b>1,067</b>	<b>5,711</b>	<b>23,751</b>	<b>30,529</b>	<b>861</b>	<b>5,051</b>	<b>23,788</b>	<b>29,700</b>	<b>783</b>	<b>4,981</b>	<b>22,614</b>	<b>28,378</b>	<b>-2,151</b>	<b>-7.0%</b>
Statewide				1,376,953				1,282,130				1,264,554	-112,399	-8.2%

**Indicator 5 - BASIC SKILLS IMPROVEMENT:** The number of students completing coursework at least one level above their prior basic skills (remedial course) enrollment. A student must successfully complete the next level course (earn a grade of "C" or better) within two years of their initial basic skills enrollment.

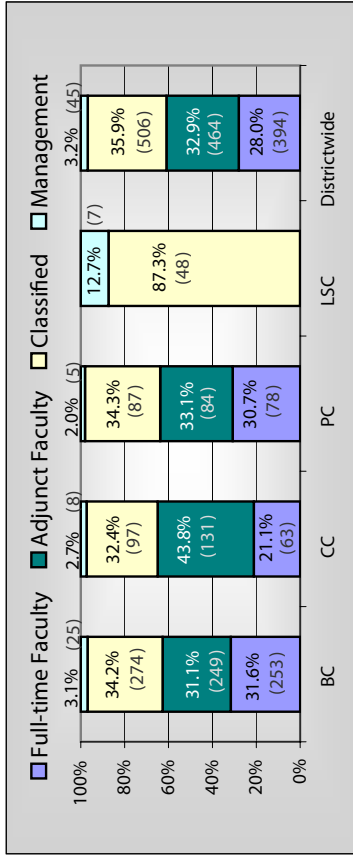
District/ College	Indicator 5: Basic Skills Improvement												2003-04 to 2004-05 Change*	
	2001-02 to 2003-04						2002-03 to 2004-05						Total	Percent Improved
	English		Math		Total Basic Skills		English		Math		Total Basic Skills			
Bakersfield	4,352	36.7%	2,812	21.2%	7,164	30.6%	4,393	37.7%	3,002	23.9%	7,395	2.1%	1.5%	4.8%
Cerro Coso	725	24.1%	1,113	24.6%	1,838	24.4%	749	28.0%	1,072	26.6%	1,821	27.2%	2.8%	11.3%
Porterville	881	32.7%	925	18.2%	1,806	25.3%	856	37.4%	924	20.2%	1,7	80	3.2%	12.8%
<b>KCCCD Total</b>	<b>5,958</b>	<b>34.6%</b>	<b>4,850</b>	<b>21.4%</b>	<b>10,808</b>	<b>28.7%</b>	<b>5,998</b>	<b>36.5%</b>	<b>4,998</b>	<b>23.8%</b>	<b>10,996</b>	<b>30.7%</b>	<b>2.0%</b>	<b>7.0%</b>
Statewide		27.1%		27.6%		27.3%		26.8%		28.0%		27.3%	0.0%	0.0%

\* Actual Change is the actual difference in the statistic (number or percentage points) from the first year to the last year in the comparison. Percent Change is the relative change from the first year statistic to the last.

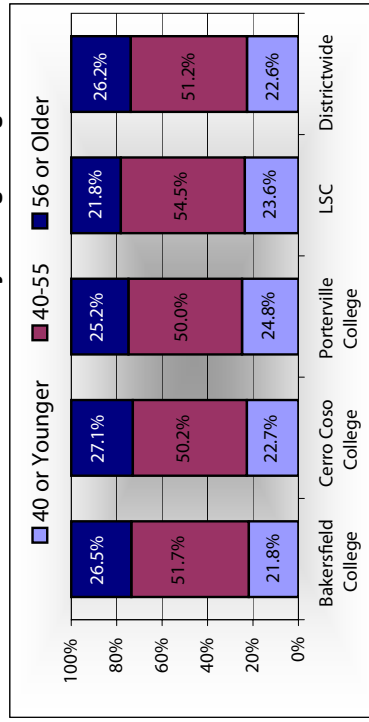
**KCCCD Employees by Type Trend**



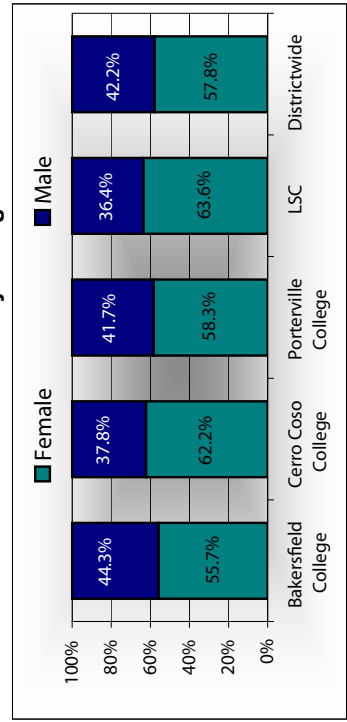
**Fall 2005 KCCCD Employees By College & Employee Type**



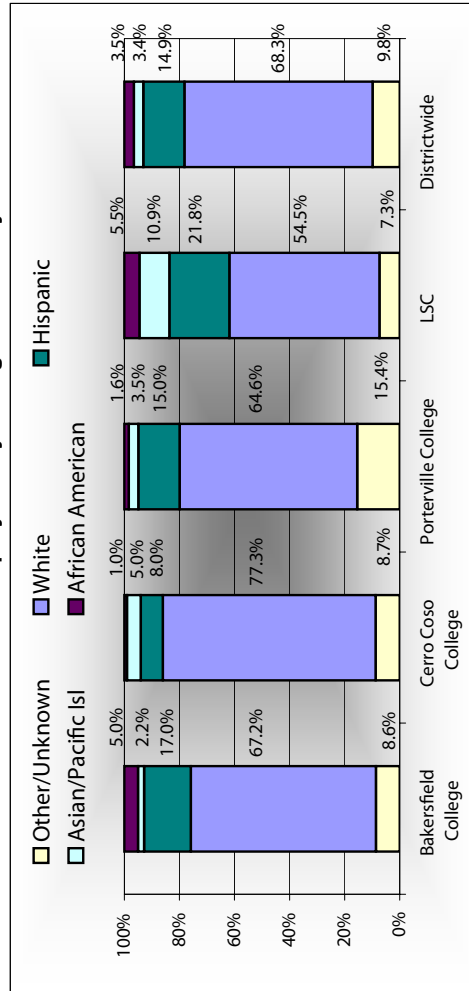
**Fall 2005 KCCCD Enrollment By College & Age**



**Fall 2005 KCCCD Enrollment By College & Gender**



**Fall 2005 KCCCD Employees By College & Ethnicity**



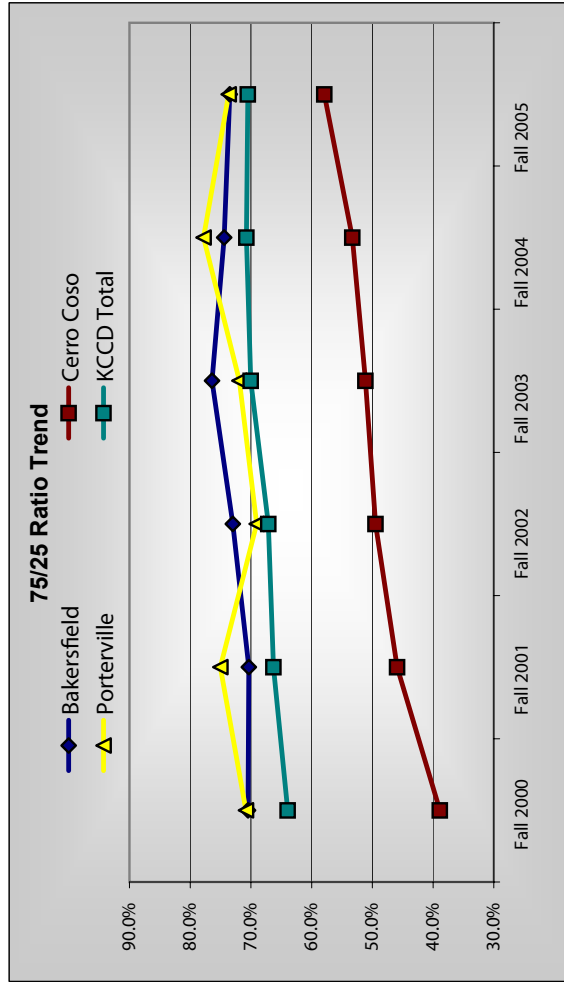
## Employee Profile with Gender and Age

Notes: All employees with the exception of Casual, Hourly employees are included. Child Care Teachers are included in the Classified category. The American Indian category is included in the Other category. The Filipino category is included in the Asian category. The percentage next to the number of employees by type and college is equal to the percentage of all employees at that college. The percentages for each college in the Total - All Employees column is equal to the percentage of all district employees. The percentage in the demographic section is equal to the percentage of employees in that demographic segment.

	Full-time Faculty						Adjunct Faculty						Classified						Management						Total - All Employees							
	Fall 2003		Fall 2004		Fall 2005		Fall 2003		Fall 2004		Fall 2005		Fall 2003		Fall 2004		Fall 2005		Fall 2003		Fall 2004		Fall 2005		Fall 2003		Fall 2004		Fall 2005			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Bakersfield College	238	31.8%	239	31.4%	253	31.6%	205	27.4%	225	29.6%	249	31.1%	283	37.8%	274	36.0%	274	34.2%	274	34.2%	23	3.1%	23	3.0%	25	3.1%	749	56.0%	761	55.6%	801	56.8%
Cerro Coso College	52	18.1%	59	19.0%	63	21.1%	133	46.2%	145	46.6%	131	43.8%	98	34.0%	99	31.8%	97	32.4%	97	32.4%	5	1.7%	8	2.6%	8	2.7%	288	21.5%	311	22.7%	299	21.2%
Porterville College	79	32.5%	76	31.9%	78	30.7%	81	33.3%	73	30.7%	84	33.1%	77	31.7%	84	35.3%	87	34.3%	87	34.3%	6	2.5%	5	2.1%	5	2.0%	243	18.2%	238	17.4%	254	18.0%
Learning Services Ctr	NA		NA		NA		NA		NA		NA		50	87.7%	51	87.7%	48	87.3%	48	87.3%	7	12.3%	7	12.1%	7	12.7%	57	4.3%	58	4.2%	55	3.9%
<b>KCCCD Total</b>	<b>369</b>	<b>27.6%</b>	<b>374</b>	<b>27.3%</b>	<b>394</b>	<b>28.0%</b>	<b>419</b>	<b>31.3%</b>	<b>443</b>	<b>32.4%</b>	<b>464</b>	<b>32.9%</b>	<b>508</b>	<b>38.0%</b>	<b>508</b>	<b>37.1%</b>	<b>506</b>	<b>35.9%</b>	<b>506</b>	<b>35.9%</b>	<b>41</b>	<b>3.1%</b>	<b>43</b>	<b>3.1%</b>	<b>45</b>	<b>3.2%</b>	<b>1,337</b>		<b>1,368</b>		<b>1,409</b>	
<b>Gender</b>																																
Female	116	48.7%	117	49.0%	127	50.2%	89	43.4%	95	42.2%	111	44.6%	206	72.8%	202	73.7%	200	73.0%	200	73.0%	10	43.5%	7	30.4%	8	32.0%	421	56.2%	421	55.3%	446	55.7%
Male	122	51.3%	122	51.0%	126	49.8%	116	56.6%	130	57.8%	138	55.4%	77	27.2%	72	26.3%	74	27.0%	74	27.0%	13	56.5%	16	69.6%	17	68.0%	328	43.8%	340	44.7%	355	44.3%
<b>CC</b>																																
Female	22	42.3%	31	52.5%	31	49.2%	72	54.1%	78	53.8%	75	57.3%	77	78.6%	75	75.8%	75	77.3%	75	77.3%	4	80.0%	5	62.5%	5	62.5%	175	60.8%	189	60.8%	186	62.2%
Male	30	57.7%	28	47.5%	32	50.8%	61	45.9%	67	46.2%	56	42.7%	21	21.4%	24	24.2%	22	22.7%	22	22.7%	1	20.0%	3	37.5%	3	37.5%	113	39.2%	122	39.2%	113	37.8%
<b>PC</b>																																
Female	42	53.2%	42	55.3%	39	50.0%	46	56.8%	37	50.7%	42	50.0%	57	74.0%	62	73.8%	64	73.6%	64	73.6%	2	33.3%	2	40.0%	3	60.0%	147	60.5%	143	60.1%	148	58.3%
Male	37	46.8%	34	44.7%	39	50.0%	35	43.2%	36	49.3%	42	50.0%	20	26.0%	22	26.2%	23	26.4%	23	26.4%	4	66.7%	3	60.0%	2	28.0%	96	39.5%	95	39.5%	106	41.7%
<b>LSC</b>																																
Female	NA		NA		NA		NA		NA		NA		37	74.0%	37	72.5%	33	68.8%	33	68.8%	1	14.3%	1	14.3%	2	28.0%	38	66.7%	38	65.5%	35	63.6%
Male	NA		NA		NA		NA		NA		NA		13	26.0%	14	27.5%	15	31.3%	15	31.3%	6	85.7%	6	85.7%	5	71.4%	19	33.3%	20	34.5%	20	36.4%
<b>KCCCD</b>																																
Female	180	48.8%	190	50.8%	197	50.0%	207	49.4%	210	47.4%	228	49.1%	377	74.2%	376	74.0%	372	73.5%	372	73.5%	17	41.5%	15	34.9%	18	40.0%	781	58.4%	791	57.8%	815	57.8%
Male	189	51.2%	184	49.2%	197	50.0%	212	50.6%	233	52.6%	236	50.9%	131	25.8%	132	26.0%	134	26.5%	134	26.5%	24	58.5%	28	65.1%	27	60.0%	556	41.6%	577	42.2%	594	42.2%
<b>Age</b>																																
< 40 Years	30	12.6%	33	13.8%	42	16.6%	47	22.9%	58	25.8%	64	25.7%	59	20.8%	61	22.3%	67	24.5%	67	24.5%	1	4.3%	3	13.0%	2	8.0%	137	18.3%	155	20.4%	175	21.8%
40 - 55 Years	114	47.9%	115	48.1%	143	56.5%	85	41.5%	92	40.9%	108	43.4%	146	51.6%	140	51.1%	149	54.4%	149	54.4%	13	56.5%	12	52.2%	14	56.0%	358	47.8%	359	47.2%	414	51.7%
56+ Years	94	39.5%	91	38.1%	68	26.9%	73	35.6%	75	33.3%	77	30.9%	78	27.6%	73	26.6%	58	21.2%	58	21.2%	9	39.1%	8	34.8%	9	36.0%	254	33.9%	247	32.5%	212	26.5%
< 40 Years	12	23.1%	13	22.0%	16	25.4%	27	20.3%	23	15.9%	17	13.0%	36	36.7%	38	38.4%	34	35.1%	34	35.1%	0	0.0%	1	12.5%	1	12.5%	75	26.0%	75	24.1%	68	22.7%
40 - 55 Years	23	44.2%	30	50.8%	35	55.6%	43	32.3%	55	37.9%	61	46.6%	44	44.9%	43	43.4%	49	50.5%	49	50.5%	3	60.0%	5	62.5%	5	62.5%	113	39.2%	133	42.8%	150	50.2%
56+ Years	17	32.7%	16	27.1%	12	19.0%	63	47.4%	67	46.2%	53	40.5%	18	18.4%	18	18.2%	14	14.4%	14	14.4%	2	40.0%	2	25.0%	2	25.0%	100	34.7%	103	33.1%	81	27.1%
< 40 Years	13	16.5%	13	17.1%	12	15.4%	21	25.9%	19	26.0%	22	26.2%	23	29.9%	26	31.0%	29	33.3%	29	33.3%	0	0.0%	0	0.0%	0	0.0%	57	23.5%	58	24.4%	63	24.8%
41 - 55 Years	40	50.6%	39	51.3%	42	53.8%	26	32.1%	26	35.6%	40	47.6%	39	50.6%	39	46.4%	43	49.4%	43	49.4%	2	33.3%	1	20.0%	2	40.0%	107	44.0%	105	44.1%	127	50.0%
56+ Years	26	32.9%	24	31.6%	24	30.8%	34	42.0%	28	38.4%	22	26.2%	15	19.5%	19	22.6%	15	17.2%	15	17.2%	4	66.7%	4	80.0%	3	60.0%	79	32.5%	75	31.5%	64	25.2%
< 40 Years	NA		NA		NA		NA		NA		NA		8	16.0%	10	19.6%	12	25.0%	12	25.0%	1	14.3%	1	14.3%	1	14.3%	9	15.8%	11	19.0%	13	23.6%
40 - 55 Years	NA		NA		NA		NA		NA		NA		27	54.0%	26	51.0%	25	52.1%	25	52.1%	5	71.4%	6	85.7%	5	71.4%	32	56.1%	32	56.2%	30	54.5%
56+ Years	NA		NA		NA		NA		NA		NA		15	30.0%	15	29.4%	11	22.9%	11	22.9%	0	0.0%	0	0.0%	0	0.0%	16	28.1%	15	25.9%	12	21.8%
< 40 Years	55	14.9%	59	15.8%	70	17.8%	95	22.7%	100	22.6%	103	22.2%	126	24.8%	135	26.6%	142	28.1%	142	28.1%	2	4.9%	5	11.6%	4	8.9%	278	20.8%	299	21.9%	319	22.6%
40 - 55 Years	177	48.0%	184	49.2%	220	55.8%	154	36.8%	173	39.1%	209	45.0%	256	50.4%	248	48.8%	266	52.6%	266	52.6%	23	56.1%	24	55.8%	26	57.8%	610	45.6%	629	46.0%	721	51.2%
56+ Years	137	37.1%	131	35.0%	104	26.4%	170	40.6%	170	38.4%	152	32.8%	126	24.8%	125	24.6%	98	19.4%	98	19.4%	16	39.0%	14	32.6%	15	33.3%	449	33.6%	440	32.2%	369	26.2%

Kern Community College District  
 Bakersfield College, Cerro Coso College, Porterville College  
**75/25 Ratio Trends**  
 Ratio of Full-Time Faculty to All Faculty (Full-time and Part-time)

Year	College	Contract (FT) FTEF	Contract (FT) %	Adjunct (PT) FTEF	Adjunct (PT) %	Total FTEF
Fall 2005	Bakersfield	250.00	73.5%	90.21	26.5%	340.21
	Cerro Coso	62.40	57.9%	45.37	42.1%	107.77
	Porterville	81.00	73.7%	28.96	26.3%	109.96
	<b>KCCD Total</b>	<b>393.40</b>	<b>70.5%</b>	<b>164.54</b>	<b>29.5%</b>	<b>557.94</b>
Fall 2004	Bakersfield	241.00	74.4%	82.92	25.6%	323.92
	Cerro Coso	58.60	53.3%	51.34	46.7%	109.94
	Porterville	81.00	77.8%	23.12	22.2%	104.12
	<b>KCCD Total</b>	<b>380.60</b>	<b>70.7%</b>	<b>157.38</b>	<b>29.3%</b>	<b>537.98</b>
Fall 2003	Bakersfield	238.00	76.4%	73.46	23.6%	311.46
	Cerro Coso	59.60	51.1%	56.95	48.9%	116.55
	Porterville	82.00	71.9%	32.04	28.1%	114.04
	<b>KCCD Total</b>	<b>379.60</b>	<b>70.0%</b>	<b>162.45</b>	<b>30.0%</b>	<b>542.05</b>
Fall 2002	Bakersfield	239.22	73.0%	88.58	27.0%	327.80
	Cerro Coso	60.00	49.5%	61.25	50.5%	121.25
	Porterville	82.00	69.1%	36.74	30.9%	118.74
	<b>KCCD Total</b>	<b>381.22</b>	<b>67.1%</b>	<b>186.57</b>	<b>32.9%</b>	<b>567.79</b>
Fall 2001	Bakersfield	235.50	70.4%	99.23	29.6%	334.73
	Cerro Coso	53.00	45.9%	62.42	54.1%	115.42
	Porterville	84.63	75.0%	28.16	25.0%	112.78
	<b>KCCD Total</b>	<b>373.13</b>	<b>66.3%</b>	<b>189.81</b>	<b>33.7%</b>	<b>562.94</b>
Fall 2000	Bakersfield	221.00	70.5%	92.61	29.5%	313.61
	Cerro Coso	43.00	38.9%	67.58	61.1%	110.58
	Porterville	74.24	70.8%	30.61	29.2%	104.84
	<b>KCCD Total</b>	<b>338.24</b>	<b>63.9%</b>	<b>190.80</b>	<b>36.1%</b>	<b>529.03</b>



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# KCCCD 2005 FAST FACTS PROFILES

## DESCRIPTION:

The Fast Facts profiles provide an assortment of pertinent information regarding each of the colleges in the Kern Community College District (KCCCD) and a composite for the entire district. Topics such as Student Headcount, Student Demographics, FTES for Apportionment, Budget, Employee Headcount, Student Financial Aid, Student Success and Student Outcomes are briefly highlighted.

## METHODS:

Data was compiled using several sources as outlined below.

- Student Headcount, Demographic and Financial Aid data were compiled using the CA Community College Chancellor's Office (CCCCO) DataMart which is populated using KCCCD MIS data.
- FTES for Apportionment data was compiled using KCCCD 320 Apportionment Attendance reports.
- Budget information was extracted from Banner using the Finance report FWRSACC.
- Employee data came from KCCCD MIS reporting.
- Student Self-Declared Majors data came from Banner using the SWRTMFF extract.
- Student Success data came from the CCCC Partnership for Excellence (Pfe) System Performance reports.
- Student Transfer data came from the CA Postsecondary Education Commission (CPEC).
- Student Awards data came from Banner using the SWRDEGC report.
- Enrollment by Type or Site information came from the Banner extract SWRCSCD.

All sources were used consistently for each profile.

## ANNOTATIONS:

- Student Ethnicity: The Asian category includes the Pacific Islander and Filipino categories.
- Student Load: Full-time is considered 12 or more units. Non-Credit enrollments were not included.
- Student Headcount: A count of unduplicated students who met the Full-Term Reporting definition.
- Day/Night Attendance: Night students were considered to be those students who were only enrolled in classes that started on or after 4:30 pm. Students who were enrolled in both night and day were included in the Day category.
- The Day and Night student categories do not equal 100% because some students are only enrolled in un-scheduled coursework such as Open Entry or On-line classes.
- FTES for Apportionment: Represents the full-time student equivalent (FTES) reported for state funding purposes.
- This does not include ineligible students (non-residents or students with too many repeats) or ineligible courses.
- Budget Figures: The Unrestricted budget included only GU funds. The restricted budget included only RP funds. Both

- 
- budget figures represent the Accumulated Budget and include changes that occurred after the Adopted budget was developed.
  - Student Majors: Majors are self-declared and may not represent the curriculum in which the student is currently enrolled. Top Majors are listed in order of popularity.
  - Enrollments by Type or Site: Represents the number of duplicated student enrollments (classes taken).
  - Faculty Ratio (75/25): This percent was calculated by taking the total Full-time Faculty divided by the sum of the total Full-time Faculty and the total Part-time or Adjunct faculty.
  - Employee Data: This represents the headcount (not employee load equivalent) and includes all employees with the exception of casual or hourly employees.
  - Student Financial Aid Data: Represents the unduplicated number of students receiving either federal/state grants or fee waivers (BOGW) and the total amount disbursed.
  - Student Successful Course Completion: The percent of student enrollments that are successful as defined by receiving a grade of “C” or better. The numerator includes grades of A, B, C or CR and the denominator includes grades of A, B, C, CR, D, F, NC, I or W.
  - Student Awards: Awards data was extracted from Banner rather than using CCCCCO data because Banner data includes awards which were conferred after the MIS reporting deadline. Therefore, this information will not match data listed on the CCCCCO DataMart. Top Awards are in order - the program listed first had the highest number of awards conferred.
  - Student Transfers: This includes students who transfer to a UC and CSU college. This does not include transfers to private colleges or out-of-state colleges. Top Transfer Colleges are in order with the college to which the most students transferred listed first.

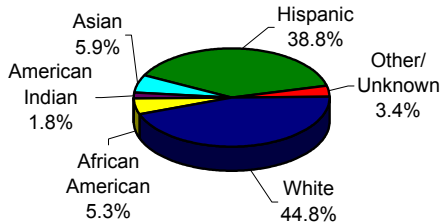
► **Kern Community College District**

Bakersfield College  
Cerro Coso College  
Porterville College

**FAST FACTS 2005**

**KCCD's Fall 2005 Student Demographics**

**KCCD F05 Student Ethnicity**

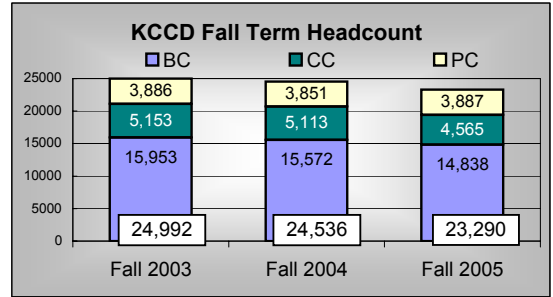


**KCCD F05 Student Load**

Full-time 35.8%  
Part-time 64.2%

**Of All F05 Students at KCCD:**

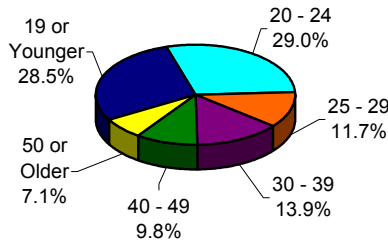
67.2% were Day Students  
22.6% were Night Students



**KCCD F05 Student Gender**

Female 60.0%  
Male 40.0%

**KCCD F05 Student Age**



**Of All F05 Enrollments at KCCD:**

9.3% were Online  
3.9% were at Delano Campus  
1.1% were at Bishop/Mammoth  
8.6% were at other Off-Site Locations

**KCCD's FTES for Apportionment**

2005-06 17,608  
2004-05 18,766  
2003-04 18,322

**KCCD's 2004-05 Budget**

Unrestricted \$96,945,609  
Restricted \$22,401,213

**KCCD's F05 Top Five Self-Declared Majors (in order)**

- Registered Nursing
- Business Administration
- Administration of Justice
- Liberal Studies
- General Education
- Undeclared = 22.5%

**KCCD's F05 FT Faculty (75/25) Ratio**

BC	CC	PC	KCCD
73.5%	57.9%	73.7%	70.5%

**KCCD's F05 Employee Headcount**

Full-time Faculty	394	28.0%
Adjunct Faculty	464	32.9%
Classified Staff	506	35.9%
Administrators	45	3.2%
<b>Total</b>	<b>1409</b>	

**2004-05 Financial Aid to Students**

Type	Students	Amount
Grants (Federal & State)	7,641	\$20,531,807
Fee Waivers (BOGW)	15,885	\$6,504,267

**Successful Course Completion (% of C or Better)**

Course Type	2002-03	2003-04	2004-05
Basic Skills	60.0%	59.5%	59.7%
Vocational	84.7%	86.3%	84.6%
Transfer	69.8%	69.5%	69.2%
All Courses	69.6%	69.5%	68.9%

KCCD Awards:	Degrees	Certificates	Total
2004-05	1,401	597	1,998
2003-04	1,296	615	1,911
2002-03	1,313	721	2,034

**2004-05 Top Four Awards (in order)**

Degrees	Certificates
General Liberal Arts/Science	Child Development
Social Science	Industrial Arts
Business	Psychiatric Technology
Liberal Studies	Business

KCCD Transfers:	UC	CSU	Total
2004-05	89	974	1,063
2003-04	70	1,020	1,090
2002-03	76	963	1,039

**Top Three Transfer Colleges (in order)**

UC	CSU
UC, Santa Barbara	CSU, Bakersfield
UC, Los Angeles	CSU, Fresno
UC, Davis	CSU, San Luis Obispo



**Kern Community College District**

Bakersfield College

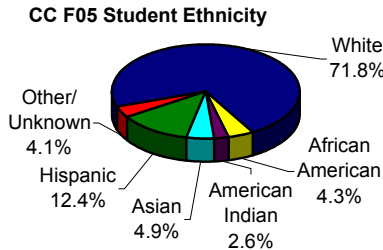
► **Cerro Coso College**

Porterville College

**FAST FACTS 2005**

CC's Fall 2005 Student Headcount Accounted for 19.6% of the Total KCCCD Headcount

**CC's Fall 2005 Student Demographics**



**CC F05 Student Load**

Full-time 23.1%  
Part-time 76.9%

**Of All F05 Students at CC:**

54.4% were Day Students  
21.1% were Night Students

Fall 2005	4,565
Fall 2004	5,113
Fall 2003	5,153

CC's 2005-06 FTES Accounted for 16.7% of the Total KCCCD FTES

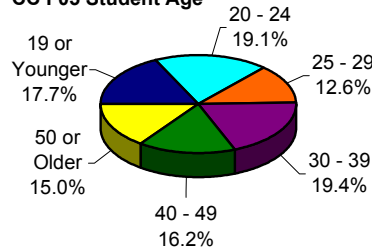
2005-06	2,939
2004-05	3,307
2003-04	3,422

CC's 2004-05 Unrestricted (GU) Budget Accounted for 15.8% of the Total KCCCD Unrestricted (GU) Budget

Unrestricted	\$ 15,272,571
Restricted	\$ 3,126,453

Female	57.5%
Male	42.5%

**CC F05 Student Age**



**Of All F05 Enrollments at CC:**

6.8% were at Bishop/Mammoth  
34.7% were Online

Full-time Faculty	63	21.1%
Adjunct Faculty	131	43.8%
Classified Staff	97	32.4%
Administrators	8	2.7%
Total	299	

General Education
Administration of Justice
Nursing, LVN
Business
Social Science
Undeclared = 29.5%

Type	Students	Amount
Grants (Federal & State)	1,250	\$3,280,043
Fee Waivers (BOGW)	2,090	\$848,338

Course Type	2002-03	2003-04	2004-05
Basic Skills	53.9%	53.0%	52.8%
Vocational	95.9%	94.8%	81.5%
Transfer	74.0%	71.5%	70.1%
All Courses	73.4%	71.0%	68.4%

Degrees	Certificates	Total	
2004-05	249	36	285
2003-04	241	36	277
2002-03	250	47	297

**2004-05 Top Four Awards (in order)**

Degrees	Certificates
General Education	Business
Business	Administration of Justice
Social Science	Digital Animation
Administration of Justice	Nursing, LVN

UC	CSU	Total	
2004-05	11	60	71
2003-04	11	67	78
2002-03	15	64	79

**Top Three Transfer Colleges (in order)**

UC	CSU
UC, Los Angeles	CSU, Bakersfield
UC, Berkeley	CSU, Chico
UC, Irvine	CSU, Fresno



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# CERTIFICATION OF CONTINUED COMPLIANCE WITH THE ELIGIBILITY REQUIREMENTS

Through the self-study process, the College reviewed the eligibility requirements and the related activities and services provided to ensure continued compliance with accreditation standards. The Self-Study Report describes and analyzes how well the College is meeting each of the standards.

## STATEMENT OF ASSURANCE

Date: Spring 2006

We hereby certify that Cerro Coso Community College continues to meet the eligibility requirements for accreditation.

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Dennis Beebe, President  
Kern Community College District Board of Trustees

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Dr. Mary Retterer, Interim President  
Cerro Coso Community College

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Sandra Serrano, Chancellor  
Kern Community College District



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# ELIGIBILITY REQUIREMENTS FOR ACCREDITATION CERTIFICATION OF CONTINUED COMPLIANCE

## 1. AUTHORITY

Cerro Coso Community College is authorized to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. The College is accredited by the Western Association of Schools and Colleges and is part of the California Community College system.

## 2. MISSION

The Cerro Coso Community College mission statement is clearly defined, adopted, and published by its governing board consistent with its legal authorization and is appropriated to a degree-granting institution.

## 3. GOVERNING BOARD

The Kern Community College District (KCCD), which includes Cerro Coso Community College, Porterville College, and Bakersfield College, has a functioning governing board responsible for quality, integrity, and financial stability of the institution for ensuring that the institution's mission is being carried out.

## 4. CHIEF EXECUTIVE OFFICER

Cerro Coso Community College has a chief executive officer appointed by the KCCD Board of Trustees, whose full-time responsibility is to the institution.

## 5. ADMINISTRATIVE CAPACITY

Cerro Coso Community College has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purpose.

## 6. OPERATIONAL STATUS

Cerro Coso Community College is operational, with students actively pursuing its degree programs.

## 7. DEGREES

A substantial portion of Cerro Coso Community College's educational offerings are programs that lead to degrees, and a significant portion of its students are enrolled in them.

## 8. EDUCATIONAL PROGRAMS

Cerro Coso Community College's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. A significant number of its degree programs are of two academic years in length.

## 9. ACADEMIC CREDIT

Cerro Coso Community College awards academic credits based on generally accepted practices in degree-granting institutions of higher education.

## 10. STUDENT LEARNING ACHIEVEMENT

Cerro Coso Community College is developing, implementing, and publishing student learning outcomes at the course, program, and institutional levels.

## 11. GENERAL EDUCATION

Cerro Coso Community College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth

of knowledge and promote intellectual inquiry.

## 12. ACADEMIC FREEDOM

Cerro Coso Community College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

## 13. FACULTY

Cerro Coso Community College has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs.

## 14. STUDENT SERVICES

Cerro Coso Community College provides all of its students appropriate student services that support student learning and development within the context of its mission.

## 15. ADMISSIONS

Cerro Coso Community College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

## 16. INFORMATION AND LEARNING RESOURCES

Cerro Coso Community College provides long-term access to sufficient information and learning resources and services to support its mission and instructional program.

## 17. FINANCIAL RESOURCES

Cerro Coso Community College operated within the KCCCD funding allocation formula to adequately support its mission and to ensure financial stability.

## 18. FINANCIAL ACCOUNTABILITY

The KCCCD annually undergoes and makes available and external financial audit by a certified public accountant on each of the colleges within the District.

## 19. INSTITUTIONAL PLANNING AND EVALUATION

Cerro Coso Community College has implemented an extensive review process. The information from these reviews is made public. Institutional planning and review is part of the ongoing evaluative responsibilities of the College Council.

## 20. PUBLIC INFORMATION

Cerro Coso Community College provides a catalog for its constituents with precise, accurate, and current information.

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# RESPONSES TO RECOMMENDATIONS FROM THE MOST RECENT COMPREHENSIVE EVALUATION

Cerro Coso Community College submitted a comprehensive Mid-Term Report in October 2003 which reflected the progress that had been made in addressing the visiting team's recommendations. Since that time, the following additional progress has been made in response to the recommendations from the 2000 visit:

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## RECOMMENDATION I – STRATEGIC PLANNING

3.1 That the College develop and implement its envisioned strategic planning process that establishes institutional priorities and integrates educational, financial, technology, facilities and human resources planning. Timelines, action plans; clear assignments of responsibility, and assessment measures should be delineated in the process. [Standards 1.2,1.3, 3A.3, 3B.1, 3B.2, 3B.3, 3C.1, 6.7, 8.5, and 9A.1]

Since the 2003 midterm report, the College's Strategic Plan and the Educational Master Plan were developed and adopted by the College Council Spring 2006. The implementation of these plans will commence Fall 2006.

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## RECOMMENDATION II – INSTITUTIONAL RESEARCH

3.2 That the College provides the research function needed to support effective planning, decision-making, and evaluation. [Standards 3A.1, 3A.2, 3A.3, 3A.4, 3C.1, and 3C.3]

Cerro Coso Community College's Institutional Researcher became a fulltime Math faculty member in the Fall of 2004. The position was not refilled due

to budgetary constraints and it currently remains vacant. Research needs have been supplied through the District Institutional Researcher Team and data is becoming more accessible through the adoption of Operational Data Store and the implementation of the Oracle Discoverer application which our District's IT Department is making accessible to those in need through on site training opportunities. Even so, there remains a backlog of need and the position is a high priority to fill once funding becomes available.

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## RECOMMENDATION III – BASIC SKILLS

4.1 That the College strengthen its support of Basic Skills instructional needs, assessment score results, and student progress measures. [Standards 4A.1 and 4A.2]

As noted, changes in the curriculum were adopted and implemented at the end of the 2003-2004 academic year. The affect on the students' persistence and retention rates is being reviewed this Fall 2006 by the Basic Skills Committee and the Student Equity Committee. Delivery of this support will begin implementation at all sites during the Fall 2006 semester.

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## RECOMMENDATION IV – STUDENT SERVICES

5.1 That as part of the long range planning process, the College establish a standard of appropriate student services for the College to ensure the level of student services are comparable at all campuses, including CC Online. [Standards 5.3 and 5.6]

Since the midterm report of 2003 there has been significant changes in how we serve our students college-wide due to evaluating and identifying unmet

student need. While South Kern and the Eastern Sierra College Center (ESCC) had lost their permanent certificated counselors and were being served through Educational Advisors and the use of technology as of 2003, we have since reinstated the full time certificated counselor at the ESCC. The South Kern site was affected dramatically by the war in Iraq, with many students choosing to enroll in CC Online because of impending deployment or transfer. This has changed our need for ongoing advising throughout the semester. Students are provided onsite assessment by our Assessment Assistant, and the counseling/advising activities are provided by a fulltime faculty member as part of load with a few additional days. This model will be assessed as the direction for this service area is developed. Cerro Coso prides itself for having developed and implemented comprehensive online student services for our online students. Through the use of a counseling portal most counselors and educational advisors provide online advisement to students in a timely manner.

## RECOMMENDATION V – STUDENT CULTURAL AND ETHNIC NEEDS

**5.2 That the College asserts its commitment to a campus climate that demonstrates sensitivity to students’ cultural and ethnic needs. [Standard 5.7]**

The College continues to evaluate the campus climate and work with student leadership to insure their cultural and ethnic needs are being met as stated in the 2003 mid-term report.

## RECOMMENDATION VI – ADJUNCT FACULTY EVALUATION

**7.1 That as recommended by the previous accreditation team, the College follow District procedure to develop, write, and implement an effective evaluation method for adjunct faculty. [Standard 7B.1]**

The process for evaluating adjunct faculty has been

clearly assigned to the faculty chair to ensure input from the full-time faculty. This process was fully implemented and appears to be working effectively.

## RECOMMENDATION VII – DISTRICT OFFICE

**9.1 That the College in partnership with the District office:**

**Identify essential functions that are provided by the District office and communicate the level of financial support required to gain greater understanding and acceptance of District functions; [Standard 9A.4]**

**Develop a fiscal policy that addresses the District’s unrestricted reserve; [Standard 9C.3]**

**Produce financial information that is understandable and accurately reported to all segments of the Kern Community College District in a timely manner. [Standard 9B. I]**

The previous Chancellor held a participatory council meeting that included faculty and staff of the three colleges and the district where the essential functions that are provided by the District office were identified and communicated. Additionally, the group agreed that the District office would begin to refer to itself as the Learning Services Center (LSC). The District has engaged the services of the Hay Group to complete an administrative organizational and operations effectiveness study. This study involves an analysis of the operations of all three colleges within the district as well as the LSC administration, and will result in recommendations for change. It will be submitted for approval by the Board during the Fall of 2006.

The LSC and the three colleges are again revising the allocation model in order to provide adequate funding for all colleges and all rural sites. The committee will have representation from all groups and the target completion date is December 2006.

The Board has met its 5% unrestricted reserve target and continues to take action to see that our District remains solvent by attempting to increase the reserves when the opportunity exists. They have recognized



the need to build additional reserves to meet retiree health benefit and the faculty banked load obligations. These plans have been clearly communicated through the Chancellor's Cabinet, a participatory council of all three colleges and the Learning Services Center.

## RECOMMENDATION VIII – BOARD OF TRUSTEES TRAINING

**10.1 That the Board of Trustees design and implement an effective ongoing training program for board members with a major emphasis on understanding the principles and implications of decision-making and financial planning, and also develop an effective process for the regular evaluation of board performance. [Standards 10A.5 and 10A.6]**

There continues to be ongoing training provided to our Board that keeps them current and strengthens their knowledge of the role they play as a community college Trustee member. The Board has continued to monitor the effectiveness of its new organization and fiscal matters. One of the trustees has been appointed to the State Board of Governors. She is diligent about keeping our Board informed on critical issues at the state level. The board meets to discuss legislative initiatives that can affect our District, and are proactive in voicing their support or lack of support on the specific bills.

## ADDITIONAL RECOMMENDATION, JUNE 14, 2002

The Board of Trustees and the Chancellor should closely monitor annual enrollments, district-wide expenditures, state funding allocations, cash reserves and cash flow to make any necessary adjustments in the plans to ensure Bakersfield College or Cerro Coso College or Porterville College is able to continue to achieve, maintain and enhance its programs and services (Standard 9.A.2, 9.C.1, 9.C.2, 9.C.4)

In the summer of 2005, the District enrollment figures from the previous academic year showed that the District, including Cerro Coso, did not meet its FTES targets, affecting the total District allocation. The budget reductions affected almost every college program. The most severe impact was experienced by the college academic programs. The College Council, serving as the College's Budget Committee, recommended eight junior faculty members for involuntary transfer and five were summarily transferred to Bakersfield College, another college in the Kern Community College District. Cerro Coso's budget was also unable to support filling positions vacated by three retiring senior faculty members.

The College is focusing its efforts on reducing, as much as possible, the impact of these budget problems on the students and on rebuilding its FTES base to support hiring additional faculty and staff in the near future. New initiatives in marketing were used for Fall 2006 semester and additional initiatives are planned for spring.



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# STANDARD I

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an on-going and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

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## 1.A MISSION

**The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.**

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### 1.A — DESCRIPTIVE SUMMARY

Cerro Coso Community College’s mission statement is as follows:

The mission of Cerro Coso Community College is to provide high quality degree and certificate curricula in lower division arts and sciences and in vocational/ technical/ occupational education. Essential to this mission is providing support services which enhance student opportunities for success. As part of this mission, the College will respond to the interests, aspirations, and capabilities of students while encouraging them to develop as useful, contributing members of society.

Cerro Coso Community College, through its campus locations at Indian Wells Valley, Eastern Sierra College Centers in Mammoth and Bishop, Kern River Valley and Edwards Air Force Base, serves a widely diverse student population. The College initially seeks to fulfill its mission by determining the needs of each unique community.

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### 1.A — SELF EVALUATION

The mission statement defines our intended student population.

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## 1.A — ACTION PLAN

- The mission statement will be periodically reviewed and updated consistent with our strategic planning process.

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### 1.A.1

**The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

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### 1.A.1 — DESCRIPTIVE SUMMARY

Cerro Coso Community College’s mission statement reflects the overall mission of California Community Colleges as defined by the Education Code. Furthermore, the College has addressed its geographic diversity by including a service philosophy with its mission statement. The introduction to the service philosophy states: “Cerro Coso Community College is committed to providing equal opportunity for access to quality community college education for all eligible individuals within its service area, irrespective of geographic location.

In addition, community focus groups have been conducted to assist in determining what programs and services the College’s constituents want. Also, the College uses demographic information to evaluate how successful it is in outreach activities and serving the various community populations throughout its service area. It is compared to the selected statistics, i.e., gender, ethnicity, and age to identify accessibility issues and, additionally, to analyze enrollment trends, retention, persistence, and success rates of those students attending. After analysis, appropriate changes in the class schedule and/or curriculum are made to insure greater access. The College’s Transfer Center assists transfer students in fulfilling their educational goals by providing access to catalogues and by maintaining articulation agreements with University of California, California State University, and selected private universities.

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## 1.A.1 — SELF EVALUATION

Cerro Coso Community College establishes student learning programs that are consistent with its purposes as outlined in its mission statement. The College has attempted to identify its student population through both formal processes, such as community focus groups and examination of enrollment and demographic information, and informal feedback from faculty, staff and community contacts. Recent changes in enrollment patterns have emphasized the need for a more systematic assessment of our current student population and how it is evolving.

## 1.A.1 — ACTION PLAN

- The Vice President of Student Learning and the Vice President of Student Services are charged with implementing a more systematic and quantitative assessment of the current student population and how it has changed over the past five years.
- Distribute information on student population trends to the appropriate College workgroups and key community groups for dissemination and action: College Council, Vocational Education Advisory groups, Special Services Advisory groups, Student Equity Committee, and Chambers of Commerce within our service area.
- Continue to work with local governments, educational institutions, and community groups to determine how the communities served by Cerro Coso are changing. Incorporate this information into the College's planning process, including the Strategic Plan, Educational Master Plan, Facilities Master Plan, and Program Reviews.

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## 1.A.2

**The mission statement is approved by the governing board and published.**

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## 1.A.2 — DESCRIPTIVE SUMMARY

Cerro Coso's Mission Statement, Service Philosophy, General Education Philosophy, Values, and current Strategic Long-Range Goals appear in the front of the College catalog. The College's mission statement is also included in the Class Schedules that are printed

three times annually. The catalog is published on the College's website as well as being available to students and community members in a paper version. Kern Community College Board of Trustees approves revisions of the College's mission statement and each new edition of the College catalog. The last Cerro Coso catalog covers the 2004 – 2006 academic years and was approved by the Board in the spring of 2004.

## 1.A.2 — SELF EVALUATION

Cerro Coso Community College meets the Standard.

## 1.A.2 — ACTION PLAN

No action plan is required.

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## 1.A.3

**Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

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## 1.A.3 — DESCRIPTIVE SUMMARY

Cerro Coso is involved in a long-term, on-going assessment and revision of the College's mission statement through the active involvement of the institution's governance structure in the development of an updated strategic plan. College and community meetings have been held at each of the service area sites to assess the College's stated mission in addressing community needs both current and future. Input from these events and campus meetings have been gathered to inform the College's strategic plan and revisions of mission statement.

Additionally, assessment of the Mission Statement by faculty has played a prominent part in the two year development of the College's Educational Master Plan as well as program review. Each instructional department and the counseling department reviewed, evaluated, and proposed changes to the College's mission statement.

Kern Community College District is in the final stages of a District Strategic Planning process that includes revised values, goals and mission plan. Cerro Coso

will once again evaluate the College mission statement and make revisions where appropriate so that it aligns with the mission statement of the district.

Cerro Coso's Mission, Service Philosophy, and Strategic Long-Range Goals are reviewed at least every other year, prior to publication of the College catalog. Draft documents are available for review by all faculty and staff. The Board of Trustees adopts and approves the catalog before it is published.

### 1.A.3 — SELF EVALUATION

Although there is a formal process for reviewing the mission statement, a formal time line needs to be established.

### 1.A.3 — ACTION PLAN

- Establish a cycle for reviewing the mission statement, developing a time line.

## 1.A.4

**The institution's Mission is central to institutional planning and decision-making.**

### 1.A.4 — DESCRIPTIVE SUMMARY

Cerro Coso's mission provides a framework for identifying College long-range goals. These goals are reviewed and revised through a shared governance process that includes faculty, representatives from classified staff, students, and administrators. The amended goals are submitted to the Board of Trustees for approval.

The College's Mission Statement, Service Philosophy, and Values are used as the framework for planning. The Mission Statement is used as a reference point when substantial new College ventures are identified and as a basis of academic program review. All new programs, technology-supported learning, and the on-line degree curricula support the College's Mission.

Cerro Coso adheres to a district-wide Facilities Master Plan that was developed with assistance from Maas and Associates, a consultant employed by Kern Community College District, when the district proposed and succeeded in passing a construction bond

measure (Measure G). The Facilities Master Plan and Educational Master Plan continue to be revised as Measure G implementation takes place and the value of the funds are reduced due to escalating construction costs.

### 1.A.4 — SELF EVALUATION

The mission statement accurately describes the purposes and values that are central to institutional planning and decision-making at Cerro Coso. The development of an Educational Master Plan and Facilities Master Plan has emphasized the importance of the College's mission statement as the starting point in institutional planning. Cerro Coso Community College meets this standard.

### 1.A.4 — ACTION PLAN

No action plan is needed.

## I.B IMPROVING INSTITUTIONAL EFFECTIVENESS

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key process and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses on-going and systematic evaluation and planning to refine its key processes and improve student learning.**

### 1.B.1

**The institution maintains an on-going, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.**

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## 1.B.1 — DESCRIPTIVE SUMMARY

Cerro Coso's culture and organization enables effective communication resulting in enhanced student learning and improved institutional processes.

Cerro Coso has a relaxed and open environment that facilitates informal communication. Administrators have open door policies, and the President of the College provides a monthly forum to regularly update faculty, staff and students regarding the College. New faculty are greeted with a faculty mentor program designed to assist them with assimilation into the College.

Collegial communications between sites pose unique challenges due to the number of sites that Cerro Coso supports. The College involves personnel from all sites on various committees to attempt break down of potential communication barriers. Additionally College wide events include faculty and staff from all sites.

Cerro Coso's administrative structure consists of a Vice President of Student Learning, a Vice President of Student Services, and an Associate Dean of Student Life. The Vice President of Student Learning presides over the faculty department chair structure; faculty chairs are responsible for the operational areas in the instructional program as outlined in the contract.

In an effort to improve institutional processes and vocational opportunities for students, the Vocational Faculty Area Chairs voted to reduce their chair responsibilities to fund a vocational administrator, resulting in the addition of a Vocational Dean. The new Dean of Occupational Education will be the College advocate for the Vocation Program. This Dean will facilitate on-going dialog between the Programs and the business community. The dialog will aim at on-going Program improvement.

Academic departments meet regularly and are the primary conduits of communication with faculty and the Office of Instruction. Faculty Area Chairs, in coordination with the Vice-Presidents, are responsible for overseeing the faculty evaluation process for both full-time and part-time faculty, an evaluation process that stresses performance outcomes and student learning. Faculty Area Chairs are also the first point of contact in the student complaint procedure. Most

Faculty Area Chairs head Discipline Area Committees, which are responsible for maintaining academic standards and the quality of instruction in the faculty hiring process.

To maintain an on-going, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes, the Vice President of Student Learning meets regularly with the Vice President of Student Services and the Student Services Executive Council; the Vice President of Student Services meets regularly with the Vice President of Student Learning and the Faculty Chair workgroup. The Vice President of Student Services and the Vice President of Student Learning meet both with instructional and student services faculty and staff. This ensures coordination of effort and communication between Student Services, instruction, and sites. ITV conferencing is used extensively to engage personnel at the remote sites.

The committee structure at Cerro Coso consists of Shared Governance Committees and Academic Senate Committees. Governance committees typically consist of a wide range of representation and deal with College-wide issues while Academic Senate Committees consist primarily of faculty and focus on hiring, academic, and professional issues.

The Curriculum Instruction Council (CIC) has faculty representation from across academic areas and is the key instructional committee for ensuring improved student learning by maintaining high instructional standards and rigor in the approved curriculum. The Vice President of Student Learning has the role of a resource providing guidance on educational code and Board policy and facilitating curriculum through the District process. CIC has primary responsibility for the review and recommendation of curriculum to be approved by the Kern Community College District Board of Trustees, and for the processes by which such approval occurs. CIC oversees the curriculum for both degree and non-degree applicable course work in basic skills, general education, transfer education, vocational education, and major programs of study, encompassing multiple modes of delivery. CIC is also involved in the program review process.

The Cerro Coso Academic Senate has revised the pro-

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gram review process over the past several years to both make the review process more streamlined and meaningful, and to incorporate student learning outcomes. The Program Review Advisory committee is a Senate Committee that includes a CIC representative, the Vice-President of Student Learning, the institutional researcher, Faculty Area Chairs who have completed program review and Faculty Area Chairs engaged in program review. The purpose of the committee is to shepherd the program review process and to act in advisory capacity for those programs undergoing review. Completed program reviews are presented to the following groups on campus: CIC, the Academic Senate, the Faculty Area Chairs, and the College Council, this process serves to better inform decision-making having to do with budget, facilities and strategic planning.

Additional examples of open dialog include:

- A faculty mentor program that pairs experienced faculty with new faculty members in an effort to facilitate the integration of new faculty into the campus culture. During the 2005-2006 academic year, the program included working lunches that focused on topics such as frequently asked questions by new faculty members, the curriculum process, and matriculation, as well as off-campus social gatherings.
- Faculty flex days are valuable opportunities for dialog about student learning and best practices instruction. For example, in January 2006, a Student Learning Outcome Workshop was held to provide the faculty with hands-on practice writing and revising outcomes and a discussion about the implications of Student Learning Outcome (SLO) implementation. Student Learning Outcomes are fully institutionalized in curriculum and Program Review policies. It was the intent of the workshop to provide instructors with the skills to write strong outcomes for courses and programs.
- The College President holds monthly open forums during which she leads discussions about relevant College topics. Some recent topics included budget, building renovations, enrollment, morale, and community outreach.

## 1.B.1 — SELF EVALUATION

Opportunities for collegial, self-reflective dialog at the College are numerous, on-going and inclusive. For example, following a relatively recent administrative reorganization, faculty and classified staff each conducted evaluation surveys among their constituents to determine the positive and negative impacts of the reorganization. The results of each survey, which were supportive of the reorganization, were openly shared with the College administration. Cerro Coso Community College meets this standard.

## 1.B.1 — ACTION PLAN

No action plan is needed.

## 1.B.2

**The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

## 1.B.2 — DESCRIPTIVE SUMMARY

Cerro Coso's long-range strategic goals that are printed in the 2004–2006 catalog are based on the College's Mission Statement and Service Philosophy. A number of other factors influence the goal setting process at Cerro Coso. For example, enrollment targets and new opportunities to meet educational needs in its diverse communities have an impact on setting priorities. Community focus groups, contacts with employers, and feedback from feeder high schools assist the College in determining what programs are needed. External requirements from the California State University and University of California systems have an impact on planning in the academic areas. Internal groups such as faculty, staff and administration play an important role in priority setting. Specifically, internal groups are asked to submit their priorities for the College through the budget and staffing processes. Both of these processes require faculty and staff to relate budgeting and staffing requests to the

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College's mission and strategic goals.

The College's goals are printed in the catalog and available on the website. Internally, the College Council, the Academic and Classified Senates, and the Associated Students of Cerro Coso are the key groups used to inform members of the College community of institutional priorities and explain the process for implementing and changing these goals. The College's mission and goals are the most important factors in determining both budget and staffing decisions. The College Council is the group primarily responsible for planning and contains representatives from administration, faculty, classified staff and the student body. The College Council representatives are responsible for keeping their constituents informed about the goal-setting process and how successful the College is in achieving its goals.

Determination of whether the College is meeting its goals relies on two types of evaluations. First, quantitative data such as enrollment numbers, retention rates, and transfer figures are examined to determine if the College is fulfilling its mission and meeting its strategic goals. Second, in a less formal process, administrators, faculty, and staff at all sites collect anecdotal evidence from students, employers, community groups, and public agencies to assess their input pertaining to whether or not the College is successfully implementing its goals.

### 1.B.2 — SELF EVALUATION

Cerro Coso has made a conscious effort to set strategic goals with measurable outcomes and quantitative data is being used more extensively to determine if the College is meeting these goals. Budget crisis and enrollment shortfalls result in short-term reactions at the expense of strategic planning.

Recently, the position of Institutional Researcher was vacated due to promotion. Simultaneously, the District created a coordinated research team, the Institutional Research Team (IRT), intended as a district-wide resource for the Colleges.

### 1.B.2 — ACTION PLAN

- As part of the process for establishing strategic

goals, College Council will review the goals to determine if the outcomes are measurable and to identify what type of evidence will be used to determine if the goals are achieved.

- Utilize the District Institutional Research Team to collect and organize quantitative data related to the achievement of strategic goals.

### 1.B.3

**The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic example of evaluation, integrated planning resource allocation implementation and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative information.**

### 1.B.3 — DESCRIPTIVE SUMMARY

The College's Mission Statement, Vision Statement and Core Values guide institutional planning. Evaluation of the College's efforts in accomplishing its goals is supported by data.

The on-going Program Review cycle is essential in the evaluation and planning processes, and is supported by data. Comprehensive Program Reviews identify the strengths and weaknesses of programs and make recommendations regarding recommended changes and future resource needs. Completed Program Reviews are presented to all areas of the College that are involved in planning and resource allocation including CIC, Academic Senate, Faculty Area Chairs, and the College Council. It is the intent that Program Reviews inform decision-making and planning relative to resources allocation in order to accomplish institutional and program goals.

The Academic Senate is developing a program discontinuance policy that will utilize the evaluation results of Program Review considered in the context of the institutional goals.

The College's budget process is indicative of the application of participatory governance to allocate resources as a means to effectively improve institutional effectiveness; particularly important during periods



of limited resources. The College Council, consisting of representation from across the campus, is charged with making final recommendations for the College budget. The College Council is presented the overall projected budget allocation, the amount of the on-going base budget for the College, and the amount that can be reallocated across the institution. Each council representative works with his/her constituent group to develop a proposed budget for the Council. A prioritized instructional budget is developed in the Faculty Area Chair Committee with instructions for the Council about possible revisions. The College Council reviews all budget proposals, line-by-line, considering institutional, departmental and program goals and makes final recommendations to the College President. The budget process is evaluated at the beginning of each budget cycle.

Prioritization of faculty replacement positions is accomplished in the Faculty Area Chair Committee after a review of the on-going relevance of the process as demonstrated by Program Review and data. New faculty positions are recommended to the President after a lengthy process of prioritization that include justifications based on institutional and program needs demonstrated by Program Reviews and institutional data pertaining to enrollment growth and the changing market place.

### 1.B.3 — SELF EVALUATION

Program review is effective in evaluating programs and informing planning and resource allocation. In order to ensure effective planning and resource allocation based on recent evidence, the Program Review Advisory Committee has developed a cycle for Program Reviews that requires each program to complete a comprehensive Program Review every six years. The Program Review cycle also includes two-year supplemental reviews for vocational/ occupational programs.

While decisions regarding budgets, staffing, and other areas that impact institutional effectiveness are done in an open atmosphere of participatory governance, representatives are not always diligent in informing constituent groups regarding outcomes of decision-making, resulting in portions of the College who are under-informed.

Cerro Coso Community College generally meets this standard.

### 1.B.3 — ACTION PLAN

- Follow a master schedule so that all Program Reviews are completed within the next six years and include program and course student learning outcomes.
- Evaluate and revise the College Council processes so that there is improved communication among all constituent groups and informed involvement in decision-making.

### 1.B.4

**The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

### 1.B.4 — DESCRIPTIVE SUMMARY

Cerro Coso provides numerous opportunities for members of the College community to participate in the planning process. The Participatory Governance document identifies the College Council as the College's chief planning group to make recommendations to the President. The College Council is a representative body that includes administrative, faculty, classified and student members. One of the responsibilities of representatives is to inform their constituents of important planning issues that the College Council is considering and provide the College Council with input from their constituents. All campus committees previously mentioned meet on a ten-month schedule. However, self-evaluation has identified a need for the College Council to function and meet twelve months a year to enable the President to make informed decisions.

Although the College Council functions as the College's chief planning group, other campus groups and committees participate in the planning process. Academic departments are primarily responsible for Program Review. Recommendations on curriculum, staffing and financial resources are the outcomes of the Program Review process. The Faculty Area Chairs are responsible for developing both the short-

term and long-term class schedules. In addition, the Faculty Area Chair Committee identifies and prioritizes budget requests for instructional programs. The Academic Senate is a Senate of the whole and is primarily responsible for recommendations regarding academic and professional matters including proposing new faculty positions to the College Council and the President. The Technology Resource Team, which is a participatory governance committee that makes recommendations to the College Council on all aspects of the College's technology needs. Cerro Coso's budget development process is an example of how many College constituencies are involved in resource allocation decisions and the planning process.

### 1.B.4 — SELF EVALUATION

Cerro Coso has made great progress in clearly defining the planning process at the College. The College Council has been identified as the main planning group. It has taken responsibility for establishing strategic goals for the College and it has been involved in the decision-making process on key decisions affecting the College's future direction. In addition, the implementation of academic departments has provided a formal structure for making decisions on instructional issues. Clear and complete information on the College's financial resources and budget is widely disseminated as part of the planning process.

When resources are not available to fulfill all the needs identified through the planning process, the information concerning the College's financial resources is shared with the whole College community. The shared governance decision-making process is used to set short- and long-term priorities for resource allocation in times of limited financial resources.

### 1.B.4 — ACTION PLAN

- Schedule a 12-month calendar for the College Council meetings.

### 1.B.5

**The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

### 1.B.5 — DESCRIPTIVE SUMMARY

Cerro Coso complies with the Student Right-To-Know disclosure requirement by publishing information of completion and transfer rates in the College catalog and each semester's Schedule of Classes. This information also appears on the College website. It originates from the California Community College Chancellor's Office's DATA MART.

The College collects data concerning success rates in particular programs. For example, the percentage of vocational nursing graduates who pass the state boards and the success rate of students who take Microsoft certification exams through the College. This information is shared with perspective students who are considering enrollment in related programs.

Information on student success and retention in individual courses and disciplines is collected and used by faculty when completing Program Reviews in their areas. The success and retention data is available to all faculty and staff members through an internal server. Program Review reports are shared with CIC, Faculty Area Chairs, Academic Senate, and the College Council.

As part of matriculation an assessment is used to place students into appropriate English, reading, and math courses. The College uses the ASSET placement exam, which measures writing, reading, and math skills, as well as a locally developed placement essay, which is scored by faculty. On-going research is compiled which uses student surveys in English, math and reading classes to determine if the assessment instruments are accurately placing students in appropriate courses. Success and retention rates in English, math, and reading classes are also examined to determine if the placement process is working.

The College receives reports from the California State University and University of California systems, on the performance of Cerro Coso students who transfer to their institutions. This information is shared with high school counselors and principals and with parents of high school students in the College's service area.

### 1.B.5 — SELF EVALUATION

Cerro Coso collects assessment data and makes it ac-

cessible to internal and external constituencies through its intranet website, reports to groups such as College Council, the Faculty Chairs, and Academic Senate, as well as information provided to advisory committees. The information collected is disseminated, upon request, to community partners, such as the Chambers of Commerce.

### 1.B.5 — ACTION PLAN

- Conduct a formal assessment of how well assessment data is being effectively communicated to and applied by internal and external constituencies.

## I.B.6

**The institution assures the effectiveness of its on-going planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

### 1.B.6 — DESCRIPTIVE SUMMARY

Cerro Coso Community College relies on various internal groups and committees to provide on-going evaluation of the planning processes at the institution. The College Council is primarily responsible for institution-wide planning and continually evaluates the effectiveness of its decision-making processes. The Academic and Classified Senates provide feedback to the College Council on areas in which they believe the planning processes can be improved. The College Council and the Faculty Area Chairs link Program Review to resource allocation and staffing decisions. Academic departments working with the Vice President of Student Learning have responsibility for the Educational Master Plan, which is an important component of the planning process at the College. A Facilities Master Plan, which evolved from the work done by Maas & Associates, guides College re-modeling and construction initiatives.

The College Council is responsible for proposing a yearly budget to the President for an informed decision. In developing the 2005–2006 budget, the College Council adopted a modified zero-based budgeting process which was a major departure from previous years’ approaches. Each Faculty Area Chair and

representatives from other fiscal areas of the College made detailed presentations to the College Council on the resources they needed to run their programs for the upcoming year. The College Council identified criteria, such as relation to the College mission and strategic goals, to be addressed in the presentations. Other internal groups and the College Council have been tasked with evaluating how well the budget building process worked in the past and identifying areas for improvement.

### 1.B.6 — SELF EVALUATION

The College Council has reviewed the budget and resource allocation process annually and this review process has resulted in a number of revisions. However, since the Educational and Facilities Master Plans are relatively new, a formal review and revision process has not yet been developed.

### 1.B.6 — ACTION PLAN

- Implement a formal process for reviewing and modifying the Educational and Facilities Master Plans.

## I.B.7

**The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

### 1.B.7 — DESCRIPTIVE SUMMARY

The Program Review process is the primary method for evaluating and improving the effectiveness of instructional programs, student support services, the library, and other learning support services. The effectiveness of the Program Review process is assessed through an on-going dialog among the Academic Senate, CIC, and College Council. The new, more simplified and comprehensive, Program Review process is the result of past dialog among these three groups. The new process will be evaluated annually by the Academic Senate to refine the use of standards, data, and integration of the planning process.

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Student Support Services conducts an on-going constituency-based, systematic review of all program areas. Students, faculty, and staff are surveyed to assess the effectiveness of these services. The review also assists in determining where improvement is needed and what program revisions may be warranted. Each of the areas, including Counseling, Admissions & Records, Special Services, CalWORKs, TRiO, Financial Aid, and Student Activities, implemented a review process that mirrors the accreditation model description, self evaluation, and action plan that looked at access to the specific service(s) college-wide, both on-site and on-line. In addition to the program review, each area dialogued, developed, and implemented ways to assess student learning outcomes, where applicable, to be used in the next cycle of program reviews. In addition to participating in the above program review cycle, categorical programs within Student Services submit annual program plans and year-end reports to ensure compliance with state and federal regulations.

### **1.B.7 — SELF EVALUATION**

Cerro Coso Community College meets this standard.

### **1.B.7 — ACTION PLAN**

No action plan is needed.

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# STANDARD II

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

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## II.A INSTRUCTIONAL PROGRAMS

**The Institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

### II.A.1

**The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

#### II.A.1.A

**The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

### II.A/II.A.1.A — DESCRIPTIVE SUMMARY

Cerro Coso has thirty-six Associate Degree programs that are included in the California Community College Chancellor's Office (CCCCO) program inventory. The College also offers forty-nine certificates and awards. Of the associate degree programs, ten (10) of them are academic and prepare students for transfer. The other programs and certificates are occupational and meet training and employment needs of the College's service area. In addition to courses that fulfill these programs and certificates, Cerro Coso offers courses in basic skills and personal development.

The College's diverse educational programs, as listed in the College Catalog, clearly relate to the objective of the institution's mission and goals; they strive to meet the varied educational needs of the communities within our service area. The District's Institutional Research Team provides data to monitor efficiency and productivity as a part of on-going quality review.

The data compiled reflects the institutional goals of improving student success demonstrated by rates of awarding degrees, certification, graduation, transfer, retention, persistence, and enrollment. This information guides the College in its assessment of quality learning programs and allows Cerro Coso to monitor institutional progress.

As part of our Program Review process, we plan to gather data about student satisfaction, success and retention, transfer success, and qualifications for employment. Student learning outcomes are monitored and validated through data collection and analysis.

The Special Services program (EOPS/CARE/DSPS), CalWORKs, TRIO Student Support Services, Financial Aid, Matriculation, and the Learning Assistance Center (LAC), reflect Cerro Coso's commitment to provide services consistent with the education preparation, diversity, demographics, and eco-

nomics of the community. Through Student Services these services are in constant communication with each other. Since many students enrolled at Cerro Coso test into developmental courses, it is paramount to provide assessment that ensures appropriate course placement.

## II.A/II.A.1.A — SELF EVALUATION

Through the Program Review process, Cerro Coso determined that several of the programs were underutilized and should be reviewed for discontinuance. The College is in the process of implementing an ITV program. The program will not only serve the Cerro Coso campuses, but also allow students from the entire Kern Community College District to take classes. The College is following the successful implementation model used in the creation of our online program. Quality assurance is monitored from different points of view. The CIC scrutinizes the curricula while peer and administrative observations focus on delivery. All of this takes place in context of faculty evaluations. Students are also surveyed during the process. All the data is reviewed by the Faculty Area Chair, faculty representatives, and an educational administrator.

## II.A/II.A.1.A — ACTION PLAN

- As part of an on-going evaluation and review process, we plan for full implementation of the discontinuance process for Fall 2006.

## II.A.1.B.

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

## II.A.1.B — DESCRIPTIVE SUMMARY

Various modes of delivery are currently being utilized at Cerro Coso Community College. These include lecture, lecture-discussion, discussion, activity, cooperative/collaborative groups, laboratory, lecture-laboratory, work experience, computer-assisted instruction, distance learning, directed study, independent study, and field experience. Instructors, in conjunction with

other department faculty, determine what types of delivery are appropriate for each course to meet the current and future needs of the students. The Distance Education Committee reviews policies and standards to determine guidelines for online and interactive television (ITV) instruction while the Curriculum and Instruction Council (CIC) maintains the integrity of the courses by reviewing and approving all courses before they are offered. This role includes the review of any new modes of delivery, such as online delivery, in accordance with the guidelines determined by the Distance Education Committee.

## II.A.1.B — SELF EVALUATION

Since CC ONLINE is a model program within the state, we are using the same development model in establishing the ITV offering. One faculty member is on reassigned time to provide training in the hardware, while another handles the pedagogy. We have gone from four classes in two disciplines into twenty in many subject areas.

## II.A.1.B — ACTION PLAN

- Formalize the ITV faculty training to mimic the online training.
- Expand course offerings.

## II.A.1.C.

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

## II.A.1.C — DESCRIPTIVE SUMMARY

Student learning outcomes are central to the development of the courses, programs, certificates, and degrees at Cerro Coso. Through program development and review, student learning outcomes are designed to reflect the needs of academic transfer to universities or occupational outcomes identified by advisory committees. Program student learning outcomes then determine what courses are needed. More specific learning outcomes emerge for each course from the broader programmatic outcomes.

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The need for new programs is identified by existing advisory committees, community organizations, employers, students, and faculty. The need for new transfer programs is determined through dialog with faculty and the identification of programmatic trends.

Faculty Area Chairs initiate program creation and review. During this phase, quantitative and qualitative program assessment data is obtained from institution records and employer and student feedback. Input is also obtained from other sectors of the College that have a relationship with the program. Program Review mentors are available to assist Faculty Area Chairs that undertake the process for the first time. Once the Program Review document is completed, it is submitted to CIC for input on student learning outcomes. If the document can be improved in this respect, it is recommended that the department chair implement revisions, otherwise, it is accepted and forwarded to the Academic Senate for review. The final stage in the process is review by the College Council.

Program Review is intended to be a prescriptive self-study process. A need for improvement may become apparent through this process, as well as a reasonable course for implementing improvements.

New and revised courses are carefully evaluated by the curriculum committee. Student learning outcomes are certified to be measurable and, as much as possible, include higher level cognitive domains in order to ensure that the rigor of the course is of collegiate level. Faculty is encouraged to use Bloom's taxonomy when writing objectives. A detailed topical outline follows the learning objectives. The learning objectives are associated with each topic in parentheses, and the committee ensures that all the objectives are being addressed among the topics. The course outline also includes methods of presentation. The CIC is interested in seeing varied modalities included in order to benefit a variety of learning styles and aptitudes. Assignments and methods of evaluation is another major component of the course outline. Types of assignments and examples for each are listed and the previously listed student learning outcomes are also associated with each assignment type in the same manner as the course topics. Again, CIC certifies that all the objectives are measured through the assignments and methods of evaluation indicated.

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## II.A.1.C — SELF EVALUATION

The College has woven the need for Student Learning Outcomes (SLO) into the fabric of our curricula, as evidenced by the multiple opportunities to receive training. The entire Spring 2006 flex day was devoted to SLOs. The keynote speaker gave an overview to the entire faculty. Following, there were break-out groups by departments to do "hands on" guided practice at creating outcomes. There have also been workshops on SLOs in the context of the CIC.

## II.A.1.C — ACTION PLAN

- No action plan is needed.

## II.A.2

**The institution assures the quality of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, programs for international students, and contract or other special programs, regardless of credit awarded, delivery mode, or location.**

### II.A.2.A

**The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

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## II.A.2/II.A.2.A — DESCRIPTIVE SUMMARY

At Cerro Coso, programs, degrees, certificates, and courses are authored by faculty in collaboration with their department, advisory committees, and/or professional organizations and are approved by the Curriculum and Instruction Council (CIC). Programs, degrees, and certificates also undergo periodic evaluation in a Program Review process.

CIC, a sub-committee of the Academic Senate, is comprised of faculty representing the following areas:

- Business, Computer Science, Media Arts
- Counseling, Articulation
- English
- Health and Physical Education
- Learning Resources
- Mathematics and Science
- Public Service, Child Development, Industrial Arts
- Social Sciences, Humanities, Visual and Performing Arts
- CIC, a sub-committee of the Academic Senate, is comprised of faculty representing the following areas: two representatives at large (At least one must have primary assignment at a non-Indian Wells Valley campus if none of the other representatives qualify.)
- One faculty member from Counseling if the Articulation Officer is not from Counseling

Membership also includes the Vice President of Student Learning or designee and the Instruction Office Specialist, both of whom serve as advisors. A student representative is selected in consultation with the Associated Students of Cerro Coso.

The Program Review committee is comprised of the CIC Chair or designee, two faculty from academic areas, two faculty from occupational areas, Faculty Area Chairs who are currently engaged in Program Review, the Vice President of Student Learning, and a source of institutional research.

## COURSES

The faculty assume primary responsibility for program and course integrity and present new or revised courses to the Curriculum and Instruction Council (CIC). Credit course outlines (Document: Associate Degree Course Outline) include course name and description, units and hours, student learning outcomes, requisites, detailed topical outline, methods of presentation, assignments and methods of evaluation, textbooks, program identification, and course discipline list, among other things. The curriculum committee carefully evaluates courses to ensure that course objectives define measurable student learning outcomes including higher-level cognitive domains, such as analysis, synthesis, and evaluation. Learning outcomes are

linked to topics in the detailed topical outline and to methods of assessment. This linkage ensures that all the objectives will be addressed through instruction and that the outcomes will be measured through evaluation. The course outline serves as a practical reference for the delivery of the course as well as providing a means for the instructor to evaluate the instruction at the end of each term.

Proposed courses are first submitted to the curriculum chair, and the document is published on an intranet for technical review. The committee reviews the document to make sure it is complete. If the course needs further development, it remains in technical review until input from the committee is implemented by the proposing faculty member. The course is then scheduled for a first reading at the next curriculum meeting. Discussion during the first reading involves such issues as the appropriateness and rigor of student learning outcomes, the depth and breadth of outline topics, the varied methods of instructional delivery, and the assignments and methods of evaluation. The committee makes recommendations, and the proposing faculty makes corrections for the next meeting. At the second reading, the committee verifies that all corrections have been made. If there are requisites for the course, content review is included in the process. Courses that are being approved for online delivery are accompanied by an online approval form, which provides the opportunity for faculty to identify special requirements for the online course. Examples of special requirements that exceed normal conditions for online participation may include specified computer processing capabilities or proctored exams. After final approval, electronic and signed printed copies are submitted to the Office of Instruction, and the Curriculum Specialist enters the new or revised data into Banner, the District-wide MIS data system. The electronic copy is published on a common server directory and on the institution's Intranet. If a new approved course is stand-alone, as defined by the State, then the Application for Approval of Credit Course form is completed and submitted to the Chancellor's Office.

Approval of noncredit courses occurs through the same process. They are submitted for technical review and are subsequently reviewed at two curriculum meetings. It is understood that noncredit courses are



of a different academic outcome than associate degree and transfer-level courses, but the committee still expects that student learning outcomes are measurable and appropriately draw from the cognitive, affective, and/or psychomotor domains. The same attention is also given to outline topics and to assignments and methods of evaluation. Like credit courses, all of the student learning outcomes must be linked to the topics and methods of evaluation. Noncredit courses also need State approval before they are offered.

Faculty also author experimental courses in collaboration with their department. The experimental course outline is very similar to the Associate Degree Credit Course outline and the same standards of high-level of student learning outcomes and linkages to topics and methods of assessment are applied. However, completed experimental course outlines are reviewed by the CIC Chair, rather than the CIC committee at large. Contract education and community service courses are not reviewed by CIC, and are approved by the Vice President of Student Learning.

## PROGRAMS

The faculty also assumes primary responsibility for initiating certificate and degree program approval. New programs are brought to CIC, including program description, program student learning outcomes, required courses and electives, and the total number of units in the certificate or degree (Document: Program, Degree, Certificate, or Award Form). The form includes a matrix, linking program Student Learning Outcomes with specific courses in order to indicate which courses support which outcomes.

The committee inquires about how the new program meets student and/or community needs and how it serves the College's mission. There is also discussion about how the student learning outcomes are met through the required and elective courses. Like course outlines, program forms are approved in two separate readings to allow adequate opportunity for College-wide input, if needed. Program forms are signed by the proposing faculty and at least two other full-time faculty members of disciplines approved to teach courses in the program, as listed under Course Discipline List in the course outlines. If two other full-time faculty members do not exist, signatures may be

obtained from an adjunct instructor in the discipline or a full-time faculty member in a closely related field. New programs, degrees, and certificates, that are 18 units or greater, follow the prescribed California governance model as defined in education code. After CIC approval, occupational programs are submitted for approval to the Desert Regional Consortium before being submitted to the District and then to the State.

Existing programs also go through periodic Program Review, a self-study process by which the relevance, appropriateness, achievement of student learning outcomes, currency, and future needs of academic and vocational programs are assessed. All programs are reviewed every six years, and occupational programs also go through supplemental reviews every two years between major reviews.

Faculty Area Chairs, directors, or designees initiate the Program Review and meet with the Program Review Committee for guidance in the process. Other essential resources in the drafting of the Program Review document are professional organizations, IMPAC (Intersegmental Major Preparation Articulated Curriculum), and occupational advisory committees. These resources are relied upon heavily for input on identifying appropriate student learning outcomes.

The completed Program Review draft is presented to various governing bodies. These bodies do not "approve" the Program Review per se, but rather review for completeness and provide feedback. CIC reviews programmatic student learning outcomes, verifies that the requisite courses support and fulfill those outcomes. After acceptance from CIC, the Academic Senate comprehensively reviews the document, verifying that the data supports the stated relevance, appropriateness, achievement of student learning outcomes, currency, and future needs of academic and vocational programs. After acceptance from Academic Senate, the document is presented to all the Faculty Area Chairs. Program Reviews are used by the Faculty Area Chairs to prioritize instructional budget items, which are presented as a package to the College Council. The completed Program Review is presented to College Council as an information item. Throughout this process, faculty has a central role in the initia-

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tion, drafting, evaluating, and revising of the Program Review document.

## II.A.2.A — SELF EVALUATION

CIC applies rigorous standards for academic quality of programs and courses, ensuring that student learning outcomes include higher-level cognitive, affective, and psychomotor domains. It is verified that all of the program outcomes are addressed by the pattern of required and elective courses and that all course outcomes are addressed in the detailed topical outline and assignments and methods of evaluation.

The curriculum process at Cerro Coso undergoes revision annually to continually improve procedures and implement evolving standards and best practices. This is published in the Curriculum and Instruction Handbook, which is accessible on the College's Intranet and local public server. This process is also communicated to faculty at Academic Senate meetings and through curriculum workshops. To help develop cooperation and an appreciation for the importance of the curriculum process among faculty, the CIC asserts that correctly following process ensures the following:

- that the College complies with State regulations,
- that our courses represent an appropriate level of academic rigor,
- that the CIC performs the work of the Academic Senate through representation, and
- that all stakeholders are informed and have the opportunity to provide feedback.

The course approval process effectively leads to assessment and improvement of the quality of courses because of the discussion of student learning outcomes, teaching methodologies, and effective assessments that occurs during CIC meeting.

While its process is thorough and diligent, the CIC seeks to make the process as “user-friendly” as possible through the support and availability of the CIC Chair and members, CIC workshops, and regular communications with the faculty at large. The ability to continually evaluate and improve courses is contingent upon the cooperation of faculty and their willingness to update courses at least once every six years. There are a few areas that have course outlines that are quite

old. Faculty in those areas have been directed to resolve this as soon as possible.

Student learning outcomes are central to the creation and revision of programs, degrees, certificates, and awards at Cerro Coso. The Program Review process has recently been redesigned to ensure that programs are reviewed on a regular cycle and that there is involvement and dialog among a wide variety of stakeholders through a participatory governance model. Two programs, Child Development and Physical Science Technology, have performed Program Review with this revised process.

In the previous iteration of Program Review, there were some concerns. Since Program Review is a self-study process, none of the governing bodies that were presented with the review officially approved or denied approval. These bodies simply reviewed the document for completeness and served in an advisory role to provide input. With this model, it was unclear how the document became institutionalized or, more specifically, how institutional commitment to support the program was obtained.

Carefully designed courses and qualified faculty certify that upon successful completion of a course, students have achieved the course's student learning outcomes. A thoughtful pattern and sequence of such courses that contribute to the achievement of programmatic student learning outcomes certifies to a reasonable extent that upon successful completion of the program, students have achieved the program's student learning outcomes. However, the real indicator of the appropriateness of student learning outcomes and/or the extent to which students have attained them are how successful they are after graduation—whether they continue their education or whether they seek employment. Post-graduation assessment is currently a weakness in the College's Program Review process. Some programs and departments keep databases of contact information of former students, but the information quickly becomes outdated. The Program Review committee will be researching methods that have proven to be successful at other institutions.

The recent implementation of Oracle Discoverer which interfaces with the College's MIS allows Fac-

ulty Area Chairs better access to data. This will make program data more accessible and facilitate evaluation and improvement.

## II.A.2.A — ACTION PLAN

- The Program Review Committee will research additional methods for assessing program effectiveness.
- Provide training to faculty and staff on Oracle Discoverer so they have direct access to the MIS data that resides on the data warehouse server. This provides them with the ability to extract data in various ways and allows for the development of charts and graphs representative of the various data element sets as needed.

## II.A.2.B

**The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.**

## II.A.2.B — DESCRIPTIVE SUMMARY

The faculty provides a central role in identifying competency levels and measurable student learning outcomes. In addition to meeting minimum qualifications or equivalency when hired, many faculty members also maintain current certifications in their field, including software certifications or professional licensing. The College's faculty evaluation process measures the quality of instruction through classroom observation, portfolio review, administrative review, and student evaluation.

In addition to faculty expertise, academic transfer programs often rely on professional or non-profit organizations that serve to establish standards for academic areas. For example, the American Chemical Society sets standards for Chemistry majors, including required topics, a defined level of rigor, and the quality of lab experience. These standards are incorporated

in our chemistry classes so that the students are appropriately prepared for transfer. The Intersegmental Major Preparation Articulated Curriculum (IMPAC) establishes standards for a variety of academic areas, including the sciences, language, business and government, social and behavioral, and arts and humanities areas. IMPAC publishes guidelines for particular courses; topics that must be covered and skills that must be mastered, and methods by which skills are mastered. Faculty refers to these guidelines frequently as they develop programs and create and revise course outlines. Student learning outcomes and competencies are regularly updated, as needed.

Vocational programs rely on advisory committees that are comprised of local employers and professionals in related fields. The input obtained from advisory committees provides crucial guidance in ensuring that the student learning outcomes are still relevant for labor market needs. The advisory committees play a central role in shaping the curriculum and also in providing assessment of how well graduates are prepared for the workforce. Vocational programs may also rely on guidance from professional organizations. For example, Cerro Coso's vocational Web Design program also obtains guidance from the World Organization of Webmasters, which is a non-profit organization that seeks to establish standardized educational objectives and competencies for the industry.

Minimum reading and writing competencies are expected of all Associate Degree level courses. Faculty identifies advisory competencies for computer and Internet literacy software skills and online courses. Competency levels are institutionalized through course requisites. In the course approval process, requisite competency levels are determined by faculty and indicated on the course outline of record as pre-requisites, co-requisites, or advisory requisites. Such requisites must be supported through content review—a means of identifying entering skills needed for a particular course and matching those entering skills with the student learning outcomes of the requisite course(s). Those correlations are demonstrated using a tabular matrix or a narrative description. Not all of the requisite course's exit skills will be relevant, so the curriculum committee carefully reviews the content review to ensure that the linkages are appropriate. To evidence

that discussion has taken place within the department or instructional program, several faculty signatures are required.

The College assesses student progress through courses with its Early Alert program. If a student is struggling in a class or not participating regularly, instructors can submit a form early in the semester to the Counseling department. A counselor will contact the student to find out if the student needs tutoring or other services to become more successful in the class.

### II.A.2.B — SELF EVALUATION

Cerro Coso Community College must continue to examine those factors that impact on student retention. The faculty could do a more effective job in participating in the processes that have been created to monitor student progress.

### II.A.2.B — ACTION PLAN

- The Program Review committee will develop and implement a model for monitoring student retention.
- The College will develop and execute a plan to assess outcomes to modify strategy relative to student retention and persistence.

### II.A.2.C

**High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

### II.A.2.C — DESCRIPTIVE SUMMARY

High quality instruction is dependent upon course design, program design, and competency of faculty. Faculty play a primary role in the design of programs and courses, but advisory committees and academic organizations, such as IMPAC, provide faculty with guidance about the necessary breadth, depth, and rigor for employment or transfer. Additionally, faculty research university requirements so that students may transfer with appropriate preparation. As a result of the broader programmatic learning outcomes, course topics, and student learning outcomes emerge. Insti-

tutional dialog for program quality occurs within departments and program areas and within the broadly represented Program Review process. In Program Review, faculty, administrators, classified staff, and students participate in dialog, and several representative bodies are consulted and/or informed, including the Curriculum and Instruction Council, Academic Senate, Faculty Area Chairs, the College Council, and the Board of Trustees.

The curriculum committee plays a key role in ensuring a consistent application of quality to all courses at the College. Breadth, depth, rigor, sequencing, and synthesis of learning are topics of discussion during curriculum meetings. CIC certifies that the detailed topical outline is developed to the extent that is appropriate for the unit value of the course and that there are subheadings for every major heading in the outline. Rigor is evaluated based on the depth of cognitive activity required for student learning outcomes. The committee ensures that higher-level cognitive domains are used and that the assignments and methods of evaluation that are identified are adequately challenging. Synthesis of learning is verified by identified linkages between the student learning outcomes and topics and the student learning outcomes and methods of assessment. All courses undergo the same level of scrutiny, which ensures that consistent application of the above variables exists throughout the College.

The identification of pre-requisites, co-requisites, or advisory requisites establishes course sequencing, and they also define rigor for courses. CIC strongly advises minimum reading and writing levels (Documents: Reading Level 1 Standard and Writing Level 2 Standard) for all Associate Degree courses. This sets a standard for what is cognitively expected of students for courses at Cerro Coso.

Advisory committees may also provide input about course sequencing and necessary time to completion. Courses are scheduled according to a long-term scheduling plan to enable students to reliably anticipate course offerings and complete their program of study in a timely manner. This long-term schedule is created by Faculty Area Chairs with approval from the Vice President of Student Learning. The scheduling of courses for some occupational programs is structured

so that students can complete the program within a year. This is particularly important for students that receive State funding from the Employment Development Department for retraining and who must complete their training within a year.

### II.A.2.C — SELF EVALUATION

There are inconsistencies between the College’s long-term schedule and the College’s ability to adhere to the schedule because of low enrollment and other economic factors.

### II.A.2.C — ACTION PLAN

- Review the long-term schedules in relationship to our current economic forecast.
- Revise the long-term schedule to reflect core needs and to ensure meeting those needs through the effective use of multiple delivery systems.

### II.A.2.D

**The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

### II.A.2.D — DESCRIPTIVE SUMMARY

Cerro Coso uses a variety of delivery modes and methodologies in an effort to accommodate our diverse population. Cerro Coso’s service area is the largest in California, and students have a variety of economic and ethnic backgrounds, including students in rural mountain communities, Native American students who live on reservations, and military personnel. As is the case in any student population, there are a variety of learning styles and abilities. Cerro Coso offers traditional face-to-face, online, hybrid, and interactive television courses (ITV). Each of these delivery methods provides unique benefits to students.

Of Cerro Coso’s degree programs, nine can be completed entirely online, and over 100 courses are offered online each semester. This provides access to students in remote locations, as well as students that have professional or domestic demands that make attending classes in a physical classroom difficult. The

College assures high standards of quality for online courses in several ways. Courses that are to be taught online must receive separate approval by CIC, and in this approval process, special needs for the course are identified, such as proctored exams, specific computer hardware, or software configurations that the students will need.

An eight-course Online Faculty Training Certificate is offered at Cerro Coso, and all faculty, full-time and adjunct, who teach online for Cerro Coso are required to complete a minimum of three courses within the certificate, which provide the basics of pedagogy as it is applied to the online environment. This certificate is offering the 32nd series of classes. Faculty from around the state who teach on line seek out our program for training. Cerro Coso has become a leader in online education in both instruction and student services. Faculty learns different ways to address varied learning styles, disabilities, and technological factors. Providing course instruction through varied learning modalities is suggested as a solution to these diverse needs. Through this certificate program, faculty learns about Section 508 requirements of the Rehabilitation Act and acquires skills to make their course content accessible.

Four of the five sites offer ITV courses. Courses and programs offered via ITV are representative of those offered across the College.

The College has a small, but successful Honors Program, with classes in English, Humanities, Science, and Social Science. In the occupational arena, field study classes are offered in Child Development, Education, and Earth Sciences.

### II.A.2.D — SELF EVALUATION

The new faculty evaluation process, implemented in Fall 2005, includes assessment of instructor accommodation of students with disabilities and varied learning styles. In the Observation for Instructional Materials Review sheet, an assessment criterion asks whether the instructor’s syllabus states the availability of accommodation for students with disabilities. In the Student Evaluation for On-Line Instructional Faculty, students are asked to rate the extent to which the instructor: 1) presents material in a variety of ways;

2) demonstrates respect for individuals regardless of their cultural background, ethnicity, race, gender, religion, disability, age, sexual orientation, or socioeconomic status; and, 3) creates web pages that are easy to navigate, which is an important consideration for all students, but especially those with disabilities.

Declining budgets in the State, District, and College have forced Cerro Coso to reduce class offerings at all sites and hours at four sites. This has hampered the full implementation of interactive television (ITV) courses and caused many students to enroll in online courses to supplement their course load. The decrease in funding has also affected the Online Program by reducing the funds available for course development stipends and tutoring.

Cerro Coso's Online Program has standardized the use of Microsoft FrontPage as a course environment. Several instructors have expressed interest in using course management features that do not exist in FrontPage and a pilot project using the Moodle course management system has been taking place for several semesters. Some instructors have been using course management systems from publishers such as Course Compass.

With new developments in technology and best practices in online teaching, the curriculum for the faculty online training certificate is in need of updating. Work has already begun on course revisions.

At least one ITV classroom is in place at all sites. While courses have been offered between multiple sites, the use of the classrooms is still developing. To encourage the use of this modality, a faculty training document reflecting best practices has recently been developed and is being implemented. Further, the College must provide adequate technical support at each site.

## II.A.2.D — ACTION PLAN

- Update curriculum for online faculty training program.
- Participate in the District process to assess the effectiveness of existing course management programs.
- Implement the recently created ITV training plan

## II.A.2.E

**The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

### II.A.2.E — DESCRIPTIVE SUMMARY

Programs at Cerro Coso are regularly evaluated through Program Review, which determines relevance through the program's mission, student learning outcomes, catalog description, and program requirements. Appropriateness is determined through student demand data, comparison to similar programs, transfer data, course scheduling, methods of delivery, instructional methods, and currency of curriculum. If the program is occupational, an explanation of cooperative relationships with employers is included. Occupational programs also include a description of the advisory committee, comprised of representative employers and industry experts. Achievement is evaluated through students' performance data, which includes retention and the number of degrees/certificates that were awarded in the preceding six semesters. Placement of students in program-related employment positions is also documented. Currency of curriculum is documented through staffing data on full-time and adjunct FTEF and productivity, a description of facilities and equipment, and the operational costs of the program. Future needs and plans evaluate the program's strengths and weaknesses and prescribe a five-year plan for improvement and continued success. This includes identifying faculty and administrators that are responsible for implementing the plan, as well as resources needed. Finally, a timeline is indicated for plan implementation. (Document: Program Review Template)

Comprehensive Program Reviews are completed every six years for academic and vocational programs. Vocational programs must also complete an occupational supplement every two years. When a Program Review is completed, all course outlines must be updated and reviewed by the curriculum committee, ensuring that course outlines are regularly updated. Course learning objectives are assessed for relevancy in meeting program learning outcomes. The curriculum committee

also verifies that the course topics fully address the needs identified among the learning objectives, and the methods of assessment are verified to enable faculty to accurately assess student success. Course outlines are reviewed to ensure that course materials are as current as possible.

### II.A.2.E — SELF EVALUATION

In a minor revision to the process, it was clarified that allocation of resources would be negotiated in the Faculty Chair meetings. Using both the Educational Master Plan and completed Program Reviews as resource documents, the Faculty Area Chairs are able to prioritize budget items, and the instructional budget can be presented as a package to the College Council. In this practical way, improvements to programs can be balanced with the needs of other programs and can be implemented in a way that takes student success into consideration.

Until recently, the results of program evaluation have not been consistently used in institutional planning. However, with revision to the Program Review process, the Program Review documents have become a working resource for the Faculty Area Chairs as the collaboratively develop the annual instructional budget to be forwarded to the College Council.

### II.A.2.E — ACTION PLAN

- Faculty Area Chairs, as a group, will use Program Review documents as a guide for assessing program needs and prioritizing instructional elimination and acquisition of items.
- Program evaluations will also be used as a resource for updating the Educational Master Plan.

### II.A.2.F

**The institution engages in on-going, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

### II.A.2.F — DESCRIPTIVE SUMMARY

Cerro Coso's Strategic Plan, Educational Master Plan, and Program Reviews are institutionalized planning documents that are reviewed and revised regularly. The Faculty Area Chairs and the College Council also participate in planning through the budget process. The Program Review evaluations are important resources in the process of prioritizing budget items. Institutional data found in Banner is also used for planning at all levels. The Institutional Researcher has played an important role in parsing raw data from Banner and putting it into a presentable form. Additionally, the Learning Services Center is providing Cerro Coso research support through the use of the District Institutional Research Team.

The Program Review committee has a timetable of scheduled reviews to ensure that all programs are reviewed within a six-year cycle and vocational programs conduct supplemental reviews every two years in between major reviews. The Program Review template provides a prompt for elaboration on Relevance, Appropriateness, Achievement of Student Learning Outcomes, Currency, and Future Needs and Plans. The data needed to develop the student achievement and currency sections is obtained from Banner. In the Future Needs and Plans section, needed improvements are identified and a plan is proposed on how to make such improvements.

### II.A.2.F — SELF EVALUATION

The Institutional Researcher's position is vacant. While the position is vacant, a district-wide Institutional Research Team has been directed to provide Colleges with the necessary data for planning. Also, the implementation of an application called Oracle Discoverer will make the MIS data more accessible to faculty. The College is currently conducting training on this new tool.

### II.A.2.F — ACTION PLAN

- Provide training to faculty and staff on Oracle Discoverer so they have direct access to the MIS data that resides on the data warehouse server. This provides them with the ability to extract data

in various ways and allows for the development of charts and graphs representative of the various data element sets as needed.

- Evaluate the effectiveness of a centralized District Institutional Research Team.

## II.A.2.G

**If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

### II.A.2.G — DESCRIPTIVE SUMMARY

The College does not have departmental course or program exit exams.

### II.A.2.G — SELF EVALUATION

This standard does not apply to Cerro Coso Community College

### II.A.2.G — ACTION PLAN

No action plan is needed.

## II.A.2.H

**The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

### II.A.2.H — DESCRIPTIVE SUMMARY

Cerro Coso awards credit for the successful completion of courses according to achievement of student learning outcomes. Course outlines provide linkages between the student learning outcomes and the methods of evaluation (Document: Associate Degree Course Outline). Among the list of assignments and methods of evaluation in the course outline, the particular student learning outcome(s) that is measured by that method is indicated in parentheses. All student learning outcomes must be reflected somewhere

among the lists of methods of evaluation. This provides a critical path between the achievement of outcomes and the award of credit.

Students may earn one of the following grades: A, B, C, D, F, CR, or NC. Credit is earned with a grade of D or better. Students may also opt to petition for credit/no credit grading. Credit is assigned if students achieve a grade of C or better. Units of credit are based on one unit for every 18 hours of lecture instruction. Laboratory and active participation courses assign credit based on one unit for 54 hours of instruction and participation. For Work Experience courses, one unit equals 60 hours of volunteer or 75 hours of paid work.

These criteria are clearly identified in the College catalog, on the institution's website, in the CIC Handbook, in the course outline of record, and on course syllabi distributed to students.

### II.A.2.H — SELF EVALUATION

The revised or updated course outlines, since January 2004, exhibit carefully written student learning outcomes that are tied to the methods of evaluation. However, a number of course outlines in the College's inventory that have not been recently updated. It is the responsibility of Faculty Area Chairs and faculty in the specific areas to revise course outlines and bring them to CIC. CIC has directed departments to review their courses and update outlines that are more than five years old.

Course outlines exist as Microsoft Word documents and are electronically stored on a server, as well as hard copy prints. While it is not difficult for each department to open and review its courses for currency, it is a daunting task for the curriculum committee to do the same for the entire College's inventory, monitor the status of outdated courses, and issue reminders to departments that are responsible for those courses.

For the past year, CIC has been researching database solutions for the course outline inventory. One such solution is CurricuNET. This database product was presented to CIC in December 2004, and the committee was very impressed. The College's Vice President of Student Learning is supportive of the initiative, and the curriculum counterparts at the two other



Colleges in the district have expressed interest as well. However, the product is quite expensive, and budget constraints have not allowed for this to be formally proposed. Consequently, CIC has begun the development of a local database solution. Development and implementation will take longer than if CurricuNET were adopted, but it is imperative that the course inventory be moved into a searchable system. This will enable CIC to more accurately monitor which courses are outdated and contact responsible individuals.

Cerro Coso partially meets the standard that credit is awarded based on achievement of student learning outcomes. When all courses are updated, it can be stated that the College meets this standard completely.

## II.A.2.H — ACTION PLAN

- Complete conversion of curriculum inventory to a local database.
- Generate a report of courses that need to be updated and issue reminders to faculty that are responsible for such courses.
- Research the viability of using CurricuNET.

## II.A.2.I

**The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

### II.A.2.I — DESCRIPTIVE SUMMARY

Cerro Coso has thirty-six Associate Degree programs that are included in the California Community College Chancellor's Office (CCCCO) program inventory. The College also offers forty-nine certificates and awards. Of the Associate Degree programs, ten of them are academic and prepare students for transfer. The other programs and certificates are occupational and meet training and employment needs of the College's service area. Degrees, certificates, and awards are based on student achievement of the program's course requirements. Exit assessments that are independent of courses are not used to measure programmatic student learning outcomes.

Indications that program learning outcomes have been achieved are a result of ensuring that course learning outcomes emerge and fully support program learning outcomes. New or revised programs, degrees, certificates, or awards are presented to the curriculum committee on the program form (Document: Program, Degree, Certificate, or Award Form). This document includes the program's name, description, Student Learning Outcomes, a list of required courses, and a list of restricted electives, if applicable. To ensure that all the program outcomes are satisfied through the courses, the course numbers that apply to a particular program outcome are placed in parentheses at the end of the outcome. Successful completion of the courses is determined via the linkages between program outcomes and required courses and the linkages between course outcomes and the topics and methods of evaluation.

The program document must be signed by the proposing instructor and two other full-time faculties within the same discipline area, as well as the CIC Chair and the Vice President of Student Learning. This ensures that there is dialog between faculty in the discipline area and the results are a collaborative effort.

Program learning outcomes are initially identified by area faculty in collaboration with an advisory committee or other organizations that establish academic standards, such as IMPAC. When the program is presented to CIC, the committee inquires about the results of such dialog and collaboration. These outcomes are evaluated via an on-going basis through the Program Review process, which also requires dialog with all of the program's stakeholders.

### II.A.2.I — SELF EVALUATION

The College meets this standard with regard to established process. It will become fully implemented as programs are reviewed and the program inventory becomes updated. The Program Review committee has established a timeline that ensures that all programs are reviewed over a six-year cycle. Vocational programs must also complete supplemental reviews every two years. Additionally, changes to program descriptions, student learning outcomes, and course requirements can occur at any time in between the required reviews. As programs are updated, implementation of

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this standard will become more universal.

### II.A.2.1 — ACTION PLAN

- Continue implementation of established curriculum and Program Review processes to ensure that the award of degrees, certificates, and awards are based on student achievement of program learning outcomes.

## II.A.3

**The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

**General education has comprehensive learning outcomes for the students who complete it, including the following:**

### II.A.3.A

**An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

### II.A.3.A — DESCRIPTIVE SUMMARY

All academic and vocational degree programs require a general education component. The general education philosophy is clearly stated in the 2004-2006 Catalog (Pg.4). General education requirements are collectively developed by the Academic Senate, which includes the entire faculty. These general education requirements apply both to the Associate of Arts and Associate of Science Degrees. The applicability of a course to a specific general education requirement is evaluated and approved by CIC, a sub-committee of Academic Senate.

The process of designating that a course fulfills a general education requirement begins with faculty discussion within the department. The course is then pre-

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sented to the curriculum committee and undergoes the same process through which courses are normally approved. Both new course proposals and reviews of existing courses include a discussion of the appropriateness of the course for inclusion as meeting a stated general education requirement. The content of the course outline of record is compared with general education patterns of the University of California, California State University, and other four-year Colleges and universities throughout the nation. Other locally approved requirements, such as the diversity requirement, have specific criteria, and the student learning outcomes of the course are evaluated according to the extent that the course satisfies the criteria.

The annual submission of courses for general education for transfer students provides additional feedback since university faculty carefully scrutinize the course outlines and decide whether or not the courses can be added to fulfill the requirements of the Intersegmental General Education Transfer Core (IGETC), the CSU General Education Breadth, or the Central Valley Higher Education Consortium (CVHEC) requirements. Although their decisions do not directly relate to the College's general education requirement list, it does provide an external evaluation of the criteria, which are used to assess courses for applicability.

Specifically stated learning outcomes may be found in various course syllabi individually developed by faculty members, and maintained in the administrative offices. The Office of Student learning maintains all course outlines that clearly state the learning outcomes expected for each course.

### II.A.3.A — SELF EVALUATION

Cerro Coso Community College meets this standard. The general education course offerings make available a wide variety of choices in diverse subject areas. The focus on the breadth of education in general education is well addressed.

### II.A.3.A — ACTION PLAN

No action plan is needed.

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## II.A.3.B

**A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

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### II.A.3.B — DESCRIPTIVE SUMMARY

The wide variety of courses offered at Cerro Coso, both as means to satisfy its breadth of general education requirements, and the requirements for specific majors (as described in the Cerro Coso College Catalog), are designed to accommodate lifelong learning and to nurture productive and motivated individuals. The development in the areas of oral and written communication may be evidenced in courses in the areas of speech, composition and writing (English), in specific, the mandatory written segments in most other courses offered. In the area of information competency and computer literacy, Cerro Coso offers many courses in the areas of computer information systems and one course in library education. Scientific and quantitative reasoning may be found in the numerous courses offered in the areas of natural, biological and physical sciences, economics, and mathematics. The area of critical analysis and logical thinking is addressed in the methodology of such courses as INST C205, PHIL C205, and ENGL C102, within which analytical reasoning and critical thinking are addressed.

Students learn the ability to acquire and enhance knowledge through a variety of means as they gain proficiency in reading, writing, and computer literacy. The syllabi for the course work at Cerro Coso demonstrates how students are routinely encouraged to use library and Internet sources to acquire information and meet the course requirement.

### II.A.3.B — SELF-EVALUATION

The College meets this standard. Course descriptions from all academic disciplines (available in the College catalog and online) indicate that general education courses consistently offer students many and varied opportunities to develop their intellectual skills, cre-

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ative and effective abilities, positive social attitudes, facility with information technology and multicultural perspectives. The College attracts students from every age group and social background evidencing the success of the learning that takes place within our core classes.

### II.A.3.B — ACTION PLAN

No action plan is needed.

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## II.A.3.C

**A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

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### II.A.3.C — DESCRIPTIVE SUMMARY

Many sections of the general education requirements are designed to introduce students to a variety of subjects that enhance their cultural awareness and an appreciation of their personal and social responsibilities.

Related to this is the General Education Philosophy as presented in the College catalog: “A general education program in Humanities, Social and Behavioral Sciences, Natural History, and Language and Rationality, encourages the development of critical thinking, an appreciation for the rich diversity of human cultures and traditions, and an understanding of political, social, physical, and ecological environments sufficient to offer the flexibility to prosper in a global society.”

The values found in the statement of General Education Philosophy are reflected in the diverse range of courses offered in the College’s general education program. A section in Cerro Coso’s General Education program requires students to take a minimum of six units in Social and Behavioral Sciences. Another section requires a minimum of six units from the Arts and Humanities. Units are also required in the Natural Sciences. A fourth section requires a

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course from a list of those which enhance a students' appreciation for, and an understanding of diversity in our society.

Students are offered courses such as Project Hope House and Dynamics of Community Development that are designed to enhance the participants understanding and appreciation of community issues and challenges.

The Cerro Coso Honors Program offers honor sections of many transferable general education courses. The course offerings change each semester.

Besides a wide variety of academic courses designed to develop ethical and aesthetic understanding, Cerro Coso also provides its students a rich program of student activities, including eight clubs and organizations, an active student government, and an arts, drama, and music program.

The ASCC is the Cerro Coso Student Government Association and provides leadership for and by the College's students. This organization is composed of elected student officials who operate the student government under a student-developed constitution. The ASCC makes recommendations to the faculty and to the College administration regarding campus policies and procedures. Much of this accomplished as a result of leaders, or their appointed representatives being seated on a variety of campus-wide committees. Participation in the Student Government is open to all students who meet the minimum academic requirements.

### II.A.3.C — SELF-EVALUATION

Cerro Coso Community College meets the standard.

### II.A.3.C — ACTION PLAN

No action plan is needed.

## II.A.4

**All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

## II.A.4 — DESCRIPTIVE SUMMARY

All twenty-eight active instructional programs that lead to an associate degree at Cerro Coso Community College are designed to provide students a significant introduction to broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core. Nineteen programs are designed to lead to a vocational certificate of competence, which prepares graduates for immediate employment in specific career areas.

Information about the design of degree programs is found in the catalog (both in print and online), departmental course outlines of record, instructor syllabi, and brochures for a variety of vocational programs.

The Associate of Art Degree (A.A.) is primarily intended for students who plan to transfer to a four-year College or university. The Associate of Science Degree (A.S.) is awarded in well-defined programs of science, technical, and vocational fields of study, as well as for transfer to a four-year College or university. Satisfactory completion of at least 18 semester units of study in a specific discipline or in related disciplines is required for every degree.

In the catalog, all disciplines outline a recommended major's sequence of courses, clearly delineating and describing a sequence progressing from broad introductory to more focused courses. In many disciplines, the first course listed is a beginning or introductory course, such as Introduction to Business.

Additional courses are then listed with higher numbers to designate more complex and/or more focused areas of study and to cover relevant topics that address the special needs of students, faculty, and the community. Some disciplines build on student knowledge and respond to market demands by offering a sequence of certificates. The Child Development program, for example, offers the Associate Teacher Award, the more advanced Teacher Certificate, and the Site Supervisor Certificate, which is granted in conjunction with an Associate of Sciences Degree in Child Development. Programs such as Spanish and math recommend sequential courses, thereby marking progressively in-

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creased levels of skills and knowledge.

Course outlines of record list objectives designed by departments and disciplines to ensure that students are introduced to both broad and focused areas of inquiry. This information also appears on individual syllabi.

## II.A.4 — SELF-EVALUATION

Because the model is traditional, designing degree programs that provide students with a broad foundation, knowledge of methods of inquiry, and focused study is relatively straightforward. Regularly scheduled Program Reviews as well as individual instructor revisions and designs for new courses, approved by the CIC, help to ensure up-to-date, relevant programs which will meet the needs of both vocational and transfer students. Cerro Coso Community College meets this standard.

## II.A.4 — ACTION PLAN

No action plan is needed.

## II.A.5

**Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**  
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## II.A.5 — DESCRIPTIVE SUMMARY

Cerro Coso currently offers five awards, twenty-one certificates of completion, and eighteen A.S. degrees in the vocational/ occupational area. Awards are short-term focused certificates requiring fewer than 18 units of course work which introduce students to one aspect of a trade or occupation. They meet the needs of students with goals such as exploration of a potential career area, a desire to be competitive for entry level jobs in one part of an industry, or a desire to enter an industry to pursue further education after they start working. In some disciplines, the awards are stepping stones to the certificates of completion which require 18 or more units of instruction and provide

an in-depth preparation for a specific occupational area. At all levels of instruction, individual courses, awards, certificates of completion, and A.S. Degrees, the College's goal is to prepare students who will be competent practitioners.

CIC reviews curriculum to ensure satisfaction of Title V standards and institutional criteria. The Program Review process includes an array of assessment strategies that are particularly effective in evaluating competence in the workplace. Among these strategies are assessment in simulated and field settings, internships and work experience, portfolios, critiques, case studies, grades, capstone courses, industry skills standards, standardized tests administered by external agencies, and surveys.

Employment competencies are identified through advisory committees, occupational projections, job skills assessment, certification preparation and evaluation, curriculum measurements against current trends, technological changes, and employment statistics. The qualifications of the faculty are insured by external licensure agencies. Many individuals participate in the effort to ensure competent graduates of career and technical programs. Program areas meet with an advisory board of employers, students, and people in the respective fields in the subject matter area. The Advisory Committees review curriculum and provide input in industry trends and changes.

## II.A.5 — SELF-EVALUATION

Cerro Coso Community College recently implemented a new instructional Program Review process and cycle. The vocational programs will all complete Program Review within the next five years, in accordance with the College-wide plan.

Every vocational program has an Advisory Committee, some of which are more active than others. Through the Advisory Committees the College is able to gain information on how well students meet employment and other applicable standards. The College does not currently employ a formal tracking process for students who have met their academic goal.

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## II.A.5 — ACTION PLAN

- Cerro Coso Community College will employ more effective methods of student tracking such as exit satisfaction surveys and telephone employment updates, in addition to the standard tracking of transfer students.

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## II.A.6

**The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

### II.A.6.A

**The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own course. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

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## II.A.6/II.A.6.A — DESCRIPTIVE SUMMARY

Students receive clear and accurate information about courses and programs from the College catalog and course syllabi. The College is working toward having all course syllabi include the student learning outcomes as reflected in the course outline of record. The catalog clearly states that Cerro Coso recognizes work taken at other regionally accredited Colleges. Students must request official transcripts be sent from prior institutions in order to receive credit. There is a process to determine whether the transfer courses will count for elective units only or meet general education or major

requirements. The process requires that a student request an evaluation of credit through counseling. The counseling staff use catalogs from other institutions, which are available in published form and electronically, to determine how the incoming classes can be used to complete Cerro Coso graduation requirements. In addition, counselors rely on the ASSIST website, in order to evaluate incoming transcripts. In situations that are not clear-cut, the counseling staff will require the student to provide additional information such as a course outline and also rely on the academic faculty to make the determination of the class's applicability. A student who wishes to challenge the decision can appeal to the Academic Exceptions Committee.

## II.A.6/II.A.6.A — SELF EVALUATION

The catalog clearly states the transfer-of-credit policies but not every student receives a catalog. Counseling staff are charged with explaining the policy and providing evaluations of transfer work. The determination of the units accepted to the transcript now occurs earlier, at least for financial aid students, because revisions of the student financial aid policy requires that the evaluation of transfer work be done prior to the student being awarded federal financial aid. This is an additional workload issue for both counseling and admissions and records staff but it is a benefit to student. The evaluation can be requested by any student. However, for financial aid students the posting of the transfer work is done immediately; for other students it is not done until they have completed at least twelve units of credit.

## II.A.6.A — ACTION PLAN

- Develop wording on the College website and in the schedule of courses which clearly state that Cerro Coso recognizes work taken at other regionally accredited Colleges and the process the student uses to have the credits posted to the academic record.
- Make sure that the orientation, both on-campus and online, address the process for evaluation of credits from other accredited institutions.

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## II.A.6.B

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

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### II.A.6.B — DESCRIPTIVE SUMMARY

When changes are made in the degree and certificate programs, there is an attempt to minimize the negative effect on students. Students have catalog rights, so they are allowed to complete the curriculum requirements that are in effect when they begin as long as they maintain continuous enrollment and finish within five years of the catalog publication date. Continuous enrollment is defined as not missing more than two consecutive semesters. If a student's progress is disrupted by changing requirements, that student has the right to request substitutions or waiver from the Academic Exceptions Committee.

### II.A.6.B — SELF-EVALUATION

Cerro Coso Community College meets this standard.

### II.A.6.B — ACTION PLAN

No action plan is needed.

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## II.A.6.C

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services

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### II.A.6.C — DESCRIPTIVE SUMMARY

Cerro Coso provides students and prospective students clear and accurate information concerning educational courses and programs in the College catalog,

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which can be accessed electronically on the College website. In addition, the individual pages of the catalog have been developed as handouts which describe each A.A., A.S. and certificate program. These handouts are available to students at all sites. Each major has a brief description of the purpose and expected student learning outcomes associated with the degree and/or certificate program. The catalog is published every two years after extensive review by faculty, administration, and staff to ensure that it represents the most current information regarding degrees, programs, total course offerings as well as additional material affecting students.

Prior to each semester and the summer session, the College publishes the schedule of classes which lists all course offerings at the various sites of the College. Additional information is provided in the schedule, such as a calendar of important dates, information about enrollment process and in a student handbook. The sequence of courses required for graduation in the areas of English, reading and mathematics have been added to the schedule and are presented in a flowchart mode. The information provided in the published schedule is also available on the College website.

Each faculty member is required to provide students with a detailed course syllabus that is developed in accordance with the course outline of record. The Faculty Area Chairs are tasked with collecting the course outlines at the beginning of each semester and assuring that each section of the class is being taught in a manner consistent with the established course outline. All outlines are required to be turned into the Vice President of Student Learning and kept for future reference.

The College provides information on student achievement through its schedule publication and publicizing in local newspapers. In compliance with the Student Right-to-Know and Campus Security Act of 1990, Cerro Coso makes available its completion and transfer rates to all current and prospective students. This data is collected from the California Community Colleges "Student Right-to-Know Information Clearinghouse" which is updated annually. The College also publicizes its graduates annually in local newspapers.

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## II.A.6.C — SELF-EVALUATION

One challenge of maintaining a College website is to make sure that all material on the website is accurate and up-to-date. It is critical that every semester many people are tasked with monitoring the website for accuracy and consistency.

A special emphasis has been made to make sure that all syllabi are turned in to the Office of Instruction. Faculty Area Chairs are responsible for collecting all syllabi for all courses taught in their respective departments every semester. This serves a dual function. Not only are the syllabi on file for future reference; it also allows for quality control since the Faculty Area Chair is knowledgeable about the course outlines of record and can assure that the syllabi are meeting the expectations of the course requirements.

## II.A.6.C — ACTION PLAN

- Develop a process by which all changes made to College policies and procedures are communicated to responsible parties and accurately reflected on the institutional website in a timely manner.

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## II.A.7

**In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

### II.A.7.A

**Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

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## II.A.7/II.A.7.A — DESCRIPTIVE SUMMARY

Cerro Coso Community College maintains a commitment to academic freedom and responsibility, and to student academic honesty. The sources and content of

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these policies are detailed below.

Faculty and staff at Cerro Coso Community College are charged with the responsibility of developing critical thinking, and are governed by two KCCD Board Policy Articles. Article 4B5, "Controversial Issues in Curriculum," states in part that, "The discussion of controversial issues in the classroom is essential to the development of informed and responsible citizens. Instructors are to be encouraged to provide opportunities for the development of clear thinking, balanced judgment, intelligent choices, and an understanding of the methods and devices of propaganda. ... instructors ... shall refrain from using classroom privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind." Article 5D1, "Academic Freedom," states, "Faculty members acknowledge that in the exercise of academic freedom they have a responsibility to be accurate and fair-minded in making interpretations and judgments, to respect the freedom of other persons, to exclude irrelevant matters from classroom discussions and instructional exercises, and to make appropriate distinctions between statements of fact made as faculty subject matter specialists and opinions made as private citizens."

The student complaint process, which is explained in both as a separate document and as sections in the Cerro Coso Community College Student Handbook, also addresses, "Academic Freedom and Responsibility." This information is readily available to students on all campuses. The Student Handbook is available in print from the Counseling Office and at the Cerro Coso website: <http://www.cc.cc.ca.us/studenthandbook@cerrocoso.edu>

The College evaluation processes do not include any specific prompts to examine whether or not faculty or staff substitutes belief for professional accepted views. The College's "Student Evaluation of Instructors" process permits students to remark on any perceived unfairness or lack of objectivity on the part of faculty.

## II.A.7/II.A.7.A — SELF EVALUATION

The KCCD Board Policy Manual provides sufficient guidance for distinguishing between personal conviction and proven conclusions and presenting relevant

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data fairly and objectively. Both the faculty and staff are sensitive to the distinction between personal conviction and proven conclusions and are committed to presenting relevant data fairly and objectively. Evaluation processes support this contention. Cerro Coso Community College meets this standard.

## II.A.7/II.A.7.A — ACTION PLAN

No action plan is needed.

## II.A.7.B

**The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

### II.A.7.B — DESCRIPTIVE SUMMARY

Requiring and monitoring academic honesty are high priorities of Cerro Coso Community College. Expectations for student honesty are stated in Article 4F8 of the KCCD Board Policy Manual. Included are definitions of plagiarism and cheating, as well as the disciplinary actions that may be imposed. The process for imposing sanctions is described in Procedure 4F8 of the KCCD Board Policy Manual.

The issues of academic honesty in the online environment and instruction have been under discussion throughout the Cerro Coso academic community. Online instruction presents particular challenges to academic honesty that are addressed through the means described.

### II.A.7.B — SELF EVALUATION

The College provides students with clear expectations concerning the principles of academic honesty and the sanctions for violations in the College’s Student Conduct Policy. These expectations and sanctions are an effective representation of KCCD Board Policy Manual article 4F8. The College community is discussing issues of academic honesty in online courses and courses delivered through non-traditional methods. Consistent with being the leader in online education, Cerro Coso Community College has made tremendous headway in meeting the challenge of ensuring

student academic honesty within these new systems of course delivery. Some examples of this are evidenced through the use of “Turn It In” software that electronically scans student written material to check for potential plagiarism and by raising student awareness through information literacy. Cerro Coso became more effective in providing faculty with clear expectations regarding academic honesty as a consequence of the Academic Senates’ recent efforts to update policies in this area.

## II.A.7.B — ACTION PLAN

No action plan is needed.

## II.A.7.C

**Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

### II.A.7.C — DESCRIPTIVE SUMMARY

As a public institution, Cerro Coso College does not advocate specific beliefs or worldviews, although Section One of the KCCD Board Policy Manual presents the moral, ethical, and spiritual values that are the guiding principles of the institution. The policies that govern the conduct of certificated faculty are stated in Policy Articles 5D, “Professional Expectations,” and 5K, “Personnel Files and Complaints.” These policies address copyright issues, conflict of interest, outside employment, and are enforced by Procedure 5K2B, “Employee Dismissals/Disciplinary Action.” No references to codes of conduct for faculty, or administrative or support staff are included in the KCCD Board Policy Manual.

Section Four of the KCCD Board Policy Manual prescribes a code of conduct for students in Policy Article 4F8, “Student Conduct.” The rules for student conduct are also published as sections in the Cerro Coso Student Handbook and appear separately in the, Cerro Coso Community College Student Conduct Policy.

Disciplinary sanctions and procedures are also specified in the respective documents.

The policy that governs student appeals of decisions resulting from a violation of the rules of student conduct is described in KCCCD Board Policy Manual Policy Article 4F9, "Student Rights."

Prior notice is provided to students in several forms. The rules for student conduct are published as sections in the College Student Handbook and in the Student Conduct Policy flyer. This information is readily available to students at all campuses, in information racks in building hallways, as part of the student's orientation materials, in the main offices of the community campuses, the Office of Student Learning, the Counseling Center at the Indian Wells Valley campus, and on the CCCC Website.

### II.A.7.C — SELF EVALUATION

Cerro Coso meets this standard.

### II.A.7.C — ACTION PLAN

No action plan is needed.

## II.A.8

**Institutions offering Curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

### II.A.8 — DESCRIPTIVE SUMMARY

Cerro Coso Community College does not offer curricula in foreign locations to students other than U.S. nationals. This Standard does not apply.

### II.A.8 — SELF EVALUATION

This Standard does not apply to Cerro Coso Community College.

### II.A.8 — ACTION PLAN

No action plan is needed.

## II.B. STUDENT SUPPORT SERVICES

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

### II.B — DESCRIPTIVE SUMMARY

Through a comprehensive network of support services and specialized programs, Cerro Coso Community College provides avenues for access to College programs and works to ensure success for students in reaching their desired goals. Support services are provided across Cerro Coso's vast geographical area on site and online. Processes are in place to provide integrated services designed to meet the varied and complex needs of future and current students.

The purpose of Counseling Services at Cerro Coso Community College is to meet the needs of the Cerro Coso service area population by providing counseling, information, and services to help students to achieve their educational and career goals. At the Indian Wells Valley campus there are six full-time and three adjunct counselors (summer coverage) along with two educational advisors who provide all academic counseling and advising. Counseling Services are also provided at our other campuses. The Kern River Valley (KRV) campus has one counselor who provides on-site counseling services and one part-time educational advisor. The Eastern Sierra College Center (ESCC) counseling functions are conducted by counseling faculty member who has a part-time teaching load. At South Kern, counseling services are provided by two individuals, each available six to eight hours a week. The staff is committed to serving students in a quality fashion and meeting the changing needs of students. Another key role of the counseling staff is involvement

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in College wide activities (i.e., campus committees and providing input and assistance in the production of the schedule, catalog, and other College publications).

Meeting the matriculation components is a top priority at Cerro Coso. These components include orientation, assessment, counseling and advising, development of a Student Educational Plan (SEP) for the completion of a student's goal, and student follow-up. When students have completed these steps, they are considered fully matriculated. Matriculation services are designed to support the student and increase the likelihood of the student completing his/her educational goals.

Orientation, which is linked with the assessment process, can be completed on-site or online. During the on-site group orientation, a counselor or an educational advisor provides information to students that will help them succeed in College. This includes information about matriculation, important dates, registration, academic and lack of progress probation, graduation and transfer requirements, and the support services available to them on campus. An orientation packet which includes a catalog, class schedule and other relevant material is provided. The online orientation covers the same material, so that the online student receives equivalent information and referral to services.

Students have completed the assessment portion of this process when they have taken the College placement exam, essay assessment, and meet with a counselor to review the placement results. The purpose of the placement process is to help determine a student's appropriate starting level in English, reading, and math, so that they may be placed in the classes in which they are most likely to be successful. The placement process is comprised of two parts. The first part requires the students to complete an essay in one hour. They are given a choice of two topics on which to write. The essay portion of the placement process can be completed on-campus or online. The English faculty and other faculty trained in the norming process evaluate the essays through a standardized process to make placement recommendations. The second portion of the exam is the ASSET test. This test has three parts: numerical skills, reading, and writing. It is a multi-

ple-choice test, and each section of the test must be completed within 25 minutes. Students also have the option of taking an additional mathematics exam to determine their placement in algebra and above. ASSET is an onsite, paper-pencil test. Online students have the option of completing the ACCUPLACER Online, a multiple-choice online examination that can be taken at a distance through the use of an approved proctor.

Once the placement exam has been completed and scored, students meet with a counselor or an advisor to discuss the placement levels derived from the placement process. The student is informed of his/her placement levels in English, reading, and mathematics and the progression of courses they are required to take to meet Minimum Proficiency for graduation. During the counseling session, multiple-measures factors are also considered in placement, such as previous courses completed and high school information. For online student placement information is reviewed via email and/or telephone so that the online student receives the equivalent of the on-campus counseling appointment. Prerequisites are now enforced at Cerro Coso in the areas of English, reading, and mathematics. Students must begin at the level that they are placed in the assessment process and are not able to move on to the next level of these courses until the preceding course is completed with a C or better. For online student placement information is reviewed via email and/or telephone.

Counseling and the completion of the Student Educational Plan (SEP) are two more components of the matriculation process. After a student completes orientation and assessment, they are instructed to see a counselor. The counselor goes over the results of the placement process with the student, including the multiple-measures assessment form, providing information on the English, reading, and mathematics course(s) the student is ready to take. In creating the SEP, students are provided information on the classes they need to take to graduate in their chosen major or to transfer to a four-year institution. There are three different plans a student can choose to follow in order to meet the general education requirements to complete a degree. One plan indicates the general education requirements specific to graduating from

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Cerro Coso and completing an Associate's Degree. The other two plans indicate the requirements needed to transfer to the University of California (IGETC) or the California State University (GE Certification) systems. The IGETC can be used as an alternative to the Cerro Coso general education requirements, without any additional coursework required. However, the CSU GE Certification requires the completion of the Diversity and Information Competency requirements to complete the Cerro Coso general education requirements. If a student intends to complete a certificate only, they are provided a copy of the certificate requirements. Once a student has completed the matriculation process, they are ready to register for classes. As part of the process of counseling online student, an educational plan is developed and sent to the student electronically so that online students receive the equivalent handouts of the SEPs.

Another required component of matriculation is student follow-up. Counseling fulfills this component in a variety of ways. At the beginning of the semester, counseling provides the instructional faculty with an opportunity to provide early feedback to students. Instructors are given the Early Alert forms before the start of the semester and are asked to have their students fill out the contact information portion of the form on the first day of class. Instructors are then reminded in the third or fourth week of the semester to complete and submit forms for those students about whom they have concerns. A copy of the form goes to the student, the instructor, and to counseling. Students for whom attendance is a problem are mailed the form. Counseling follows-up with students who have received an Early Alert form to offer additional assistance and intervention.

Counseling also has an intervention process for Academic/Progress Probation and Disqualification students. These students are sent a letter notifying them of their status and that as a result, a hold has been placed on their record. Students are required to meet with a counselor and complete a student success contract to have the hold removed. Additionally, Disqualification students must complete a Petition to Re-Admit form and enroll in a one unit course, Counseling 81, Topics in College Adjustment, before they can re-enroll at Cerro Coso and have the hold removed. In addition,

counselors at the Indian Wells Valley (IWV) site provide follow-up in the Basic Skills classes every semester. Counselors make a 20-25 minute presentation in all of the Basic Skills classes around the third week of the semester on where the class fits into the curriculum, drop dates, degree requirements and supportive services available.

The Special Services Program is one of the supportive services available which provide integrated, holistic services to economically disadvantaged/underrepresented students within the categorically funded Extended Opportunity Program and Services/Cooperative Agencies for Resources in Education (EOPS/CARE), and Disabled Student Program and Services (DSPS). In addition there is a close working relationship with the CalWORKs and TRiO programs to maximize benefits and avoid duplication of services.

All students seen in the Special Services program are screened for financial and academic need, verification of disability and to determine the programs and financial assistance for which they qualify. Each student is provided with an assigned counselor and partner and, if appropriate, a Learning Assistant who work together through a needs analysis to assist the student in obtaining an optimum use of services and programs without duplication. During the time students are in the program, this network of support creates an optimum environment for the student to successfully reach their academic, career and personal goals as well as building leadership and self-advocacy skills.

Cerro Coso offers a comprehensive array of Financial Aid Programs to its students. The College currently participates in the following programs:

- Federal Pell Grant
- Federal Supplemental Opportunity Grant (SEOG)
- Federal Work Study (FWS)
- Stafford Loan Subsidized
- Stafford Loan Unsubsidized
- Cal Grant B, C
- CARE Grants
- Bureau of Indian Affairs (BIA)
- Veterans Educational Benefits

- Scholarships
- Emergency Student Loans
- BOGW

Financial aid services are available to all Cerro Coso students at all sites, including CC-Online. Each physical site has at least one Financial Aid Assistant to serve our students. All paperwork is sent to the IWV Campus where needs analysis and packaging take place. In addition, all monetary transactions take place at the IWV Campus such as scholarship withdrawals and emergency student loans. Students currently pick up their Financial Aid Checks at their site, with the exception of students taking all classes on-line whose checks are mailed. As of Summer 2005, all student checks are mailed.

Recruitment is an on-going practice at Cerro Coso, and different methods to reach the community and the entire service area are constantly being considered. One path pursued began in 1995-96, when a direct link was forged between the Employment Development Department (EDD) and the College. The College became an active partner in the Career Services Center and presented workshops for unemployed individuals. Additionally, for several years, a counselor spent one morning a week at the Career Services Center. From information gathered, Cerro Coso had agreed to work with EDD to help the unemployed obtain new job skills. For many years, a counselor had been assigned to spend one morning each week for the school year at the EDD office. Because of short staffing and increased workload, there is no longer a counselor who has scheduled time at the EDD office. However, there continues to be an on-going relationship with the EDD, with regular communication to meet the needs of this population. Counselors develop educational plans for short-term training programs and are involved with on-going communication with EDD so that participants can receive funding to attend College.

For the public and private high schools in our service area, the Cerro Coso Counseling Department hosts a large recruitment activity in the fall semester, called Preview Day. Juniors and seniors from all of our service area high schools are invited to visit the campus. The event consists of a tour of the campus, a Cerro

Coso "fair" where all staff and faculty have an opportunity to present information about his/her department or program, and a lunch hosted by the College. Each year, 200-250 high school juniors and seniors participate in this event. Orientation and the placement exams are also administered on each of these campuses in the spring. Counselors and educational advisors then meet with the students on the high school campuses for advising appointments. Graduating seniors also receive priority registration status.

Counseling also hosts a large outreach event in the spring for fifth graders in the service area, "I'm Going to College." The event started out with the fifth graders from one of the public schools. The event is now in its third year and the College now hosts the fifth graders from three schools, two public and one private. The students participate in a tour of the campus, attend presentations from three different departments on campus (Art, Media Arts, and Science), and are hosted to a lunch.

Tours of the Cerro Coso campus, arranged by Student Services and led by student ambassadors, are available throughout the year. Visits and tours have been arranged for elementary, middle, and high school students. Some of these tours were for special populations including ESL, RSP, GATE, and "at-risk" students.

College Night is hosted every year at Cerro Coso by the Transfer Center. This event is designed to expose current Cerro Coso students to transfer options and to showcase Cerro Coso and some of its special programs for community members and high school students and their parents. Counseling staff from Kern River Valley (KRV) transport interested students to attend College Night with funds made available by the TRiO program.

The counseling department also participates in outreach activities on the naval base. A counselor or educational advisor presents information on the opportunities available at Cerro Coso at the orientation for new military personnel stationed at the base. Counselors also participate in the annual education fair hosted by the Naval Air Warfare Center/Weapons Division/China Lake, for their employees. Additional recruiting is done in the Kern River Valley at parent

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meetings for local childcare facilities.

Another area under academic counseling/advising deals with the offering of honors classes to those who qualify. The Cerro Coso Honors Program currently has 15 enrolled members. The College offered four honors classes for the fall semester 2005 and has been offering an average of four honors classes per semester. Eight faculty members teach the Honors classes. The Cerro Coso Honors Program is a member of the Honors Transfer Council Committee (HTCC). Through membership in the HTCC, the Honors Program has transfer agreements with nine private and public universities. In 2000, the Honors Counselor and Honors Coordinator applied for and were accepted into the Transfer Alliance Program (TAP) with UCLA. This allows our honors transfer students to UCLA guaranteed priority admissions to the College of Letters and Sciences. The Cerro Coso Honors Program is one of only 30 California Community Colleges that have been accepted to UCLA's TAP. The Honors Committee, made up of the honors coordinator, counselor, and honors faculty, plan all honors activities and classes, address related issues, and makes decisions about the program. The Honors Program also offers two to three scholarships in the spring semester for current and incoming Honors students.

Career decision-making is an important component of the services provided. Individuals seeking help in this include the young, recent high school graduates as well as re-entry students who have already had at least one career and are seeking to make a career change in their lives. For some it is a voluntary and positive change, but, in the majority of cases, the individuals have been forced to consider changing their vocation due to injury, incapacitation or changing workforce requirements. Consequently, there is frequently a personal counseling component to career decision-making. In addition to career counseling provided on an individual basis, career classes are offered at various sites including online.

The Counseling Department has developed and maintained a variety of courses that are designed to increase student success. Courses offered include study skills, personal skill development, career development, and job search information. Classes can be taught by

counselors, or other faculty as specified in the course outline. The counseling department works together to determine rotation of courses.

When Cerro Coso began its Transfer Center in 1990 it was included as part of the Counseling Center. This allowed students' access to the Transfer Center resources during all the hours that Counseling Center was open. As a result of recent reconfigurations the Transfer Center is now in an area adjacent to the Counseling Center.

The Transfer Center activities are designed to help the community College student with each step of the process of transferring. College Night is an annual event with representatives from the UC and CSU system schools, as well as private four-year institutions, come to Cerro Coso and meet with students about their campus (es). College The event allows students to gather information easily about four-year institutions. Throughout the year, university recruiters come on campus and are available to meet with students one-on-one, make classroom presentations, and meet with counselors. In October, there are workshops on completing the UC and CSU applications. Handouts have been developed to present to lower division major preparation and the general education transfer requirements. There are trips for students to travel to four-year universities. An important service is individual follow-up when students run into problems with the transfer process. To provide transfer information to online students, a virtual Transfer Center has been created, within the Student Services portion of Cerro Coso's Website, and Questions and Answers for Transfer have been included on this page.

Articulation is an important function that has a potential impact on the transfer process. The Director of Counseling is also the Articulation Officer. An educational advisor assists the Director with all of the paperwork associated with articulation. These include submission of Cerro Coso's CICs decisions on additions to the general education patterns for the University of California (IGETC) and the California State University (GE Certification) systems, submission of courses to the UC Office of the President, maintenance of UC system-wide Transfer Course Agreement, computer input to the ASSIST database, and

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submission of articulation agreements to California Articulation Numbering (CAN) system so that our courses can be identified with CAN numbers.

Cerro Coso assesses the effectiveness of all the services mentioned above through a six-year cyclical process of Program Review. The review process has added student learning outcomes as one method of evaluation. As accreditation has moved toward the emphasis on student learning outcomes, so has the Program Review process in Student Services. Programs have discussed and developed plans that indicate what the student learning outcomes will be and developed measures to determine if those outcomes are being met appropriately. In addition, student, faculty and staff surveys have been used to assess the effectiveness of services provided in order to improve and set goals for future endeavors.

## II.B. — SELF EVALUATION

The Student Services programs at Cerro Coso are designed to promote student success and are evaluated on an on-going basis in order to improve their effectiveness. Program Review is an important component of the self evaluation. Program Reviews were completed during the 2004 – 2005 academic year in all areas of Student Services. The results are used to improve services to students.

The College is successful in recruiting students who are able to benefit from its programs. Recruitment efforts have been expanded since the last accreditation. One example of a successful program is that of Preview Day. The program has been modified each year, based on input from high school students and counselors, teaching faculty and counseling staff. However, further study should be undertaken to assess the results of the event. A College-wide recruitment and retention committee has been established. An evaluation component is needed to measure the effectiveness of the recruitment and retention activities.

One problem of effective assessment of services is getting accurate and complete information. This has been improved dramatically with the purchase of the SARS GRID, a software product designed to make data collection much more comprehensive and automated. For example, previously the College kept sta-

tistics about number of counseling contacts, but had no mechanism to collect the data of why students came in for counseling. The SARS software allows us to determine, for example, how many of our student contacts were related to transfer. It creates reports to assess the use of counseling services at all sites. Data includes the number of walk-in students served, how long they have to wait to be served, and number of students who are turned away during peak times.

An important place where on-going assessment of the student support services occurs is during meetings of the Matriculation Advisory Committee meetings. Since matriculation includes services that affect students throughout their academic career, the work of that committee constitutes an important evaluation function. The Advisory Committee is broad-based and includes counseling faculty, teaching faculty, classified staff, administrators and students. Representation also includes faculty and staff from all sites to make sure that there is a College-wide perspective.

Publication of results is an on-going challenge. Presentations at Academic Senate, a committee of the whole, would work in theory; however, time is very scarce at Senate meetings. The re-establishment of the “Matriculation Minute” newsletter is an attempt to disseminate information related to matriculation to the College at large.

Orientation presentations have been successful; however, the orientation, both onsite and online, needs to be reviewed and updated to reflect more accurately our current information and policies. There have been a number of important changes, an example being the enforcement of prerequisites that was not reflected in the original orientation. This has been corrected both onsite and online so that all students receive accurate information about prerequisites and advisories.

The orientation has been linked with the essay assessment on campus, but, initially, orientation and essay assessment were two separate steps online. With the popularity of the online essay assessment, it was found that many students were skipping orientation. The web link was modified so that students are required to complete both components consecutively, as it is provided in on-campus presentations.

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In 2000, we implemented an essay as part of the placement process. All students completing the testing placement process are now required to take both the essay and a multiple-choice test to complete assessment. The feedback from the English faculty has indicated that the students have been more accurately placed. In the spring of 2003, Cerro Coso began enforcing placement for English, reading, and mathematics. Previously, placement had been advisory and students were able to enroll in the level of course they deemed appropriate. Students are now only able to register for the class for which they qualify. A study was conducted to evaluate the impact of enforced prerequisites of English, reading, and math on student success and retention rates. Results were inconclusive for reading and math, though there was an improvement in success and retention rates in English.

As part of an evaluation of counseling services, a survey of student satisfaction was conducted. The Counseling Evaluation Questionnaire that was given to students in academic year 2004-2005 yielded a very positive response. This was true for both those students receiving services through an appointment and those using drop in. Counseling received an excellent rating from 95 percent of the students, the level of courtesy received a 90 percent excellent rating and a full 100percent of the students indicated that they would return in the future if they had further questions.

Another source of information regarding students' level of satisfaction with counseling is found in the counseling surveys completed as part of the faculty evaluations. The results were that 96 percent rank counselors overall as good or excellent; 85 percent give counselors the highest possible ranking of nine (excellent).

The number of students seeing counselors has increased the past three years, both onsite and online. The introduction of enforced prerequisites is one major factor. As a result, counselors and educational advisors now have to clear prerequisite holds for students with previous transcripts or other means of meeting an enforced prerequisite. In the last several years, counseling has taken on an additional workload of the completion of graduation evaluations, previously completed by the Office of Admissions and Re-

cords. In preparation for the Spring 2005 semester, the counseling department made over 5,000 counseling contacts with students, including all sites and online. During the spring enrollment period, 35 percent of the students counseled were online. This growth in counseling and, in particular, online counseling, is representative of previous semesters. Another factor in the increased workload is the time-intensive nature of counseling online. The counseling department is in need of additional personnel to provide counseling and online counseling services.

Students currently have the ability to complete a Student Education Plan (SEP) with a counselor or educational advisor either in-person or online. This access has been important, as students are now required to have a completed SEP in order to receive financial aid. Counseling does not currently have a means to store electronic SEPs in a central location that will allow all counselors access and the ability to update SEPs electronically. This is a problem that often creates duplication of work. The counseling department is exploring options to address this problem.

The Early Alert process had previously been underutilized by faculty. Counseling has tried using several different versions, using the Matriculation Advisory Committee, the department meetings and the Academic Senate to gather feedback and improve the process. In the Fall 2004 semester, six faculty members participated in Early Alert submitting forms for a total of thirty-five students. During the Fall 2005 semester, 11 faculty members used the service sending early alert forms to a total of 63 students. An educational advisor followed-up by telephone one to two times with each of these students. This is still a relatively small number; however, progress is being made. The district is looking into using an online Early Alert process that would be accessed by the faculty directly, on the same website where they access their class rosters and turn in grades.

The appraisal of the Special Services Program is evaluated by an annual academic analysis of the EOPS/CARE and DSPS programs, through reviewing the annual goals, and through recently conducting a student satisfaction survey as part of their Program Review of 2004-2005. The latest analysis shows that the



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Special Services Program is serving a more ethnically diverse population than the College as a whole. Student satisfaction survey results support the contention that the Special Services program is achieving its goal of providing an optimum environment for student success.

The Financial Aid Program has been very successful at recruiting new financial aid students by additional recruitment staff at all sites. However, there was no additional staff hired to perform the packaging of these applications which is done at a central location. Students' awards were delayed during Fall 2005 which brought this deficiency in organizational structure to light. Another issue is how we serve our online students. Forms and information are currently available online; however, step-by-step procedural information and online notification processes need further development and implementation.

The Honors Program is working on increasing recruitment efforts. Because of yearly turn-over of the honors coordinator, there has been a decrease in honors activities, meetings attended, and honors courses offered per semester. The Honors Counselor has had decreased contact with the Honors Program students. The Honors Program Counselor plans to work closely with the new honors coordinator to restore the activities of the Honors Program. It is especially important that the coordinator and counselor start attending at least one HTCC meeting per semester, as it is through participation with this group that the transfer agreements are maintained.

A survey was conducted during the Fall 2004 semester regarding student satisfaction with online support services. The survey was made available through the CC-Online Student Portal. Student responses were generally positive. Students indicated that they would like to have additional information about career, transfer, and degrees available online. This is an area for further development.

Online Counseling is able to respond to student inquiries in a timely manner during the spring and fall semesters. The typical response time is 48 business hours. During busy counseling times, students are notified of the greater length of time it will take to re-

ceive a response via the counseling website. During the summer months, because of limited staffing and the volume of the workload, there is very little online counseling available and there is a delay in response. There is a need for additional counseling support in the summer.

Finding student volunteers to participate in recruitment activities is an on-going challenge. In previous semesters, students have been trained and enlisted through a course, PDEV 90 - Becoming a Student Ambassador. This has been an inconsistent means of training. A proposal was submitted to the ASCC and Student Development to fund a program for recruiting Student Ambassadors who will be paid a stipend upon successful completion of their year of service. The effectiveness of the program will need to be evaluated over the long-term.

It is important to provide transfer services to students at all sites, including online. The Transfer Center web page has been expanded to include Frequently Asked Questions. Recent budget constraints have reduced the availability of resources such as catalogs and other materials, as well as slowing the process of creating dedicated space at the community campuses. Counseling faculty and staff continue to provide information to students and make resources available to them. As sites expand and the demand increases in response to the statewide changes in admissions policies, the need for expanded services at the sites will increase as well.

Staffing of the Transfer Center needs to be increased to more effectively serve students. One 19-hour-a-week educational advisor, working under the direction of the Director of Counseling, cannot adequately perform the increasingly complex articulation assignments and have time to organize programs and services for transfer students. One possible solution is to hire a counselor whose primary responsibility would be to function as a Transfer Center Director. This individual would, in addition to maintaining a counseling load, be responsible for working with the educational advisor to coordinate the Transfer Center activities including Transfer Workshops, College Night, and participation in Open House activities at the UC and CSU schools. It would also be helpful to have more people involved in the process. The Transfer Center

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Advisory Board currently meets twice a year, which is an improvement of previous years, during which it only met once a year. The Board includes staff and students including outreach and recruitment representatives from the UC, and CSU systems, Counseling and one volunteer each from faculty (outside of Counseling), classified (Counseling) and students. The addition of a full-time Transfer Center Director would more effectively provide transfer services.

Articulation is increasing dramatically. Many more four-year universities are initiating the course-by-course articulation process with Cerro Coso. In 1994, there were six; now there are nineteen universities that have at least some course-by-course articulation. Most schools require a multi-step process where faculty and articulation officers at both institutions look at course outlines and sign off on the course-by-course agreements. Additionally, it is expected that the articulation workload will escalate when the CSU system implements a Transfer-by-Major articulation. When implemented this would allow students to complete a series of courses in order to guarantee admission as a fully recognized junior in standing with both GE and major lower division requirements completed at the community College. The system will be designed to give students transferring from the community College with the completed transfer major great advantages in acceptance to the schools and majors of their choice. This is expected to drive a substantial increase in the number of course and program articulations between the CSUs and their feeder Colleges.

All articulation efforts are implementations of decisions made at CIC. Prior to the last revision of the Academic Senate bylaws regarding CIC membership, the Articulation Officer was not a required member of CIC. This has been rectified and articulation works more smoothly with the articulation officer present as a voting member at CIC meetings.

In addition to the six-year cyclical comprehensive Program Review that each student services' area completes, on-going assessment of how we are serving students College-wide happens in various College and District-wide committees. Various staff members participate on program specific advisory boards, such as District Banner and Student Services committees, Student

Services Executive Council, and the Student Equity Committee. Each of these committees are either recommending bodies for changes in local/district Policies and Procedures that affect students, or are developing and implementing changes in local programs to better serve the students at all our sites.

## II.B — ACTION PLAN

- Counseling Services will use the SARS GRID to gather statistical information about the frequency and types of counseling contacts in order to improve counseling services to students at all sites
- Follow-up research will be completed to evaluate the effectiveness of different recruitment events such as Preview Day and community events.
- Additional staffing will be requested to serve the financial aid students in a more timely manner
- Online services for financial aid students will be developed and implemented
- Personnel needs of the Transfer Center will be assessed in order to more fully serve the transfer support services for all students.

### II.B.1

**The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

#### II.B.1 — DESCRIPTIVE SUMMARY

Cerro Coso is committed to providing equitable, quality student services. An important emphasis is to assure that the quality of services is maintained at all our locations, whether the means of delivery is in person, telephone, or email. This is accomplished by using technology to enhance communications.

All staff providing counseling services to students meet on a bi-weekly basis. Staff at a distance from Ridgecrest attends by teleconference or videoconference so that they can be actively involved in the on-going training process. Extensive use is made of email with information regarding counseling services for-

warded daily to all counselors and staff. Instant message technology is used so that counseling staff at the community campuses have an immediate resource for real-time answers to counseling questions.

Cerro Coso has made an institutional commitment to provide comprehensive student services to students at a distance. Whereas many community Colleges offering online classes expect students to come to campus for some services, our goal is to provide all student services at a distance. These services take the student from the initial point of application to the point of filing for graduation and/or transfer.

### II.B.1 — SELF EVALUATION

A recommendation from our last accreditation visit was to “establish a standard of appropriate student services for the College to ensure that the level of student services is comparable at all campuses, including CC Online.” This is an on-going challenge for the institution. In 2001, we were able to state in our interim report that “Cerro Coso has ...staffed all sites with certificated full-time counseling, with the additional assistance of classified Educational Advisors. Our online environment has a full-time counselor assigned to its student population, with additional help from classified Educational Advisors and Special Services Counselors and staff.”

After that high point of staffing, the next couple of years resulted in cuts to both the number of counseling staff and decreases in the days of the certificated counselor contracts. At the present time, all students have access to a certificated counselor. However, counselors at the sites other than IWV are teaching as a substantial part of their load so that number of hours available for counseling has been decreased. Counselors continue to advocate for the restoration of both counseling faculty and educational advisors at all sites so that the goal of comprehensive student services for all students can be achieved.

On a positive note, the increased use of technology has helped provide consistency of services. Over the last several years all areas of student services have increased the frequency of meetings that occur amongst all providers of the same service College-wide. For example, the counseling staff meets every other week

using either videoconferencing or teleconferencing equipment. This provides the opportunity for everyone to meet and discuss the same information so that quality counseling services can be provided to all students. Similar meetings have occurred with the Special Services Program, Admissions and Records and Financial Aid staff. The Associated Students has used this method to include students from both the IWV and KRV campuses in a virtual meeting.

Providing comprehensive student services in a virtual environment is an ambitious undertaking. We have made great strides from the time that we did not have a web accessible application process. We have made a commitment to provide quality services to online students, so that they can be fully served from the point of application to admission to the point of graduation. In evaluating and modifying student services processes we continually address how it will work at all sites, including the virtual campus.

### II.B.1 — ACTION PLAN

- The counseling staff will continue to advocate for hiring of counseling faculty and staff in order to maintain a level of comprehensive student services at all sites.
- Student Services will continue to develop effective services with a special commitment to the online environment.
- Student success will continue to be measured through the existing process as follows: 1) academic analysis of special population students, 2) the established review of academic progress of financial aid students, 3) the intervention procedures that serve students placed on academic probation and disqualification, and 4) the Student Equity Committee’s analysis of students’ achievement per term.

### II.B.2

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

#### a. General Information

- **Official Name, Address(es), Telephone**

- .....
- Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members
- b. Requirements
  - Admissions
  - Student Fees and Other Financial Obligations
  - Degree, Certificates, Graduation and Transfer
- c. Major Policies Affecting Students
  - Academic Regulations, including Academic Honesty
  - Nondiscrimination
  - Acceptance of Transfer Credits
  - Grievance and Complaint Procedures
  - Sexual Harassment
  - Refund of Fees
- d. Locations or publications where other policies may be found
- .....

## II.B.2 — DESCRIPTIVE SUMMARY

The Cerro Coso Community College Catalog is used to provide students with the most accurate and current information at the time of publication. The College's catalog is reviewed and updated every two years and made available to students in hardcopy as well as on the web. The catalog is distributed to all faculty, staff, and administrators of the College. Curriculum and Instruction Council (CIC) is charged with the oversight of keeping a master catalog updated and current for its revision.

The Vice President of Student Learning is responsible for the production and distribution of the catalog. New students who matriculate and attend orientation receive a catalog and others can purchase them at the student bookstore. Catalogs are mailed to the campuses of California State Universities and the University of Califor-

nia, high schools and to other Colleges upon request.

## GENERAL INFORMATION

Cerro Coso Community College's official name, the addresses and telephone numbers of its five campuses, and the official College website address can be found on the title page of the 2004-2006 catalog. It identifies its educational mission (pg. 4), degree programs and course descriptions (pgs. 38-143), and the names and degrees of administrators, faculty, and the Board of Trustees (pgs. 144-146). Available learning resources and information regarding student financial aid are also found beginning on page 22 entitled Student Support Services.

## REQUIREMENTS

The different requirements for admissions and the general procedures to be admitted are listed beginning on page 11. In this section of the College Catalog students are provided the guidelines for admission eligibility and what procedures are in place to assist them in being admitted. Additionally there are guidelines for special admit student students (those students who are still enrolled in K-12 programs), international students, and those students interested in being admitted into impacted programs that require special admissions criteria.

Educational expenses are listed on Page 13 of the College Catalog, however they are outdated. At the time of print the amounts listed were accurate and current, however since the print date, enrollment fees were increased, as was the Non-Resident Tuition. International students are now assessed a capitol outlay fee in addition to the unit fee and the Non-Resident Tuition.

Degree and certificate requirements are listed per discipline area in the Degree Program section of the College Catalog which starts on page 38. The College Catalog has its separate sections for Graduation Requirements (pg. 28-33) and for Transfer Requirements (pg 34-37). Each of these sections provides clear and concise information as to what needs to be completed to attain the student's goal.

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## MAJOR POLICIES AFFECTING STUDENTS

Information regarding student rights and responsibilities, student right-to-know (STRK) disclosure, plagiarism and cheating, refund of fees, and the College's grading system is found in the 2004-2006 College Catalog between pages 8-21. Information on acceptance of transfer credits from an outside accredited institution can be found on page 20 under the heading, "Non-Traditional College Credit".

Students are referred to the Office of Student Learning for information on the Grievance and Complaint Procedures found on page 15.

## LOCATION OF PUBLICATIONS WHERE OTHER POLICIES MAY BE FOUND

Policies pertaining to students are found on the College's website, [www.cerrocoso.edu](http://www.cerrocoso.edu), in the schedule of classes and in the Student Handbook.

## II.B.2 — SELF EVALUATION

While Cerro Coso Community College meets the standards on publishing an accurate, precise, and current catalog for its constituencies, the information regarding academic freedom could be more clearly stated.

## II.B.2 — ACTION PLAN

- Upon the revision and printing of the 2006-2008 College Catalog an academic freedom statement will be inserted. Additionally, this statement will be inserted into the College's schedule of classes and the student hand book.
- Update fee structure to reflect current allowable fees for campus programs and services.

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## II.B.3

**The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

## II.B.3.A

**The institution assures equitable access to all of its students by providing appropriate, comprehensive,**

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**and reliable services to students regardless of service location or delivery method.**

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## II.B.3.A — DESCRIPTIVE SUMMARY

Cerro Coso Community College is comprised of five campuses (IWV, KRV, ESCC, SK and Online). The College sites are integrated through the use of faculty site directors and participatory governance. Student services are available at all campus sites and online, thereby providing multidimensional access to Admissions and Records, Assessment, Counseling and Advisement, Transfer and Career Placement, and Student Activities. In addition specialized support services benefit specific populations in need of unique services (Financial Aid, DSPS, EOPS/CARE, and Veterans programs). Every attempt is made to provide appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

The EOPS program provides an extensive counseling support system to acclimate the student to the College environment with additional support services including tutoring, campus activities, assigned counselors, peer mentors, and maintains one of the largest clubs in support of diversity on campus. In addition, the EOPS program supports students financially through a book voucher/loan system for required text books.

The CARE program is a supplemental program to EOPS for single parents. In addition to the support from EOPS the CARE program provides single parents with workshops, school supplies, gas vouchers, meal vouchers, child care for study time, and a club that helps support the single parent through networking with other single parents attending College classes.

The DSPS program provides accommodations for students with disabilities. This includes services such as interpreters for the deaf, textbooks in Braille, adaptive computer software, assigned learning assistants to develop study skill strategies, mobility assistance, tutors, scribes, and note takers. This program supports access to higher education for the disabled without compromising the rigor and integrity of a College education.

The CalWORK's provides short term training and job transition services for persons receiving AFDC/

TANF cash assistance. This program also provides work/study employment opportunities and childcare referrals and payment.

The TRiO program's primary focus is assisting first generation College students in developing transfer skills and cultural enrichment necessary to acclimate to a university setting. This is achieved through academic advising, College skills workshops, cultural enrichment events, grants and scholarship application assistance, career research and transfer assistance and tutoring.

The Financial Aid Office provides direct advisement assistance through individual appointments and specialized workshops. It works with local feeder high school counseling staff to raise awareness about financial aid resources and ensure accurate completion of the Free Application for Federal Student Aid (FAFSA). Financial Aid staff members make presentations to community groups, high schools, to student clubs, and in classes.

Students can complete their applications and registration at any campus as well as on the Cerro Coso website (508 compliant and Bobby certified). Through the Cerro Coso website students can access financial aid and complete applications for the FAFSA, BOGW, VA benefits, and scholarships. There is an identified full-time counselor that handles online counseling support services and directs students' questions and needs to the appropriate office or program(s). Information regarding the Special Services Program is available at all sites and through online links at the Cerro Coso website. Alternative media provides the catalog in formats that allow access for students with disabilities.

Regularly scheduled placement testing is administered at all sites and advertised in the schedule of classes, as well as through the local media. Online students can complete their College placement through the use of a verified proctor. The required essay section of the English placement can be completed online and submitted to the College. College placement testing is provided to feeder high school students preparing to enroll at Cerro Coso Community College. Counseling staff administer the placement test at the high schools

and personally assist the students in applying to the College and registering for classes during the spring semester prior to students enrolling for the beginning of the next academic year.

### II.B.3.A — SELF EVALUATION

Counseling services and financial aid services provide equitable access to all students regardless of service location or delivery method. These services are continually evaluated due to the challenge of managing a multiple site College in a large rural geographic area. A step toward equity has been achieved through the hiring of Financial Aid Assistants for each site. On-line counseling has been enhanced by on-going development and modification of user friendly documents, shared documentation capabilities, and web accessible document sharing.

EOPS/CARE and DSPTS budgets experienced State budget cuts which led to decreasing staffing in the Special Services Program. This resulted in a scaling down the EOPS/CARE and DSPTS Programs at all sites. Because of the relative size of staff these cuts affected ESCC more acutely. This has provided the program with the opportunity to restructure and develop the program to best serve the current needs of the students.

The TRiO Program completed its initial four-year grant, met all the initial goals, and was awarded a second four-year grant with funds to serve additional students at the IWV and KRV sites. The TRiO program does not serve the other community sites; due to the limited nature of the funding, the grant only targeted IWV and KRV students. Other program, such as EOPS and transfer services provide similar programs at the other sites.

### II.B.3.A — ACTION PLAN

- Provide program development at ESCC through establishing a High Tech Center and hiring a Special Services Assistant/Learning Assistant to meet the needs of the identified EOPS/CARE/DSPTS students.
- Continue to expand the services of assessing Learning Disabled students and counseling through the

use of a part time Learning Disabilities Specialist/Counselor.

## II B.3.B

**The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

### II.B.3.B — DESCRIPTIVE SUMMARY

Cerro Coso provides Counseling and Personal Development courses, a Student Ambassador Program, student government, a Peer Mentor Program for Special Services students, student activities, athletics for both men and women, clubs, learning assistants, and tutoring services (on-site & online.).

Becoming a Master Student, Becoming a Life Long Learner, Dynamics of Community Development, Honors Seminar and Practicum, Issues of Contemporary Culture, Project Hope House and Service Learning in the Elementary Schools are some of the curricular programs that provide students with opportunities for personal and civic responsibility. Students are encouraged to develop study skills, time management and personal, professional and civic responsibility through honest and on-going evaluation and feedback. Additionally, students are given the opportunity to develop service learning activities, work within the elementary, middle and high schools to mentor younger students and help them develop strategies to combat violence and racial tensions in their own schools. Field trip courses provide students with an opportunity to develop their cultural awareness and aesthetic sensibilities in varied settings such as the Los Angeles Metropolitan area, New York, and Europe where they visit museums and attend plays and theatrical events that deal with important multi-cultural ethnic and contemporary issues, and Washington D.C. and surrounding areas where students will participate in an intense visit and experience of major political and cultural attractions.

The Art, Drama and Music disciplines also provide students with the opportunity to develop their own talents and to contribute to the College and the com-

munity a diversity of cultural events ranging from displays of students' and featured artists' work, dramatic presentations that incorporate multi-media synthesis that combine synthesized and recorded music with dramatic special effects and back drops developed by students in the Media Arts program, Community Orchestra and Choral presentations.

The Student Ambassador program is available to all students interested in acquiring skills necessary to be a Student Ambassador on campus. The course focuses on developing the interpersonal skills necessary for effective verbal communication and appropriate behavior and dress for the work place. The course provides information regarding College resources and facilities as well as an understanding of the world of academia so that students may effectively represent the campus in a variety of settings.

The Associated Students of Cerro Coso (ASCC) manage the affairs of the associated students to whom they give voice and representation. ASCC students serve on a variety of campus and district wide committees, participating in the participatory governance process, adopting and overseeing use of an annual ASCC budget, allocating funds for new programs and projects, granting club charters, and providing and administering a program of activities and services for students. The ASCC through the Student Activities Advisory Council provides funding and administration of events such as the Shakespearean Theatre, musical venues, and a variety of speakers on topics ranging from geopolitical events to energy alternatives to historical perspectives.

The Athletic Program currently consists of two sports, Women's Basketball and Men's Baseball. The program went through a Program Review conducted by the Foothill Conference in 2004-2005. The outcome of the visitation commended the administration for their caring and understanding of the academic needs and other support services provided to the student athletes. It was noted that our academic advisors gave a dedicated effort to help the student athletes with their academic programs and for being available for counseling assistance. The review team additionally commended the Coaches for their efforts to maintain an athletic program in light of the College's location

making recruitment an “almost impossible situation”. The review commended the College for its recognition of the importance of a gender equity program, its outstanding and well maintained sports facility.

The Student Activities Office provides Cerro Coso’s students with activities, events, information, and resources. There are currently nine active clubs on campus. Club activities include fund raising, participation in community events, and providing resources to fellow students.

Students have many opportunities for involvement in services that encourage personal and civic responsibility, as well as those that encourage intellectual, aesthetic and personal development.

### II.B.3.B — SELF EVALUATION

Cerro Coso meets the standard because there are sufficient and diverse opportunities for students to be involved in activities that encourage personal and civic responsibilities. The College accomplishes this through its support of service learning, ASCC, student activities, Special Services Peer Mentors, tutors, and Student Ambassadors. The Athletic Programs provide an additional opportunity for students to either participate or be a spectator at the scheduled events. Students are informed during Orientation of ASCC, Student Clubs and Special Services. Students are encouraged to become involved; they are provided with flyers and contact information to encourage them to join ASCC and other activities. Class schedules provide information and recruitment “advertisements” each semester.

### II.B.3.B — ACTION PLAN

- Current remodeling plans include an expansion of the student activities and student government offices to include the creation of a student union, lounge and information area that will include prominent displays of student work and events information. The new area will be designed with IWV Cerro Coso student input and student life in mind.
- Expand the student newspaper to a monthly publication.

## II B.3.C

**The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

### II.B.3.C — DESCRIPTIVE SUMMARY

Student Services is an integrated program across all campuses, with cross training of counselors and educational advisors between general population counseling and special programs to support the needs of all segments of our student population. All counselors are qualified to assist students with choosing a major, determining a career focus, evaluating academic progress, and managing personal concerns. Counselors assess students’ needs from a variety of perspectives and provide services in a timely and effective manner. Services include orientation, assessment, developing a student education plan, and follow-up including early alert and referral. Educational Advisors provide additional support with academic planning, selection and scheduling of classes, developing student educational plans (SEP), and interpreting placement tests.

Counselors and educational advisors are trained during weekly counseling staff meetings and professional development semester meetings. In addition staff has the opportunity to attend annual program conferences and regional meetings for EOPS/CARE, DSPS, CalWORK’s, Matriculation, and workshops/seminars for TRiO and the Transfer Center.

Student Services are evaluated primarily through Program Review (see Student Services Program Review ’04-’05) with a six-year review cycle. The EOPS, DSPS, CalWORKs and TRiO program also complete an annual review of their programs. Input to the evaluation process comes from students, faculty, and staff, including input as to how services enhance student development and success.

### II.B.3.C — SELF EVALUATION

The College meets the standard. The advantage of having a small, integrated counseling staff is that con-



tinuous communication occurs amongst the programs such as general counseling, transfer center staff, special services, TRiO, etc. All personnel responsible for advising students meet together bi-weekly for on-going training. All personnel meet together for on-going training including SARS and Oracle Discoverer.

### II.B.3.C — ACTION PLAN

- Continue on-going bi-weekly staff led training, semester workshops and opportunities for staff to attend conferences held for specific student support services programs.
- Provide additional training and research use for SARS and Oracle Discoverer.

### II.B.3.D

**The institution designs, maintains, appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

### II.B.3.D — DESCRIPTIVE SUMMARY

Student programs that support the College’s diverse population most directly include the following:

- Summer Bridge, Extended Opportunities Programs and Services (EOPS)
- Disabled Student Program and Services
- CalWORK’s
- TRiO
- Associated Student Club of Cerro Coso (ASCC) who support and fund campus wide events such as “Men of Worth” (Celtic music), “Saul Kay Band” (modern jazz), and “Debra Liv Johnson” (multi vocalist guitarist)

The ASCC is composed of senators from the following nine clubs:

- Arts Action Club
- Athletics Club
- CARE Club
- Creative Writing Community
- Current Events Club

- Drama Club
- KRV/ASB Club
- Science Club
- Special Services Club
- Student Vocational Nursing Club

The clubs provide a nurturing environment which encourages a connectedness and sense of belonging on the College campus that supports and enhances students’ understanding and appreciation of diversity. All clubs have faculty advisors.

Student Ambassadors represent Cerro Coso Community College during College Night (presentations by four year Colleges for students transferring) and Preview Day for incoming high school students. The Ambassadors welcome visitors to our campus and provide guided tours. This provides a welcoming environment for those who are visiting our campus from various walks of life and allows interaction of the student body with a diverse community of people.

The student Equity Committee is made up of faculty, staff administrators, a community representative, and a student representative. The charge of this committee is to provide equal access for all students and analyze student success indicators on the effectiveness of providing equal access for all students. Institutional and categorical funds support the above activities, events and courses.

### II.B.3.D — SELF EVALUATION

The College meets the standard.

### II.B.3.D — ACTION PLAN

No action plan is needed.

### II.B.3.E

**The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

### II.B.3.E — DESCRIPTIVE SUMMARY

Cerro Coso admits graduates of accredited high

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schools, holders of CHSPE or GED certificates, or persons 18 years of age or older who are able to profit from the College instructional programs. Additionally, specified criteria for special admission of students in the ninth through twelfth grades is attached to all concurrent enrollment forms and is provided to local area high schools and to parents and special admission students upon request.

Admission with previously earned credits will be granted upon evidence of official transcripts from a regionally accredited postsecondary institution. The College's admissions policies and practices are reviewed annually to ensure compliance with the state's admissions and residency requirements.

Cerro Coso's Matriculation Advisory Committee regularly reviews the College's efforts to research, describe and assess every element of matriculation.

Assessment is used to appropriately place students in English, math and reading. Student assessment includes the use of ACT's ASSET, an essay writing sample, and multiple measures. ASSET has been approved by the State Chancellor's Office for placement and for assessment of the Ability to Benefit which is required for those students who are non-high school graduates and wish to qualify for Federal Financial Aid. Essay scoring follows a standard rubric and all personnel involved in scoring the essays at each site meet periodically to establish the reliability of the standard scoring practices.

Research is conducted on an on-going basis to determine the effectiveness of the placement process. The research follows the model of consequential-related validity evidence, as outlined in "Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community College" each semester.

Each semester instructors and students in English, math and reading are asked to complete evaluation forms that ask such questions as "Do you feel as though you were placed in a class that is a.) too easy, b.) too difficult, c.) about right or d.) unsure," and "Do you feel your students are appropriately placed in your course?" Instructors are also asked to rank the performance of students placed in the course by assessment

as compared with students who are taking the course after having completed the prerequisite course. The data is used to evaluate the accuracy of the assessment measures in placing students appropriately.

Cerro Coso enforces prerequisite and co-requisite requirements through the use of its database management enrollment system. Students are blocked from enrolling in courses for which they have not met the pre- or co-requisite requirement. The College has established procedures by which any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into the class according to a challenge process. A student may challenge any prerequisite or co-requisite. Students are informed, through the catalog, during Orientation and Counseling, of both the reasons for challenging a pre- or co-requisite and the process for doing so.

### II.B.3.E — SELF EVALUATION

The results of the on-going research of the assessment process using the consequential validity model indicate that, overall, at least a 75 percent success rate has been achieved with both the instructors ranking the students and the students themselves indicating that they feel properly placed as a result of the assessment instrument. Research will continue to determine if there is disproportionate impact in the assessment process.

The prerequisite challenge process is working well. When mandatory placement was first begun, some faculty initially went to the Curriculum committee to enact mandatory placement of courses in a sequence. Two examples were Computer Science application courses and some Media Arts courses. Based on the experience of several semesters, the faculty in those areas decided to replace the mandatory prerequisites with advisories. In other areas, such as Biology, Chemistry and Physics, the prerequisites are necessary in order to ensure the transferability of the courses and relatively few students challenge the prerequisites.

### II.B.3.E — ACTION PLAN

- Continue research to ensure the placement process is effective

- Continue research required to measure if there is disproportionate impact and mitigate its effects if necessary

### II.B.3.F

**The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

#### II.B.3.F — DESCRIPTIVE SUMMARY

Student records are maintained and retained according to the standards set by the American Association of Collegiate Registrars and Admissions Officers, the American Association for Counseling and Development, the Family Education Rights and Privacy Act of 1974 and Buckley Amendment (FERPA), California Community College Title V Chapter 2.5, Retention and Destruction of Records, and the KCCCD Board Policy and Procedures 3D4. In adherence to those standards, electronic records and files are routinely backed up nightly, both locally and at the Learning Services Center (a.k.a. the District Office) to ensure the integrity of the College MIS, SCT Banner, used to assist students. Permanent Record Cards and incoming transcripts from other institutions are microfilmed at the District Office, and then scanned into the College's imaging program for staff access. The imaging program security is maintained through an Administrative Module that tracks access and is monitored by the Admissions and Records Supervisor and the Associate Dean for Student Life. The server is located in a secured area, and the scanner is located in the Office of Admissions and Records which is also secured. Access to all student records is managed by the District security officer and only those employees who have the 'need to know' have access to student records.

Procedures for release of student records are published in the College Catalog, Class Schedules, and Student Handbooks.

In compliance with the law and District's timeline to eliminate the use of Social Security Numbers (SSN),

Cerro Coso Community College has replaced the student's SSN with a generated ID number and has all its internal forms reflecting this revision.

### II.B.3.F — SELF EVALUATION

Cerro Coso Community College meets the Standard.

### II.B.3.F — ACTION PLAN

No action plan is needed.

## II.B.4

**The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

#### II.B.4 — DESCRIPTIVE SUMMARY

Cerro Coso Community College evaluates students support services by undertaking Program Review on a regular basis. The Program Review format uses a model similar to the accreditation self-study in that it contains descriptions, appraisals, and plans for the area of student services under study. In addition, major parts of Student Services undergo on-going evaluation by external agencies. EOPS/CARE, DSPS, TRiO, Matriculation, and Financial Aid have periodic mandated reports and site visits which serve an evaluative function and provide external feedback that can be used in conjunction with internal processes to evaluate services.

The Student Services Department completed a comprehensive Program Review during the 2004 - 2005 academic year. All staff received training on student learning outcomes and how they could be applied to student services. An important emphasis was that evaluating the effectiveness of services to students is more than student satisfaction surveys and raw data regarding usage of services. Student learning outcomes require another level of scrutiny. Staff worked in small groups based on their areas of responsibility and de-

veloped a student services assessment plan worksheets. This worksheet required each group to draft a mission statement, at least one program objective, and an outcome. Then assessment plans were developed.

An example of using student learning outcomes and their results as a basis for improvement can be found in counselor presentations to basic skills classes. As one of the follow-up components of matriculation, it has been the practice for many years that counselors make short informational presentations to each of the preparatory classes in reading, writing and mathematics. An important goal of the presentation is to make sure that students are aware that the units earned in the class do not count toward the sixty units for graduation. Instead of assuming that the message is effectively delivered, a short pre- and post-test was developed and distributed during the fall and spring semesters of 2004 and 2005. The results were compiled and studied and a determination was made that the presentation needs to be revised in order to achieve the desired student learning outcome.

This model is used in many different student services group presentations. Prior to the presentation, the counseling staff decides which key points are to be communicated. Then a short pre-and post test is developed. The results will help assess the effectiveness of the presentation and lead to modifications if needed. For example, this model was used during the UC application workshop completed during the Fall 2004 semester. The results will be analyzed and the presentation modified as necessary before it is repeated during the next year.

In the Program Reviews for Admissions and Records, Financial Aid and Student Activities, the evaluation was completed primarily with the use of student satisfaction surveys. An instrument was developed and implemented to assess online student satisfaction with the services provided by the entire Student Services division.

## II.B.4 — SELF EVALUATION

The Student Services Program has been committed to completing Program Reviews and using the results to improve services. It is challenging to get past the concept of just looking at data, such as numbers of

student served and student satisfaction survey. Even though the Program Review process began with a day-long workshop which emphasized student learning outcomes, the majority of the Program Reviews dealt with data and student satisfaction.

The concept of developing student learning outcomes for student services programs is somewhat problematic. It is easier to establish learning outcomes for the classroom; the personal development and counseling classes all have student learning outcomes listed on the course outline of record. It is more difficult to assess what happens in each individual counseling appointment in terms of student learning outcomes.

Student learning outcomes have been successfully used during group presentations that are done by counseling staff and have led to more effective presentations during subsequent presentations. The basic skills presentations are such an example. The most recent pre-and post- tests during the Fall 2005 semester showed a significant improvement in the students' ability to understand the key components of the presentation. This can be attributed to a modification of the presentations, using feedback from both counselors and English faculty.

The Program Review process allows opportunity for College-wide dissemination of the document. Presentations are made to the Academic Senate and the College Council and posted on the intranet for all faculty and staff to read. The results are used during budgeting and staffing discussions, and are a valuable process for assessment and improvement of student services.

## II.B.4 — ACTION PLAN

- The student services faculty will continue to develop models for using student learning outcomes to evaluate the effectiveness of group presentations, workshops and classes.

## II.C LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for

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students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services are used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

## II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

### II.C.1.A

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

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## II.C/II.C.1/ IIC.1.A — DESCRIPTIVE SUMMARY

### LIBRARY

The goal of the Cerro Coso College Library is to provide "a well-rounded materials and resources collection which primarily supports the instructional programs of the College at all sites" (Collection Development Policy). The Library provides a variety of resources that serve students, faculty, and staff who are working on and off campus. The collection consists of:

- 32,000+ volumes
  - 92 periodical subscriptions
  - 3,400 audiovisual items
- .....

Electronic resources are of particular importance in view of the large geographical area served and the growth of online delivery. The Library subscribes to 26 full-text databases, such as:

- InfoTrac Expanded Academic ASAP
- Opposing Viewpoints Resource Center
- Literature Resource Center
- Health and Wellness Resource Center

These databases provide access to over six-million full-text periodical articles, primary source materials, and audiovisual clips. The collection has been enhanced by the addition over 10,000 e-books through direct purchase and through participation in the Community College Library Consortium.

The Director of Learning Resources (Librarian) is responsible for selecting materials, maintaining the collection, and for making all final acquisition decisions (Collection Development Policy). Materials are selected based on standard review sources, with subscriptions to full-text periodical databases being made upon recommendations from Community College Library Consortium. Additionally, the Librarian invites faculty members to recommend material. The Director of Learning Resources serves as a member of the Curriculum and Instruction Council (CIC) to ensure that the collection can support the new curriculum (Academic Senate Bylaws). The Director works informally with representatives of vocational programs accredited by external agencies to ensure library holdings meet program accreditation requirements. The Director of Learning Resources is a faculty member who regularly participates in campus organizations, such as the Academic Senate. Active in statewide library activities, the Director sits on the Board of the Council of Chief Librarians (CCL) of California Community Colleges and recently completed a two-year term as Chair of the CCL Electronic Access and Resources (EAR) Committee.

In anticipation of developing and applying student learning outcome measures, the Director of Learning Resources relies on statistics to evaluate the collections. Dynix Horizon, the library management system that facilitates cataloging and circulation functions, collects statistics on the quantity, variety, and

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use of the collection. Horizon reports generated in March 2005 indicate that the collection development efforts are producing evidence of a more up-to-date collection with:

- 43 percent of imprints 1990 or newer
- 34 percent between 1970 and 1990
- 23 percent older than 1970

Usage statistics show book circulation has increased while in-house use of periodicals has decreased. Circulation statistics and in-house usage figures guide collection development activities such as periodical subscription cancellation.

Construction of new Learning Resource Center was completed in July 2004 and opened in Fall 2004. The new facility, built at a cost of \$12 million, comprises 40,000 square feet housing the Library, Learning Assistance Center, Computer Laboratories, open Computer Laboratory, and two interactive television (ITV) classrooms. Construction was financed by the State's Capital Outlay Program. The facility offers state-of-the-art technology including a Library classroom with seating for 29 students with computer access. There are four group study rooms each providing space for groups as large as ten people.

In addition to the Indian Wells Valley campus, the Library serves community campuses at Eastern Sierra Center Bishop, Eastern Sierra Center Mammoth, Kern River Valley, and South Kern. Of these community centers, Eastern Sierra Center Bishop is the only one with specifically designated library space. Delivery of library services to satellite centers relies primarily on remote access to resources. Physical resources may be requested from the main campus for delivery usually within 24 hours. The Director of Learning Resources makes visits to the community centers for the purposes of making students and faculty aware of resource availability, access, and use.

## LEARNING SUPPORT SERVICES

Cerro Coso College's Learning Assistance Center (LAC) provides a variety of support services for students enrolled in academic and vocational courses.

The LAC provides free tutoring for students needing

academic assistance. Students may self-refer or receive an instructor referral for tutoring services. Tutoring primarily is with small groups by pre-scheduled appointments. Actual tutoring hours vary with each campus based on student need, tutor availability and campus space. The College provides multi-disciplinary faculty support and student worker assistance for drop-in students in the LAC and in open computer labs. Math, English, and computer assistance are the primary areas of faculty support. Basic word processing assistance for class assignments is frequently needed by students in the open lab. Faculty support also includes designated time blocks for specific classes such as Friday sessions from Chemistry and Spanish. Provision for online class tutoring is through the online Student Assistants Program and through instructor support. Tutors referred by academic faculty, receive faculty supervised tutor training on specific methods for assisting students with study skills, computer skills, course work, and exam preparation.

Students preparing to take the GED exam may register for a free zero-unit GED class which provides guided computerized instruction in a lab setting. For individualization and student convenience, the GED preparation class utilizes open enrollment and completion by subject mastery tests. Forty GED topic specific videos are available for use in the LAC. Availability of GED equipped computers varies with each campus as there are other providers of GED exam preparation in those communities.

For students in math classes, Course Compass provides computer assisted math practice, quizzes, tests, and extended time testing to students in the open labs or students may access the practice modules on line at home. Math videos for Math 20, 40, 55, and pre-calculus are available at each campus for use in the Learning Assistance Center or for overnight checkout.

Other LAC services include test proctoring for make-up, GED, and for CLEP exams. A newly designated test proctoring area provides faculty supervision of make-up exams and provision for most student-specific accommodations. Administration of other specific exams varies with the campus and budgetary constraints. The Learning Assistance Center is the LRC at the IWV campus is a new facility designed

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to support students' learning.

The LAC hours of operation are:

Monday through Thursday: 8:00 AM – 5:00 PM

Friday: 8:00 AM – Noon

Additional faculty support is provided in the open lab until 10:00 PM Monday through Thursday and until 2:00 PM on Friday.

## COMPUTER LABORATORIES

All computer laboratories use their campus's network for internet and local network services. The KRV, Bishop, Mammoth, and SK campuses connect to the IWV campus through WAN connections provided from the local phone provider of each area. All but the SK campus utilize a Verizon ATM cloud with the equivalent of two T-1 lines to each campus. The SK campus uses a single, leased, dedicated T-1 line. All internet access and additional network services are provided by the District Office via seven T-1s through a microwave receiver

The IWV campus of Cerro Coso Community College currently has one open computer lab and one mobile computer lab classroom. The stationary lab has sixty (60) seats and is available to students and faculty from 8:00 a.m. to 10:00 p.m., Monday through Thursday and from 8:00 a.m. through 5:00 p.m. on Fridays. The mobile computer lab consists of 30 laptops and is available as needed. The Media Arts Department also has a mobile laptop computer laboratory. There are four computer classrooms at the IWV campus. Two classrooms have a seating capacity 30, one with 29 seats, and one with 20 seats. The computers in the lab consist of 60+ computers. The open computer lab has two printers available while each classroom has one printer, VCR/DVD player, and projector. There are 30 laptop computers available for student check-out from the Library on the first floor and the CIS (Spell out acronym when first used.) department currently has four laptop computers available for staff check-out on an "as needed" basis. The Information Technology (IT) department has two laptop computers with projectors for in-class and online instruction. Additionally, the CIS department has a traveling projector and an Apple laptop.

The IWV campus has a Certification Testing Center which operates each Friday and can potentially offer over 1,500 IT exams. Exam vendors include Certiport (MOS), Prometric and ICDL.

The Eastern Sierra Center Bishop currently has two rooms dedicated for computer use. One room is an open computer lab and the other is a combination computer lab and classroom. The open lab has 22 available seats and the lab/classroom has 24 seats. Both computer rooms are open to the public 8:00 a.m. through 9:00 p.m., Monday through Thursday.

There are 22 computers in the open lab and another 25 computers in the combination lab/classroom. The open computer lab has one printer and the lab/classroom has two. The lab/classroom also has two projectors with wall-mounted screens and a sound system. The computer classrooms of the Bishop campus operate over two T-1 lines. The lab/classroom uses wireless technology for network connectivity

The Mammoth Lakes campus has two rooms dedicated for computer use. One room is an open computer lab and the other is a combination computer lab and classroom. The open lab has 16 available seats and the lab/classroom has 30 seats. Both computer rooms are open to the public 8:00 a.m. through 9:00 p.m., Monday through Thursday. There are 16 computers in the open lab and another 31 computers in the combination lab/classroom. The open computer lab and lab/classroom possess one printer each. The lab/classroom also has two projectors with wall-mounted screens and a sound system.

The Kern River Valley campus currently has one room dedicated for computer use. This room is also used as a computer classroom. The computer lab has 15 available seats and is open to the public 9:00 a.m. to 9:00 p.m., Monday through Thursday and from 9:00 a.m. to 12:00 p.m. on Friday during non-class hours. There are 15 computers in the open lab. The computer lab/classroom has one printer, VCR/DVD player, and data projector.

The South Kern campus is located on Edwards Air Force Base. The College has access to the military educational facilities which include computer laboratories.

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## LEARNING TECHNOLOGY

Four of the five sites of Cerro Coso Community College have dedicated ITV rooms. They utilize Tandberg codec's and controllers with touch panels. They contain two ceiling hanging microphones and two cameras for the instructor and the students. Monitors and/or projectors are positioned at the front and rear of the classrooms. At the front of each room is a DVD/VCR player, computer, and document camera. All of the ITV classrooms have telephone and data connections available. These classrooms are only open to students when classes are scheduled and in progress.

Multi-Site interactive classes are controlled by a video bridge with scheduling software from Polycom.

All pieces of equipment including the bridge get the latest software updates as they are released. All equipment is covered by a full maintenance contract which includes on-site service. This maintenance is paid by the District Office and is renewed every year.

The IWV campus has two dedicated ITV classrooms. One room has 50 seats and the other with 27 seats.

The Bishop campus has two dedicated ITV classrooms; one classroom seats up to 21 students and the other seats up to 28.

The Mammoth Lakes campus has two dedicated ITV classrooms; one classroom seats up to 24 students and the other class room seats up to 40.

The Kern River Valley campus has one dedicated ITV classroom. The classroom seats up to 20 students.

The South Kern campus does not currently have any dedicated ITV classrooms.

For the last two semesters, an SBC representative has visited the Indian Wells Valley campus in an effort to deliver ITV technical training for faculty.

Cerro Coso's CIS department is in the process of developing an official class for faculty to prepare them in the use of our ITV equipment and to review the pedagogy of this form of distance education. This training will be required for faculty.

Computer lab aides (students) have been trained in

the setup of the ITV rooms via an Introduction to Help Desk Operations class. This class has been approved by the Curriculum and Instruction Council. This class is required for all lab aides and will be offered each fall term.

New instructors are informally trained on the use of the computer labs on campus. This informal training is usually done by the Computer Information System/Business Office Technology/Business instructors. Computer lab aides (students) are trained via the class and briefings from the IT director.

Training for ITV is being developed and delivered by a team of teachers to provide pedagogical and technological support for new faculty. Pedagogical support will be offered prior to the beginning of each semester with individual and group training sessions. At the beginning of each semester the mentoring faculty member will attend initial classes to provide support. In the event of a technology problem, procedures are being developed to contact technical support during and after business hours.

Staff from the KRV campus has attended the more formal ITV training presented at the IWV campus. They brought back training hand-outs and have distributed them to those who were interested in participating in ITV delivery on the KRV campus.

Six mobile technology instructional stations that can transform any teaching space into a SMART classroom and two TEGRITY carts are available to faculty. There are plans to distribute this equipment across the College's various sites.

## II.C/II.C.1/ IIC.1.A — SELF EVALUATION

### LIBRARY AND LEARNING TECHNOLOGY

The Cerro Coso College Library meets its goal of providing a well-rounded materials and resources collection which primarily supports the instructional programs of the College at the Indian Wells Valley campus. The Library falls short of meeting this goal in serving distance sites including online due to sufficient funding to adequately address staffing and security issues.



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Eastern Sierra College Center Mammoth does not have designated library space. In cooperation with the Office of the Mono County Superintendent of Schools (MCSOS), the College is participating in the design and construction of a community library facility that will also serve the library needs of ESCC Mammoth students. The Director of Learning Resources is involved in the planning process and in the selection of collection materials. In Spring 2005, a basic reference collection was purchased using Group II funds as part of the center's construction.

Eastern Sierra College Center Bishop has designated library space that was furnished through the use of Group II funds included in the construction project funding. In spring 2005, Group II funds were also used to purchase materials for a basic reference collection.

While the Kern River Valley campus has access to the library's online resources, the campus does not have a designated library space.

The U.S. Air Force provides library services for students at the South Kern (Edwards Air Force Base) campus. Students also have access to the College library's online resources.

Online students have access to the library's online resources (databases and electronic books). The College has strong commitment to providing comprehensive instruction and counseling services to online students. There remains, however, a need to provide a full range of library services that would include consultation with a reference librarian.

The Director of Learning Resources oversees the quality of the library's collections as to quantity, currency, depth of coverage, and variety. As a department chair, the Director communicates with discipline area faculty through regularly scheduled department chair meetings. The library provides online access to Choice Online, a standard resource for collection development in all disciplines. Given the College's comparative small size, its geographic separation, and demands on faculty time, this process works well.

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## LEARNING SUPPORT SERVICES

Cerro Coso provides many learning support services for students across our campuses and the LAC's support services are a vital component to student retention and success. Tutoring services at the other campuses are not proportional or equitable. A greater effort in publicizing the tutoring program is needed to reach a larger portion of the student body.

The LAC is an essential and effective component of student learning; however, its purpose, function, and role are vague in light of student learning outcomes and the College's mission statement. Faculty continue to engage in discussion for change but the means for timely change, for evaluating effectiveness and for addressing budgetary and technological needs is an on-going challenge. Many students use test area and nearby computers for make up exams, quizzes and tests, and for utilizing their test accommodations. The proctoring area is large and quiet making it ideal for all students except students who need a distraction-free environment. Proctoring in three hour blocks, three times per week meets most student needs.

On-going evaluation of services occurs through campus committees such as the Basic Skills Committee and Information Technology Committee, through faculty initiated study and reform, through campus supported faculty sabbatical and through district supported Strategic Planning committees. Multiple methods utilized for tracking student use of tutoring and tutor training were registration in the tutoring class, student/tutor sign in sheets, faculty documentation of services and monthly tutorial reports. The institution no longer has an institutional researcher whereby student learning outcomes may be evaluated and information provided to decision-making committees.

## II.C/II.C.1/ II.C.1.A — ACTION PLAN

### LIBRARY AND LEARNING TECHNOLOGY

- Develop student learning outcomes and assessment tools that measure students' ability to access a variety of learning resources to identify, locate, and evaluate information.

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## LEARNING SUPPORT SERVICES

- Develop a plan to collect data and apply the results.
- Increase communication from students about the LAC through the use of input surveys and/or through an ASCC representative on the Basic Skills Committee and increase communication to students through all instructors and classes.
- Note and reassess the effectiveness of the test proctoring area.
- Explore innovative methods to meet student tutoring needs such as:
  - Soliciting donations of course books and course syllabus as adjuncts to the LAC's functions.
  - Placing a course's syllabi online for ease of access.
- Task the Basic Skills Committee or other group to construct purpose, function and role statements for the LAC to ensure input from all campus entities, to address student learning outcomes and to relate to the College's mission statement.

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### II.C.1.B

**The institution provides on-going instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

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#### II.C.1.B — DESCRIPTIVE SUMMARY

The library staff provides reference and research assistance to students, faculty, and staff. In addition to providing answers to patron queries, reference transactions focus on the use of library resources (the catalog, full-text databases, and Internet resources), appropriate search strategies, and evaluation of information sources.

In the Fall 2002 semester, the Library began offering LIT C075, Introduction to Library Research & Bibliography, a one-unit course that is a graduation requirement for the AA/AS degrees. LIT C075 students learn:

- the steps in the research process;

- to identify and developing a research topic;
- to evaluate information resources;
- documentation styles;
- to present information effectively;
- the importance of information ethics.

#### II.C.1.B — SELF EVALUATION

Cerro Coso Community College meets this standard.

#### II.C.1.B — ACTION PLAN

No action plan is needed.

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### II.C.1.C

**The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

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#### II.C.1.C — DESCRIPTIVE SUMMARY

##### LIBRARY AND LEARNING SUPPORT SERVICES

The Library offers extensive hours during the week at the IWV campus:

Mon. – Thurs. 8:00 a.m. – 10:00 p.m.  
Fri. 8:00 a.m. – 5:00 p.m.

The Library is staffed with one Librarian, three Library Technicians, one Alternative Media Technician, and a student assistant.

The Library provides remote access to its resources 24-hours a day, seven days a week to all students regardless of their physical location. Students can use the library catalog to find books and audiovisual materials; they can also access the full-text of some 10,000 electronic books through the catalog. The library's 26 full-text databases give students access to thousands of articles, book chapters, images, and primary source documents. The Library maintains the Learning Resource Center web page where students have access to websites that have been evaluated by librarians and in-

formation professionals. A reference library has been established at Bishop and Mammoth with terminal access to the main collection. Students at satellite campuses may access the IWV resources through a book loan program.

The campus supports faculty release time and faculty load time for providing:

- oversight of the operation of the LAC's services,
- information to students about the LAC during Basic Skill class visits,
- direct assistance to students in the LAC and the open lab, and
- necessary changes to Cerro Coso's web information.

Faculty support and innovation are the mainstays of change and improvement to the current LAC facilities at Cerro Coso.

## II.C.1.C — SELF EVALUATION

### LIBRARY AND LEARNING SUPPORT SERVICES

Services of a reference librarian are not available at all campuses including online. The Indian Wells Valley Campus is the only campus with a full-service library. The availability of only one librarian, however, makes providing reference service during all hours of library operation impossible. Supervisory, department chair, and teaching demands on the librarian's time are obstacles to the establishment of regular hours of reference services.

## II.C.1.C — ACTION PLAN

### LIBRARY AND LEARNING SUPPORT SERVICES

- Address the need for additional professional library staff to meet the research and reference need of students at all campuses and online.
- Address issues of support staff all campuses.
- Cerro Coso Community College's action plan references the need for institutional research for determining long term plans and student learning outcomes.

## II.C.1.D

**The institution provides effective maintenance and security for its library and other learning support services.**

## II.C.1.D — DESCRIPTIVE SUMMARY

### LIBRARY AND LEARNING SUPPORT SERVICES

The Library provides adequate maintenance of its materials. Staff members ensure the quality of books and materials by participating in the updating, weeding, and preservation of the collection. Computer equipment and software is installed and maintained by the College IT Department. Audio-visual equipment is maintained by one of the Library Technicians responsible for audiovisual equipment.

Formerly considered two separate entities, the Library and the Instructional Media Center now function as a single facility. The recently completed Learning Resource Center provides security of the Library resources with the installation of a 3M Detection System.

The Library's materials budget remains stable at approximately \$60,000 per year. Within the general budget is a small amount of money to cover audiovisual equipment.

IT equipment maintenance is performed as needed and can be contingent upon funding. There are no regular or long-term plans for equipment replacement at this time. Equipment is replaced as needed and contingent on funding.

The IT Department is currently pursuing network security solutions in an effort to secure both the wired and wireless networks from unauthorized access, viruses, and malicious activity. Computer classrooms are locked following instructional periods and any time the instructor is not present between classes. The computer classrooms are locked each evening, as are the entrances to the buildings themselves.

Computer anti-virus and anti-spyware software is installed on all computers which operate in the two rooms. Furthermore, Operating System security

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patches are installed through Group Policy Object within Active Directory. There is a security system currently installed on the Bishop campus and computer rooms are locked each evening.

A network technician from the IWV campus visits the KRV campus twice weekly. Maintenance is performed as needed and can be contingent upon funding. There are no regular or long-term plans for equipment replacement at this time. Equipment is replaced on an "as needed" basis and is also contingent upon funding.

### II.C.1.D — SELF EVALUATION

There has been a slight decline in book purchases in the past few years owing to increased costs and the effect of budget reductions. The amount spent on full-text databases increased from \$26,508 in 1999-2000 to \$42,644 in 2003-2004 due primarily to the availability of Telecommunications and Technology Infrastructure Program (TTIP) funding from the State Chancellor's Office. The level of support from the general fund is inadequate to support the current level of access to online resources. A loss of TTIP funding will render the library unable to provide access to most of the online resources to which it now subscribes.

Computer equipment in the Library is new, having been purchased as a part of the Group II allowance in the Learning Resource Center construction project. There is currently no plan for the replacement of equipment.

### II.C.1.D — ACTION PLAN

- Address the need for adequate and stable funding to maintain online resource subscriptions and to provide appropriate and up-to-date materials collections at all campuses.
- Develop a budget and replacement schedule for computers and audio-visual equipment

### II.C.1.E

**When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are ad-**

**equated for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

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### II.C.1.E — DESCRIPTIVE SUMMARY

The Library is an institutional member of the Heartland Regional Library Network (HRLN). HRLN, comprised of public, academic, school, and private libraries, provides computerize interlibrary loan services to its members throughout the Central San Joaquin Valley region of California. As a member of OCLC (Online Computer Library Corporation), the Library participates in a worldwide interlibrary loan service, both borrowing and lending resources. The Community College Library Consortium provides group purchases of bibliographic databases for all of California's community Colleges.

In Spring 2001, the Kern County Law Library (KCLL) established an electronic law library in the Cerro Coso College Learning Resource Center. KCLL underwrites subscriptions to two major legal databases as well as providing telephone reference services.

The College is participating with the Mono County Superintendent of Schools Office (MCSOS) in the development of a community library to serve the Mammoth Lake community and students of Mammoth Eastern Sierra Community College (MESCC).

### II.C.1.E — SELF EVALUATION

Collaborations with the U.S. Air Force at Edwards Air Force Base and KCLL are covered by memoranda of agreement between these entities and the College. A formal agreement between the College and MCSOS has not been finalized.

### II.C.1.E — ACTION PLAN

- The College will finalize a formal agreement with MCSOS to provide library services to MESCC students.

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## II.C.2

**The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

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### II.C.2 — DESCRIPTIVE SUMMARY

Evaluation of library services is an on-going process based on the collection of data related to library attendance, reference/ direction transactions, circulation, and database usage. Data is analyzed to ensure adequacy of resources in meeting student needs and is the basis for improving services and/or selection/deselection of resources. The Library and Learning Resource programs participate in the College's Program Review process.

On-going evaluation occurs through campus committees such as the Basic Skills Committee, the Basic Skills Approval Grant Committee, the Information Technology Committee and through faculty initiated study and reform, campus/district supported faculty sabbaticals and through the District's Strategic Planning Committee. Tracking student use and tutor training occurs through registration, student/tutor sign in sheets, faculty documentation of services, and monthly tutorial tracking reports. Previously, the College had an Institutional Researcher tracking student learning outcomes (SLOs) related to use of LAC services; research information then provides SLO information to decision-making committees.

### II.C.2 — SELF EVALUATION

While the collection and analysis of data provides useful information about the quantity, quality, and effectiveness of library services, the information is not generally shared beyond the library. Regular reports at department chair meetings and an annual report to the College Council would validate the library's contribution to the achievement of student learning outcomes.

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### II.C.2 — ACTION PLAN

Publish an annual report providing evidence of the evaluation of library services, their contribution to the achievement of student learning outcomes, and recommendations for improvements.



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# STANDARD III

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

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## III.A HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

### III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

#### III.A.1.A

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and

administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

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#### III.A.1/III.A.1.A — DESCRIPTIVE SUMMARY

Position announcements are created and distributed for each classified, certificated, and administrative position opening. Such announcements are created with input from Human Resources, hiring supervisors, and members of the appropriate discipline (when necessary). Selection committees are formed per the guidelines of Kern Community College District (KCCD) Board Policy and screening may include a demonstration of the ability to perform the required work (such as a teaching demonstration).

Several documents outline the selection and hiring process for all Cerro Coso Community College personnel to ensure that quality personnel are employed. Faculty members are hired according to the Minimum Qualifications published by the California Community College Chancellor's Office. Other documents outline the specific process for hiring personnel, including The Kern Community College District Board Policy, Human Resource Operational Guidelines, and Adjunct Faculty Hiring Procedures (adopted by Academic Senate December 9, 1999).

(Specific References: KCCD Board Policy Section 11, KCCD Board Policy Section 6G and Procedures 6G4C1, KCCD Board Policy Section 9M, and KCCD Board Policy Section 10B)

#### III.A.1/III.A.1.A — SELF EVALUATION

Current processes and procedures meet standard recommendations and other relevant documents. The College meets this standard.

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### III.A.1/III.A.1.A — ACTION PLAN

No action plan is needed.

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### III.A.1.B

**The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

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### III.A.1.B — DESCRIPTIVE SUMMARY

The evaluation of employees is dictated by KCCCD Board Policy for all categories of employees.

New classified employees are hired on a probationary basis until the eleventh month of their employment. They are evaluated incrementally during the probationary period. After becoming permanent, classified employees are evaluated annually by their immediate supervisor (Reference KCCCD Board Policy 9M3 and CSEA contract). Classified employee evaluations are based on job-related criteria and submitted on a standardized Classified Personnel Performance Evaluation Report. In addition, job strengths, progress toward previous goals, and new goals are also addressed. If unsatisfactory, guidelines for improvement are also included.

Non-tenured faculty members are evaluated annually for the first four years and then every three years upon receiving tenure (Reference CCA Contract Article 6F and 6G). Faculty members are evaluated on discipline knowledge, creation and facilitation of the learning environment, individual professional responsibilities, participation in institutional activities, and effective teaching methods. This process includes student evaluations and performance observations. Faculty evaluations are conducted by a committee consisting of tenured faculty members and an Educational Ad-

ministrator. A separate performance process has been established to evaluate Faculty Area Chairs.

KCCCD Board Policy 7D allows each College to establish evaluation procedures for adjunct faculty. However, it does indicate that adjunct should be evaluated within the first year and at least once every six semesters. In general, adjunct evaluations include student evaluations and work observation.

A written evaluation is conducted during the first two years for confidential/management employees and then every four years thereafter (Reference KCCCD Board Policy 10E). The evaluation consists of a written evaluation from the immediate supervisor, summary of evaluation survey results, a written self assessment, and goals for the next evaluation cycle. Faculty input is included when the confidential/management employee regularly interacts with faculty.

Child Care Center certificated staff are evaluated in accordance with KCCCD Board Policy 8B. The policy requires that staff be evaluated annually during their first two years and every other year thereafter. The evaluation consists of a self evaluation, an administrative evaluation, and at least one observation of professional performance.

### III.A.1.B — SELF EVALUATION

Classified evaluations are conducted according to the Board Policy Manual and the CSEA contract. When there are delays in completing evaluations, supervisors are repeatedly encouraged to complete them at their earliest convenience.

The evaluation of both non-tenured and tenured faculty members has been completed for the past five years with the exception of Spring 2003. This was the first year in which the evaluation of faculty members was a responsibility of the Faculty Area Chairs. Some evaluations were not completed. There is a new process for faculty evaluations that began in 2005-06, and training was made available to all individuals involved in the evaluation process.

The evaluation of confidential/management employees is completed in compliance with the Board Policy.



Cerro Coso Community College evaluates adjunct faculty during their first semester and every six semesters thereafter. The evaluation is completed by the Faculty Area Chairs and includes classroom observation and student surveys. These evaluations are completed towards the end of the semester. The Faculty Area Chairs have been consistent with evaluating adjunct at all locations.

Child care certificated staff have been evaluated in compliance with the policy.

### III.A.1.B — ACTION PLAN

- Consistently evaluate personnel in accordance with the policies and procedures established within the Kern Community College District Board Policy and employee contracts.

### III.A.1.C

**Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

### III.A.1.C — DESCRIPTIVE SUMMARY

Regular and on-going feedback is provided to the faculty and others (such as Counseling staff) regarding job performance, with its primary purpose being to enhance performance and promote excellence. Evaluations are conducted according to procedures established in the KCCD Board Policy and, for faculty, include student evaluations and peer evaluations. The results of these evaluations are used to improve student learning outcomes.

### III.A.1.C — SELF EVALUATION

The revised evaluation process has increased dialog between faculty, peers, and administrators. Feedback from students is also discussed with faculty members. In identifying goals, faculty members are provided with resources to meet those goals. Resources include syllabus development, learning styles, managing the learning environment, learning communities, creating

exams, and measuring student outcomes.

### III.A.1.C — ACTION PLAN

- When follow-up from the current evaluation cycle is complete, we will better be able to determine whether the evaluation tools will improve student learning outcomes.

### III.A.1.D

**The institution upholds a written code of professional ethics for all of its personnel.**

### III.A.1.D — DESCRIPTIVE SUMMARY

The Kern Community College District Board Policy Manual Section 11 addresses ethical issues such as non-discrimination, equal opportunity, and sexual harassment. Faculty members are held to contract provisions regarding professional expectations.

### III.A.1.D — SELF EVALUATION

Although the Kern Community College District Board Policy Manual Section 11 addresses ethical issues, there is not a formal Code of Ethics approved by the Board of Trustees that applies to all employee groups.

### III.A.1.D — ACTION PLAN

- The recommendation for a Code of Ethics will be taken to the Kern Community College District's Chancellor's Cabinet. This shared governance group represents all Colleges and employee groups within our district.

### III.A.2

**The institution maintains sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

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### III.A.2 — DESCRIPTIVE SUMMARY

Cerro Coso Community College staffing includes 57 full-time faculty members (plus one additional vacant position), 77 classified employees, 11 administrators, and one confidential/management employee. The number of employees fluctuates throughout the year. The level of staffing is continuously evaluated based on program needs. Requests for new faculty positions are recommended through the Academic Senate to the College President. Replacement faculty positions are recommended from the Faculty Area Chairs to the College President. Classified positions are recommended to the College President and Administrative Cabinet. All position recommendations must be reviewed and discussed in the shared governance process (the College Council) prior to being approved.

### III.A.2 — SELF EVALUATION

Staffing for Cerro Coso Community College is insufficient to support the institution’s mission and purposes. While we do not always have ideal levels of staffing, we continue to meet students’ needs to the best of our ability. The evaluation of staffing (both faculty and classified) recently expanded to include the shared governance process. This allows all institutional needs to be addressed through the process. The effectiveness of the process has not yet been determined.

### III.A.2 – ACTION PLAN

- Continue to evaluate and review the process for new and replacement positions to ensure that institutional needs are satisfied.

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### III.A.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

### III.A.3.A

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

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### III.A.3/III.A.3.A — DESCRIPTIVE SUMMARY

The Kern Community College District Board of Trustees approves all policies and procedures relating to operations occurring at Cerro Coso Community College. Policies and procedures are developed through various district-wide committees (i.e., district-wide Information technology committee, district student services committee, etc.) Drafts are channeled through the Chancellor’s Executive Committee and then on to the district-wide Chancellor’s Cabinet. Ultimately, they are then forwarded to the Kern Community College District Board of Trustees for approval. Cerro Coso is required to abide by the approved Board Policies. Board Policy Section 11B specifically addresses non-discrimination and affirmative action in the employment context. The policies relating to employment procedures are available to all employees through the Kern Community College District website or in the College Library. Updates are distributed to respective employees as their labor contracts are renegotiated.

### III.A.3/III.A.3.A — SELF EVALUATION

Recent training requirements of all screening committees were put in place to ensure all committee members understand their responsibility in respect to confidentiality, equal opportunity employment, and general policies relating to the screening process. The Kern Community College District’s Board Policy states that discrimination based on race, color, ethnic group identification, ancestry, religion, sex, sexual orientation, national origin, age, and physical or mental disability is unlawful.

### III.A.3/III.A.3.A — ACTION PLAN

No action plan is needed.

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### III.A.3.B

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

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### III.A.3.B — DESCRIPTIVE SUMMARY

Official personnel files for Cerro Coso Community College employees are held and maintained at the Kern Community College District’s Human Resources Office. Employees are provided access to their files per the request requirements included in the Kern Community College District Board Policy. Kern Community College District’s Human Resources staff is responsible for ensuring that only authorized individuals have access to these files.

Working files are maintained in locked filing cabinets at Cerro Coso Community College Human Resources. Access to these files are limited to Human Resource staff, although materials are available for supervisors at their request (such as past performance evaluations).

(Specific References: KCCCD Board Policy Section 7H, KCCCD Board Policy Section 8H, KCCCD Board Policy Section 9C and CCA Agreement Section 12A)

### III.A.3.B — SELF EVALUATION

All personnel records are located so as to provide adequate confidentiality of those records. Cerro Coso Community College meets this Standard.

### III.A.3.B — ACTION PLAN

No action plan is needed.

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## III.A.4

**The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

### III.A.4.A

**The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

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### III.A.4.A — DESCRIPTIVE SUMMARY

The institution provides opportunities for its diverse personnel according to KCCCD Board Policy. Opportunities include professional development, retraining, staff development and wellness programs, sabbatical leaves, and flex calendars. Additionally, KCCCD Board Policy Section 11 addresses accommodations provided for students and staff with disabilities.

Surveys have been administered to determine training needs of personnel in all areas. Diverse and individual needs are addressed as needed.

### III.A.4.A — SELF EVALUATION

At this time, there are no opportunities provided beyond the Kern Community College District Board Policy and flex activities.

### III.A.4.A — ACTION PLAN

- Implement a plan which will allow for diversity training opportunities for all staff, similar to the expanded diversity program in which students now participate.

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## III.A.4.B

**The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

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### III.A.4.B — DESCRIPTIVE SUMMARY

Cerro Coso Community College complies with the Kern Community College District Board Policy Section 11B1, which focuses on issues such as workforce diversity. Cerro Coso tracks its diversity reporting to ensure that requirements are met. Additionally, the College reviews all faculty position applicant pools to determine if the pool is diverse in comparison to the community, based on the student equity plan.

### III.A.4.B — SELF EVALUATION

Cerro Coso Community College relies on KCCCD Human Resources for all reporting requirements. Po-

sitions cannot be reopened due to the lack of a diverse pool, therefore, the scope of advertising must be considered at the onset.

### III.A.4.B — ACTION PLAN

No action plan is needed.

### III.A.4.C

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

### III.A.4.C — DESCRIPTIVE SUMMARY

To ensure fair and consistent treatment of employees and students, Cerro Coso Community College communicates policies and procedures through the publication of handbooks, brochures, class schedules, the catalog, and elements of the Board Policy Manual.

Personnel policies and procedures cover topics such as non-discrimination, discrimination complaint process, sexual harassment, students and staff with disabilities, drug-free workplace, and other safety and security issues. Policies specific to student expectations and behavior are published in the college catalog, class schedule, and the Student Handbook.

The Faculty and Classified contracts provide for a formal grievance procedure to resolve issues covered under collective bargaining agreements. Administrative staff receives policy and procedure information when hired.

The college and district administration, together with the KCCD Board of Trustees review and approve all employment decisions.

### III.A.4.C — SELF EVALUATION

Cerro Coso Community College meets the Standard.

### III.A.4.C — ACTION PLAN

No action plan is needed.

### III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

### III.A.5.A

The institution plans professional development activities to meet the needs of its personnel.

### III.A.5/III.A.5.A — DESCRIPTIVE SUMMARY

Cerro Coso Community College conducts yearly programs for staff professional development. Annual functions consist of group participation activities, guest speakers, and presentations on areas of interest identified through the polling of staff. The College further identifies professional development needs by evaluating personal requests of employees and by collecting and reviewing student and peer evaluations. Additionally, Cerro Coso provides individualized professional development activities including flex day (faculty), professional growth (classified and confidential/management), sabbatical leaves (faculty), education leaves (classified), and retraining. A committee was formed to evaluate the need for information/instructional technology training.

### III.A.5/III.A.5.A — SELF EVALUATION

Cerro Coso Community College meets the Standard.

### III.A.5/III.A.5.A — ACTION PLAN

No action plan is needed.

### III.A.5.B

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

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### III.A.5.B — DESCRIPTIVE SUMMARY

Cerro Coso systematically evaluates professional development activities through various methods after formal professional development opportunities have been completed. Participants are encouraged to be candid and honest in providing feedback.

### III.A.5.B — SELF EVALUATION

Although professional development funds have dwindled, each activity includes an evaluation instrument to record the participants' opinions. The evaluation comments help the College plan other activities.

### III.A.5.B — ACTION PLAN

- Identify and use professional resources that are available at little or not cost.

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## III.A.6

**Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the result of the evaluation as the basis for improvement.**

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### III.A.6 — DESCRIPTIVE SUMMARY

Throughout each year, members of the various segments of the College are reviewed. Such efficiency is considered when reviewing new faculty positions and replacement positions. Classified and confidential/management positions are presented, with justification, to the shared governance committee for informational purposes.

### III.A.6 – SELF EVALUATION

Recent recommendations from the College shared governance committee will further enhance the ability for Human Resources to become involved with institutional planning. All new and replacement positions (faculty, classified, and management) are presented to the shared governance group for discussion. Positions are evaluated as to their connection to allowing Cerro

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Coso Community College to prosper. Proposals are considered throughout the year and during the budget development process. The College President makes all recommendations to the District Chancellor for final approval. The positions recommended through the shared governance process originated from the Educational Master Plan and the Program Review process.

### III.A.6 — ACTION PLAN

- The new process will take time to work through, but with its implementation, Human Resources will be able to meet the needs of the College.

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## III.B PHYSICAL RESOURCES

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

### III.B.1

**The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

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### III.B/III.B.1 — DESCRIPTIVE SUMMARY

The College serves a rural area of approximately 18,500 square miles – the largest community College geographical area in the state of California. In order to provide the physical resource for educational programs and services in such a large region, the College has established five physical campuses: The Indian Wells Valley Campus (IWV), located in Ridgecrest, Eastern Sierra College Center (ESCC), with sites in Bishop and Mammoth, South Kern Campus (SK) located on Edwards Air Force Base, and Kern River Valley Campus (KRV) located at Lake Isabella. The Indian Wells Valley campus is considered the main campus, consisting of 320 acres.

IWV campus consists of:

- Main Building (offices, and classrooms)
- East Wing (classrooms)
- West Wing (occupational labs)
- Physical Education building
- Outdoor Physical Education / Athletic complex
- Child Development Center
- Learning Resource Center (newly constructed)
- Maintenance and Operations building (office and Shipping / Receiving)
- Maintenance and Operations shop
- Campus storage building
- Photovoltaic building (newly constructed)

Eastern Sierra College Center consists of two buildings:

- Bishop (newly constructed)
- Mammoth (newly constructed)

Kern River Valley campus consists of:

- Leased property

South Kern campus consists of:

- Property provided by the U.S. Air Force

The IWWV campus Main Building, completed in 1974, includes approximately 71,700 square feet of assignable space. The three story mega-building houses classrooms, laboratories, a lecture hall, faculty and administrative offices, and various student services.

The East Wing is comprised of eight classrooms; two are double sized and accommodate approximately 60 seats. This building was completed in 1990 and consists of 8,427 square feet.

The West Wing is comprised of classrooms and vocational laboratories (automotive, art, ceramics, welding, administration of justice) as well as six faculty offices. This building was completed in 1984 and has 27,214 square feet.

The Physical Education building consists of a full-size gymnasium with seating for approximately 2,200, a health and fitness center, racquetball court, weight training lab, floor exercise lab, men's and women's locker rooms, and an athletic training room. It was completed in 1991 and consists of 34,500 square feet.

The Outdoor Physical Education / Athletic complex meets the needs of the institutions physical education and intercollegiate athletic programs. The complex consists of six tennis courts, eight handball courts, three outdoor volleyball courts, collegiate baseball, softball and soccer fields, and an all-weather track.

The Child Development Center was constructed in 1990 and encompasses 7,755 square feet of space. In 1999, a renovation / restoration grant provided the center an additional 880 square feet and a larger parking lot, as well as needed improvements to the existing facility. The center consists of infant and toddler activity areas (both inside and outside), and preschool activity areas, including a large fenced-in play facility with all conforming equipment.

The 45,000 square feet Learning Resource Center, built in 2004, consists of a Library, Learning Assistance Center, computer labs, Art Gallery an art work room, and interactive classroom. The building houses several faculty offices, IT staff, and equipment.

Maintenance and Operations (M&O) offices are located on the east side of campus. M&O handles all work requests via email and phone calls. All of Cerro Coso's shipping and receiving is also the responsibility of M&O staff. This building houses a Microwave tower vault.

M&O support facilities consists of two additional buildings. A shop consists of 4,000 square feet and has a space for vehicle repairs and small construction projects. The outside of the area provides a fully fenced compound for vehicle and implement storage.

In 1989, an additional 6,000 square foot metal storage warehouse was completed. The Photovoltaic building, also newly constructed in 2004, consists of 753 square feet; its primary function is to house the solar inverters and associated components. The Photovoltaic system provides daytime power to the Main Building, West, East wings and the Maintenance and Operations office building.

The Eastern Sierra Campus Center (Bishop) consists of a full-service center. It has 22,410 square feet with computer commons, faculty offices, and interactive classrooms.

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The Eastern Sierra Campus Center (Mammoth) consists of a full service center. It has 20,128 square feet. with computer commons, faculty offices, and interactive classrooms.

The Kern River Valley Campus consist of 12,000 square feet, with administrative offices, learning laboratories and seven classrooms, one interactive classroom This facility is used for both day and evening classes.

The South Kern facility is administered from Edwards Air Force Base, where the College shares an education facility provided by the United States Air Force. The College offers both day and evening classes.

### III.B/III.B.1 — SELF EVALUATION

The physical plant needs are reflected in the Educational Master Plan.

### III.B/III.B.1 — ACTION PLAN

- Work with the architectural firm of Fields/Derevaux to complete the Facilities Master Plan in 2007.

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### III.B.1.A

**The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

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### III.B.1.A — DESCRIPTIVE SUMMARY

Cerro Coso Community College adheres to the Chancellor's Office standards for building construction and modifications. The College reviews and analyzes the needs of programs and services through the College Council, the Educational Master Plan, the Strategic Plan, the Facilities Master Plan, and Program Reviews. The College takes into account the overall budget encumbrances, information and technology needs, and engages in dialog and discussions with various groups on the campus pertaining to the availability of Mea-

sure G Bond funds, needs of the communities Cerro Coso serves, and institutional research.

Through Program Reviews, Educational Master Plan, Facilities Master Plan, and the Strategic Plan, the College identifies the physical resources needed for each area and department on the IWV campus, the Eastern Sierra College Center (ESCCC), South Kern Campus, and the Kern River Valley Campus.

### III.B.1.A — SELF EVALUATION

Physical resources at Cerro Coso are effectively used most of the time. The College rents class rooms, lecture center, gym, computer labs, landscaped grounds, athletic fields to interested parties.

The College needs additional parking in front of the newly constructed Learning Resource Center (LRC) on the IWV Campus. At present there is a large unpaved, but well lighted parking lot in front of the LRC. Generally, repaving of parking lots on campus needs to be done in a more systematic matter.

Lighting is adequate in all areas of the IWV campus and on all centers and extension sites.

The need for additional faculty offices is included in the Third Floor Modernization-Phase 3 and the One-Stop Modernization, with both projects funded in whole by Measure G.

At both ESCC campuses, instructional space is being reconfigured to meet the needs of growing subject areas, such as Art. At Mammoth, designs are complete for a low-income student housing complex located next to the center. Plans are also drawn for a new library to be shared by the Mono County School System and ESCC/Cerro Coso.

### III.B.1.A — ACTION PLAN

No action plan is needed. The College has already planned for the implementation of ten new construction projects over the next six years. Some of the projects are funded from the general obligation bond, Measure G and others are to be funded through State Capital Outlay funds.

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### III.B.1.B

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

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#### III.B.1.B — DESCRIPTIVE SUMMARY

The College Maintenance and Operations Department ensures that all Cerro Coso sites are accessible and secure, with safety being the top priority. The M&O Department physically assesses each of the sites for safety, lighting, and cleanliness. Reported concerns and safety issues are addressed through work orders that are submitted to the M&O Department.

At the various off-campus sites, access, security, and safety are monitored by the staff at each facility where the programs and/or classes are held. The lease agreements carefully stipulate the importance of access, safety, and security.

All newly constructed buildings are in strict compliance with all building and public accessibility codes.

#### III.B.1.B — SELF EVALUATION

Maintenance and Operations is not sufficiently able to get to all work orders in a timely matter, due to a shortage of staff. Requests are completed as quickly as possible with the staff available. Non emergency items or tasks that pose no immediate threat may go unfulfilled for weeks.

#### III.B.1.B — ACTION PLAN

- Reorganize custodial/maintenance work load.
- Fill two currently vacant positions.

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### III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

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### III.B.2 —

#### DESCRIPTIVE SUMMARY

Cerro Coso Community College establishes equipment needs for the educational and support units of the institution through the planning and budget building processes. Lists of new and replacement equipment are compiled and presented to the College Council for review and inclusion into the budget. The proposed equipment needs are then prioritized for purchase based on the funding for each year and the justification for all expenditures.

Selection of new or replacement of old equipment is made by either the department requiring the equipment, by the department that specializes in maintaining the equipment, or by both.

Equipment is maintained and repaired by College or district personnel and by contracted service depending on the type of equipment, the availability of College or district maintenance and technical staff, and according to immediate need and importance to the instructional program.

The District is a member of the Self Insured Schools of California (SISC II), Joint Powers Authority administered by the Kern County Superintendent of Schools Office, for risk management. Periodically, SISC II sends a representative to the campus for risk inspection and training. Instructors of shop and lab classes include equipment safety in the subject matter of their courses. Additionally, Faculty Area Chairs, managers, and supervisors are required to provide safety meetings for their staff.

Laboratory technicians responsible for an area routinely care for equipment in campus laboratories and shops. Maintenance and repair of equipment that is out of the technicians' area of expertise is contracted with outside vendors.

IT staff services the personal computers used by staff and students. They are responsible for the maintenance of the campus network.

#### EQUIPMENT INVENTORY

Inventory of new equipment costing over \$1,000 and all computers is initiated during the ordering process

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and upon receipt of the equipment.

Surplus equipment is collected by M&O and stored in a designated location on campus. These items are then logged as being surplus. Employees are free to utilize this equipment as needed. Obsolete or broken equipment is donated, sold, or scrapped once the Board of Trustees deems it surplus.

### III.B.2 — SELF EVALUATION

Long-range capital plans are supportive of the institutional goals. Total Cost of Ownership (TCO) concepts have not yet been fully realized for all the new and planned growth on campus. In other words, the total cost of operation, including identifying direct and indirect costs has not been fully explored. TCO analysis is used to support acquisition and planning decisions for a wide range of assets that bring significant maintenance or operation costs across a usable life of several years or more. The new buildings have not yet had adequate new maintenance persons assigned, but existing personnel and part-time employees are covering the additional buildings.

### III.B.2 — ACTION PLAN

- Hire additional maintenance and custodial personnel for new buildings.

### III.B.2.A.

**Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

### III.B.2.A — DESCRIPTIVE SUMMARY

Kern Community College District hired Maas Companies, a facility consultant, to develop a Resource and Facilities Master Plans for Cerro Coso. A draft document was presented and reviewed by the Measure G Oversight Committee in April 2004. The Kern Community College District approved the document during the summer of 2004. The data compiled for Cerro Coso was translated into quantifiable measures for space and ultimately into building/facilities plans through the year 2020. The summary of this plan forms the basis

for a consolidated District-wide plan that is based on the educational trends and conditions of the College, both now and as projected in the future.

The Resource and Facilities Master Plan focuses on the future trends, needs, and conditions that will influence the long-range development of the College and its educational centers. The Plan reflects the guidelines established by the California Community College Chancellor’s Office. The Plan complies with the process of applying for state funds from the capital outlay program for facilities, thus capitalizing on and maximizing the potential of the District’s local bond program.

### III.B.2.A — SELF EVALUATION

The College currently is working with two architectural firms. Each giving insight and coordination to future capital construction needs. There are individual project planning committees in place, with wide representation of all constituencies on campus, including students.

An example of how the consideration of total cost of ownership resulted in changes to long-term capital construction plans were found on several projects, changing some projects to remodels and modernization projects within existing buildings instead of constructing new buildings.

### III.B.2.A — ACTION PLAN

- Additional master planning is continuing with the architects to assure that all interior spaces are developed and improved in accordance with the American with Disabilities Act and Safety Standards.
- Since TCO isn’t fully implemented on campus, perhaps there could be an Action Item that addresses the gradual implementation of this concept.

### III.B.2.B

**Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

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### III.B.2.B — DESCRIPTIVE SUMMARY

Cerro Coso College has established planning processes that support the goals of the institution. These outlines were recently updated and included in the Facilities Master Plan and include sections that identify potential facilities projects that would be eligible for general obligation bond funding.

Annually, the district submits its Five-Year Capital Outlay Construction Plan. This plan summarizes the facilities projects for which the district and College is planning to seek State funding. The current initial project plan submissions include a modernization of the main building and the performing arts area at the Indian Wells Valley campus.

Additionally, Kern Community College District and Cerro Coso submitted its request to the State Chancellor's Office for both the Scheduled Maintenance and Hazardous Materials projects.

The College is also continuing its study of providing student housing and a Learning Resource Center (LRC) at the Eastern Sierra College Center- Mammoth Lakes facility.

### III.B.2.B — SELF EVALUATION

Planning and integration has occurred. More campus groups, on an ad hoc basis, have been involved in planning individual buildings, the hiring of architects, the evaluation of ideas, and concepts which have grown into buildings and programs.

### III.B.2.B — ACTION PLAN

- The Facilities Plan is in place. We will continue to stay the course towards completion of the projects.

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## III.C. TECHNOLOGY RESOURCES

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

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## III.C.1

**The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems.**

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### III.C/III.C.1 — DESCRIPTIVE SUMMARY

Cerro Coso Community College promotes use of educational technology resources for student learning and institutional effectiveness. The College adheres to the District Wide Information Technology Plan (ITP) operationally through a number of means including, locally, the Technology Resource Team (TRT) and, regionally, the District Wide Information Technology Committee (DWITC). Technology planning is the responsibility of the TRT and is integrated with institutional planning instruments ranging from curriculum and program planning committees through to the College Council and Academic Senate.

Cerro Coso Community College is recognized leader in the use of technology. As a result of the challenges of our service area size (18,500 square miles), the College has employed technology to reach out to the student population.

The College was a pioneer in delivering education online in the mid 1990's. Collaboration across disciplines and strategic planning in delivering online classes resulted in the public recognition by Bill Gates of Microsoft for innovation. The online program continued to evolve as support structures and policies were designed as the program grew. Online enrollments, degree programs, faculty, and support staff have continued to grow as we serve our student population.

Cerro Coso continues to strive to use emergent technologies in instruction online and in the traditional classroom. Use of technology is critical to every facet of our communication at Cerro Coso. All faculty are equipped with computers, access to printers, electronic resources, electronic email and new technologies to reach their student populations both online and in the traditional classroom. interactive Television (ITV), BreezeLive, Moodle and other developing technologies are being used across disciplines to deliver instruction.

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Cerro Coso's award of the grant for California Virtual Campus for Region 4 (CVC4) provided support and training for innovation in teaching with technology to faculty throughout the state. CVC4 location at the College provided unique opportunities for access to training, servers, and new technologies.

Technology equipped classrooms, wireless labs; multimedia teaching stations and desktop computers for staff and faculty are primarily supported by the Information Technology Department, and are essential to College wide communications, research, learning, and teaching for both users and institutional systems support. Increase in technology relevant hardware throughout the system is matched by marked increase in use and support of technology for teaching and learning not limited to a High Tech Center, Help Desk system, campus Intranet, backup system, and fully functional College website for student, potential student, and faculty assistance. Electronic calendar, scheduling, and employee resources function to support both the on-ground and online educational offerings.

### III.C/III.C.1 — SELF EVALUATION

Cerro Coso's use of educational technology resources continues to expand. As a recognized leader, the College has continued to expand utilizing new and emerging products. Expansion of the ITV program is being used by a broad range of disciplines to offer classes across our service area. Child Development department has utilized this equipment extensively to reach students in outlying areas. Spanish, Counseling and Math faculty have also embraced the use of technology to offer courses to distant sites.

From Fall 1999 until Spring 2005, Cerro Coso Community College was involved in a leadership role in the California Virtual Campus Project (CVC). The CVC was a California Community College Chancellor's Office grant funded project, established for the purpose of providing support resources and training to California Community Colleges in order to nurture the development of online courses, programs, and student support services.

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The CVC project consisted of five CVC regional centers, with Cerro Coso being awarded, through a competitive grant process, the responsibility for the Statewide Rural Regional Center, also known as California Virtual Campus, Regional Center 4 (CVC4). CVC4 was responsible for working with thirty-eight colleges located throughout California in order to provide them with online development support services. Additionally, CVC4 worked with the other four CVC centers in order to provide statewide centralized resources such as online course hosting and statewide contracts for Blackboard and WebCt at reduced costs, using economies of scale.

CVC4 was particularly innovative in areas such as faculty training, development and dissemination of support services information, online course development, and reduced cost of licenses for online services such as Tunitin, SmartThinking, and WebBoard. CVC4 developed a Faculty Campus Mentor, which subsequently became the model for a statewide Faculty Mentoring Program, developed through the Chancellor's Office, called the Ambassador Program.

During the spring of 2003, due to statewide budget difficulties, the budgets for the CVC Project were cut by more than 50%. The result was a reduction of staff and a general reorganization and refocusing of CVC project functions. CVC4, at Cerro Coso Community College, consolidated all of the statewide online training efforts into the Project and launched an initiative to provide online faculty training statewide. At the same time, the Project continued to provide substantial additional services to its constituent colleges.

Comprehensive online training courses were developed and offered free to hundreds of community college faculty located throughout the state in subjects such as: online course development, online best practices, effective pedagogy, and online instructional strategies, multimedia, online accessibility training, and effective online student support services. Additionally, CVC4 led the development of a fully online conference which was analogous to site based conference. There were over fifty breakout sessions, keynotes, a vendor area, and community areas, all delivered online. Faculty involved in higher education attended from all over the world.

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In Spring 2005, the CVC Project funding ended and the Project was rewritten by the Chancellor's Office, with services distributed in a different fashion; Cerro Coso Community College did reapply. Cerro Coso's role in the CVC Project reaffirmed its leadership role in distance education and enabled the college to assist many other colleges in their online development efforts.

The Media Arts program continues to employ cutting edge technology to provide students with educational opportunities in their Animation, Game Design and Web Design programs. Through the use of emerging technologies, strategic planning and innovation, the Media Arts program has moved the entire program online.

Online courses in the Department of Media Arts programs are designed and delivered taking the fullest advantage of five years of providing courses and entire degree programs online. Course tools include instructor facilitated discussion groups, Moodle workshops, wikis, blogs, live webcasts, course e-books containing full screen digital video demonstrations of each course tutorial and project, on demand help-desk, and a complete range of student learning support services (library, counseling, admissions and records, etc.).

In January, 2004 the Media Arts department began using Macromedia Breeze in the delivery of the digital animation and web design courses. The Breeze system includes several components that can be used together to deliver both live and on-demand web-based training and presentations. Breeze allows instructors to add narration, slides, and animation to PowerPoint and deliver this audiovisual material through any standard web browser. Breeze Live, a component that extends the Breeze platform with collaborative features like screen-sharing and application-sharing, has completely changed our online classes. Seven evenings a week an instructor hosts a "virtual" open lab, a live, faculty-facilitated study group online.

Computer equipped classrooms are increasing being scheduled for Reading, Math, Science and English in order to utilize technology in instruction. A computer cart with 30 wireless laptops is available to faculty to use in the classroom. Eight mobile multimedia teach-

ing stations will be available to faculty during the Spring 2006 term in order to expand the availability of technology for faculty in their classrooms. These stations have a complete Internet ready computer, projector, webcam, DVD/VHS player/recorder, speakers and printer.

### III.C/III.C.1 — ACTION PLAN

No action plan is needed.

#### III.C.1.A

**Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

#### III.C.1.A — DESCRIPTIVE SUMMARY

The Information Technology (IT) Department was established in 1985 to provide instructional, administrative, and educational technology support to the students, faculty, and staff of Cerro Coso Community College. The IT department offers computer hardware and software setup and support, trouble-shooting and repair, user documentation and training, equipment acquisition, backup, and security for labs, classrooms and offices. Additionally IT assists faculty in the exploration and development towards identifying new possibilities for technology in teaching and learning.

The staff also provides support for website access and development of College operations, online instruction, and interactive television instruction (ITV). Computer equipment and software research requests are processed through the IT department to ensure compatibility with the existing network structure.

Other support systems in place include, but are not limited to the following:

- **Campus shared drive:** The College has a server designated to allow individuals to backup and share data on the College network. Students are also provided folders when they create a computer account to backup data.

- Campus Email: Email servers are supported at the KCCD district site and email is provided to all faculty and staff.
- CC-Online: The CC-Online support staff provides assistance from enrollment to course completion to students, staff and faculty.
- Online Servers: Servers are provided for online classes for FrontPage and other Course Management Systems (CMS).
- ITV: Interactive television is used at four of the five campuses for Cerro Coso. Expansion of this instructional delivery
- High Tech Center: The High Tech Center is a computer training center designed to train individuals with disabilities to use assistive technologies.
- Help Desk: Student computer lab assistants staff a centralized computer help desk request system in the open lab.
- Campus Intranet Site: The College intranet hosts internal campus information including committee minutes, academic schedules, forms and other College information.
- Backup System: The College has a backup system in place that regularly backs up data for College users.
- Video conferencing equipment: Equipment is set up to facilitate faculty and staff inclusiveness among the separate physical locations of Cerro Coso Community College.
- Cerro Coso Community College Website: An official College website (<http://www.cerrocoso.edu>) has been created to provide information about the College via the World Wide Web.

and staff. Support is provided through KCCD district IT staff. Spam filtering is also provided via the District.

- CC Online: The CC Online support staff provides assistance from enrollment to course completion to students, staff and faculty.
- Online Servers: FrontPage and CMS services are provided for faculty. The pilot Moodle CMS server is co-located off campus and is in the process of being reviewed by the KCCD District Office for support.
- ITV: Interactive television support is being developed and delivered by a team of faculty to provide pedagogical and technological support for new faculty. Pedagogical support will be offered prior to the beginning of each semester with individual and group training sessions. At the beginning of each semester, the mentoring faculty member will attend initial classes to provide support. In the event of a technology problem, procedures are being developed to contact technical support during and after business hours.
- High Tech Center: The College provides adaptive technology services and accommodations for students with visual, hearing, mobility, and learning disabilities.
- Help Desk: The IWV campus has a Help Desk which is staffed by student labor and provides centralized computer help desk request system as well as monitoring the open computer laboratory. Lab Aides are trained at the beginning of each semester and throughout the semester as required. A Lab Aide Manual is updated each semester to be used as a reference for student labor. Lab Aides receive trouble calls from all over the campuses and log them into our Help Desk software. It works very well; however, students cannot go and help repair problems as it would violate the classified contract. They simply log the calls.
- Campus Intranet Site: The College has a campus intranet site and it meets the basic needs of the College, with the exception of having an internal College-wide calendar. An internal calendar is being considered and it will either be hosted on the intranet, or it will be used through Microsoft Exchange. College committees do not all have their

### III.C.1.A — SELF EVALUATION

- Campus shared drive: Both students and staff receives personal storage space on our file server along with access to a common shared drive. A storage limit has been set to prevent users from using all of the available server space. The College does not provide users the ability to access their network files from off campus, although the Learning Support Center could potentially offer it in the future.
- Campus Email: Email is provided to all faculty

information online, in particular the participatory governance committees. Some committees do not post materials in a timely manner.

- **Backup System:** The backup system was replaced with newer equipment about two to three years ago and has a 3TB capacity, of which we are using about 200GB. The College performs daily backups of modified files and full backups once a week. The backup system is limited to our servers only. The College keeps weekly backups for a month and then reuses the media, overwriting the saved data. The College has had a few failures with the backup system in the past, but it now appears to be working very well. One limitation of our backup system is its inability to backup open files. The KCCCD is in the process of updating and developing provisions for reliability, disaster recovery, privacy, and security for all four entities.
- **Video conferencing equipment:** Equipment set up to facilitate faculty and staff inclusiveness among the separate physical locations of Cerro Coso Community College. Video conferencing is utilized effectively to meet with the KCCCD and other entities for various committees.
- **Cerro Coso Community College Website:** The College website is comprehensive and provides a variety of information and student support services. Our College website is currently going through the process of a redesign to better enhance accessibility, usability, and the marketing capability of the site. While our site currently meets 508 standards, we would like to increase the accessibility of the site even further. We would also like to modify the design to include more possibilities for marketing of programs and services, as well as personnel and to highlight student achievements.

The purchase of computer technology equipment and software are often not processed with consultation with the IT department. This occasionally has caused an increase in Help Desk requests as the procured equipment had conflicts with existing infrastructure or capability problems. KCCCD has identified this as priority and the development of a district policy is being considered.

### III.C.1.A — ACTION PLAN

- Participate in the KCCCD committees on the de-

velopment of policies regarding disaster recovery, security, and hardware/software policies as it is developed.

- Encourage committees to post their materials on the campus intranet site in a timely manner. A rule/policy might be needed on this.

### III.C.1.B

**The institution provides quality training in the effective application of its information technology to students and personnel.**

#### III.C.1.B — DESCRIPTIVE SUMMARY

Cerro Coso provides a variety of information technology courses to students via traditional on-campus classes, online classes, and through Interactive Television (ITV). Cerro Coso's Certificate in Online Teaching offers a unique opportunity to learn about online teaching in a practical, hands-on environment.

Instruction on the use of College ITV technology has primarily been provided on an as-needed basis, with two group sessions performed in 2004. An ITV/Moodle workshop was offered in July 2005 at the Mammoth Lakes campus. Additional Moodle training was offered over the past year. The ITV training has now been formalized into a credit class and two faculty are receiving reassigned time as faculty trainers.

Student laboratory aides have supplemental training via the Director of IT and Network administrators as well as a formal class designed for Help Desk professionals. Supplemental and individual assistance is provided for staff and students via the Instructional Design Specialists, IT staff, College personnel with specific expertise, and online student assistants.

Cerro Coso has recently established a Training Center with six workstations for the purpose of providing technology training to College personnel. A Staff Development and Training Committee were formed as a sub-group of the Technology Resources Team committee and are responsible for identifying and addressing staff development and training needs.

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### III.C.1.B — SELF EVALUATION

The 2004 academic survey of College faculty entitled “Cerro Coso Faculty Technology Survey”, 92% of faculty indicated that they would like to have additional training beyond what is currently available through Cerro Coso and the Region IV California Virtual Campus (CVC4) (now the @One Project). In regards to additional training, technology and multimedia were the most requested forms of additional training.

The survey also indicates a need for significant training in a variety of areas regarding ITV technology. The survey identifies areas of faculty interest for training topics and shows that the majority of faculty would prefer a hands-on classroom training session and also shows interest in self-paced and online training. Approximately 90% of faculty indicated a moderate to significant desire for a dedicated training and development facility, with nearly 47% indicating “exceptional interest” in seeing a center established. Faculty also expressed interest in “show-me” sessions, an informal, non-structured, training arena based on a Q & A format to answer user needs instead of a canned training format. The two newly released faculty members will be using the survey data to design their activities.

There has been a variety of training sessions offered by faculty and classified staff on numerous topics; however, a comprehensive training plan does not exist. Additionally, training for IT staff on the actual support of the ITV equipment has been limited due to lack of funding and high costs of training. To address problems related to ITV training, two training sessions and a class were offered in 2005. In addition, an intensive week long conference was offered at Mammoth Lakes in 2005 and experienced faculty has provided mentoring for individuals in need of assistance. For 2006, a system has been established to offer pedagogical and technical ITV assistance and training on an individual basis through identified mentor faculty.

While basic training needs have been met in specific areas, namely for faculty teaching online, students, and Banner and Outlook training, there are several areas of College-wide training that are lacking. Training relating to technology resources and systems is sporadic and generally occurs on an as-needed basis. Personnel have expressed the need for basic instruction, particu-

larly as part of new hire orientations, which provides an overview of the various technology resources available for use. Also expressed is the need for recurring training sessions to update skills as new software and technologies are implemented. In response to the survey, a technology component has been added to the new faculty orientation. Following each training session, various surveys are administered to determine the effectiveness available to them, their purposes, and guidelines of the training. Based on those assessments, training may be revised to more adequately meet the needs of the faculty.

### III.C.1.B — ACTION PLAN

- Continue to survey the College community to assess the effectiveness of training and to identify additional training needs.
- Establish a training plan that will identify methods for addressing technology training needs and a process for implementing those methods.
- Continue to build the collection of training software and materials in the training center.
- Educate College personnel regarding the Training Center availability and intent. Increase participation.

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### III.C.1.C

**The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

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### III.C.1.C — DESCRIPTIVE SUMMARY

The Technology Resource Team (TRT), makes recommendations to the College Council that considers faculty instructional needs and preferences, student services, and all other services utilizing technology. The TRT consists of representatives from all aspects of College operations and is responsible for bringing technology related matters to the group from their areas of focus. The group is responsible for creating policies, pending the approval of the College Council, which will address all aspects of the institution’s technology needs.

District-wide technology needs are addressed and outlined by the collective expectations of all three colleges within the Kern Community College District. The District-wide Information Technology Committee (DWITC) meets every other month to identify the technology needs of each college as well as the entire District as a whole. The DWITC membership consists of representatives from all three colleges.

The automated inventory system can be used to help identify outdated computers that need replacement or hardware/software upgrades. IT personnel are consulted to help determine their needs and make recommendations.

Maintenance agreements and extended warranties are purchased and maintained for mission critical services that impact instruction and students. These maintenance agreements often provide expedited support both via telephone and onsite service.

### III.C.1.C — SELF EVALUATION

Due to budgetary limitations, the IT department has insufficient funds to purchase new and upgraded technology infrastructure, or support and maintenance contracts, except when special projects provide the additional funding. Cerro Coso pinpoints the need for allocation of resources to meet the needs of students and faculty. (How does the campus prioritize what can be done with the limited funding made available to it?)

### III.C.1.C — ACTION PLAN

- Continue to educate College personnel regarding the technology infrastructure.
- Continue to assess minimum technology standards and prioritize needs as funds become available.
- Seek ways to be more effective in resource allocation.

### III.C.1.D

**The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

### III.C.1.D — DESCRIPTIVE SUMMARY

Current technology distribution supports the educational mission of Cerro Coso and continues to enhance the efficiency of its programs and services including but not limited to distance education, direct in-class instruction, student services, and support services. The distribution of funding for technology resources is primarily determined by the College Council and equitably dispersed between the campuses within the 1,800 square mile service area. IT is consulted to help determine current utilization in hopes of better utilizing new and current technology. The TRT committee, among several other committees, submits recommendations and requests to administration for the distribution of technology.

### III.C.1.D — SELF EVALUATION

Due to the current limitations on Cerro Coso's budget and staffing resources; there are struggles with addressing the high volumes of work order requests. As a result, technology projects can exceed target dates. Additionally, there's not sufficient time to plan for all possible contingencies which can result in a less than preferred outcome.

### III.C.1.D — ACTION PLAN

- Cerro Coso will actively promote, task, and utilize committees to make technology recommendations and plan technology projects with the goal of reducing administrative and technical work loads.

## III.C.2

**Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

### III.C.2 — DESCRIPTIVE SUMMARY

Technology planning at Cerro Coso Community College is continuous and is carried out by various shared governance bodies at the College. These groups in-



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clude the IT Department, the Technology Resource Team (TRT), the Faculty Area Chair committee, and the College Council.

The Technology Resource Team (TRT) is comprised of faculty, staff and administrative personnel at Cerro Coso Community College. The TRT, through its working groups, recommends policy, budget, and implementation to the College Council as they relate to Information Technology, Distance Learning, Education Technology, and technology-based Staff Development .

The District Wide Information Technology Committee (DWITC) reviews technology standards and issues for the College district. Working subcommittees are formed to evaluate direct software, planning and issues that are vital to the operation of the entire College district.

### III.C.2 — SELF EVALUATION

To ensure that technology resource decisions originate from College needs, Information Technology staff, shared governance committees, and an open budget development process provide input at all levels of the institution including administration, classified staff, faculty and students.

The Information Technology (IT) Department systematically assesses, plans, and coordinates the technological needs of the College and student populations. The IT department utilizes Help Desk and Asset Management software to manage the technology requests from College personnel and students. Based on the pattern of requests and observed problems with the technology utilized by the College, the IT staff maintains a prioritized technological needs list.

In addition to the IT prioritized list, Cerro Coso Community College works within the framework of a shared governance committee structure both, at a local and District wide. Committees are tasked to study, develop, and implement technology resource requirements and policies related to procedures and distribution of equipment. Use of committees provides all groups (administration, classified staff, faculty and students) an opportunity for input for the technological needs of the College.

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The TRT group is tasked with providing input to this process as well; however, due to staff changes and reductions, the meetings have been infrequent. In 2004-2005, the Distance Education Committee and the Informational Technology Resource Team (ITRT) merged. The TRT structure changed to form working groups. The full committee needs to meet more often to provide increased input into the processes.

The results of IT technological assessment and committee recommendations result in the formation of the IT budget which is then presented to the College Council. The College Council makes the determination of budgetary allocations for the following academic year. The College has been impacted in recent years with declining allocations and reductions in staffing. Supplemental funding sources have been used to assist the College in maintaining and upgrading campus technology equipment and infrastructure. The California Community College (CCC) Telecommunications and Technology Infrastructure Program (TTIP), VTEA funds, Measure G and Bond Funds Group II equipment related to capital construction have significantly assisted the College in maintaining and upgrading infrastructure.

The KCCD IT Department also provides support and funding for infrastructure and technology needs. The District Wide Information Technology Committee (DWITC) is a committee that focuses on strategic IT planning for the district which includes the Learning Resource Center, Bakersfield Community College, Cerro Coso Community College, and Porterville Community College. Policies and procedures affecting the entire College district are developed and implemented from this body. In addition to DWITC, the Information Technology site managers meet every two months to collaborate and plan. Decisions are made collectively.

The College currently operates from the District-wide Information Technology Plan (ITP) pending the finalization of the Cerro Coso Community College Information Technology Plan which is process.

College administrators and faculty have taken on additional responsibilities to provide leadership and strategic IT planning for the College. The use of new

and expanding technologies and the addition of the Instructional Television have increased beyond the limits. Leadership has been stretched beyond its capacity and consideration for a full-time administrator needs to be considered.

### III.C.2 — ACTION PLAN

- Assess the needs for a full-time Information Technology administrator position as a result of current and future growth. Advocate the additional position to the College Council.
- The full TRT committee will establish a regular meeting schedule to review, approve and recommend items to the College Council.
- Complete the final Cerro Coso Community College Information Technology Plan.

## III.D FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning.

### III.D.1

The institution relies upon its mission and goals as the foundation for financial planning.

#### III.D.1.A

Financial planning is integrated with and supports all institutional planning.

### III.D/III.D.1/III.D.1.A — DESCRIPTIVE SUMMARY

The institution's overall budget has declined below maintenance of effort. We do receive funding for new faculty positions and some funding for instructional

equipment. The allocation model for the District is based on the total FTES reported per College without regard to the number of sites operated by each College. With declining enrollments it has been necessary for the District to augment our base allocation which balances our operational budget but leaves no supplemental funding for instructional improvements.

Revenues to support institutional improvements come from various other sources such as grants, contracts, and appropriate categorical programs. In 2002, we passed a Prop 39 Bond and Bond Measure C which is being used to improve instructional facilities. The list of priorities for the use of the bond measures were developed and revised through participatory governance process in keeping with the goals and mission of the College. These improvement projects include:

- An expanded and renovated art center
- A student services one stop center
- A renovated child care center
- A solar field that reduces operational cost
- An augmentation for construction the new Learning Resources Center (LRC) completed in 2004
- A renovated science center
- Matching funds for a stand alone performing arts center
- Renovation of the Kern River Valley site

The Prop 39 Bond will continue to be a source of revenue over the next 17 years. The donation of observatory equipment from the Naval Air Weapon Station at China Lake and its installation by volunteers resulted in a state of the art astronomical teaching facility. Additionally, the landscaping of the College entrance also demonstrates tangible community support.

State Capitol Outlay projects that have been built include the LRC at the IWV campus, and the Eastern Sierra College Center (ESCC) with sites at Mammoth and in Bishop. Measure C was used as matching funds for the ESCC Center and is being used to partner with the Mono County Library Authority to construct a library on county property that will serve College and public school students and the community. It is also intended to be used to assist in building an observatory, a performing art center and an addition to the existing ESCC College site.

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The Institutional budget process has been recently revised to ensure that all operational groups within the College have direct input into financial planning, and that such planning reflects their respective needs as well as the overall needs of the College. Financial planning, via the budget process, takes place in the College Council and is done within the context of the College's mission and goals, as is described in the College's shared governance document.

In the planning process, each constituent group presents proposed budgets to the College Council and must justify its budget within the context of the overall College mission. The instructional budget is developed within the department chair meeting. Each department presents his /her budget proposal with justifications based on program review, and department goals. The budget is sent to the College Council as a whole, with instructions to the Council where cuts might be made. Before instructional allocations are made by the Council, the budget is returned to the Faculty Area Chairs, to ensure that program integrity is maintained. In this way, budget planning is based on sound instructional planning rather than being driven by arbitrary budget allocations. Each cost center follows a similar procedure to develop their portion of the budget and is forwarded to the College Council.

We have identified that access is one of the key challenges of our 18,500 square mile service area with the population density of four people per square mile. The development of the online program was the outcome of careful planning with the goal of providing every student in our service area the ability to complete an Associate Degree regardless of location and or time constraints. We are currently embarking on using the same model using interactive television as another mode of reaching our students and addressing multiple learning styles.

In June every year, each college presents a preliminary budget to the Board that includes institutional plans and how we have allocated funding to meet those plans. In August, the District provides the College with its final allocation, adjustments are made and final College budget is presented to the Board for approval.

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### III.D/III.D.1/III.D.1.A — SELF EVALUATION

The structure whereby the budget prioritization and allocation process takes place is transparent and well established. However, the resources available through the District allocation model combined with our declining enrollment are problematic.

### III.D/III.D.1/III.D.1.A — ACTION PLAN

- Lobby our State Legislators to pass SB 361 that will approve the new allocation model so that additional resources will be provided to support rural College centers.
- Approach our local Board and District Chancellor to implement a more effective allocation model that takes into consideration a multi-site College.

### III.D.1.B

**Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

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### III.D.1.B — DESCRIPTIVE SUMMARY

Beginning with the budget for 2005-06 a new budget development process was implemented.

With respect to the General Fund, fixed costs such as permanent labor and benefits, rents, utilities, contractual agreements (lease agreements, maintenance agreements) are determined annually and well in advance to facilitate the budget development process. This information is disseminated mid-year to the campuses, Faculty Area Chairs, with the College Council, and site directors to assist individual budget requests.

The College Council reviews departmental budget requests other than those listed above. All departments discuss and prioritize needs and submit requests to the College Council. The Council reviews and adjusts requests to bring the budget into balance.

Campus budget managers monitor changes in budget

allocations and ensure balanced budgets. Expenditures for EOPS, DSPS, CARE, Matriculation, VTEA, Instructional Materials Block and other grants are monitored to ensure compliance with spending criteria set forth by the funding agency.

All individuals responsible for financial planning do a thorough assessment of available funding resources prior to making any expenditure commitments. A focus has been placed on fixed costs to make an accurate determination of available discretionary funds. This process is followed regardless of the funding source with adjustments made as necessary to meet expenditure guidelines from the funding agency.

### III.D.1.B — SELF EVALUATION

The College Council continues to review the linkage between the new Educational Master Plan and the budget process.

### III.D.1.B – ACTION PLAN

- The College Council will integrate the Educational Master Plan into the 2007-2008 budget development process.

### III.D.1.C

**When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

### III.D.1.C — DESCRIPTIVE SUMMARY

Cerro Coso’s financial planning primarily addresses short-term operating needs. The College has been charged with establishing a campus reserve to cover obligations of banked faculty load and vacation balances. The district’s allocation process addresses future obligations such as salary advancements and retiree health benefits.

The College recognizes the need to provide full-range student service opportunities at each of the five locations and online. The district budget does not cur-

rently reflect service costs of multiple campus operations.

### III.D.1.C — SELF EVALUATION

The Board of Trustees approved a plan for each College within the District to phase in the reserve over a ten-year period. The 2005-06 budget includes the first ten percent towards the reserve, based on the value of vacation balances and banked load as of July 1, 2005.

The District’s budget reflects a five percent general reserve as established by the Board of Trustees. Additionally, an initial \$100,000 has been set aside in the District budget to begin a reserve to cover the future liability of retiree health benefits.

Cerro Coso’s mission to meet the needs of remote and diverse communities in the largest service area of any College in California requires consideration and recognition of the costs associated with providing full-range services to students in areas with low population while building new programs.

### III.D.1.C — ACTION PLAN

- The campus reserve will be increased by ten percent a year according to district policy.

### III.D.1.D

**The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

### III.D.1.D — DESCRIPTIVE SUMMARY

Cerro Coso Community College has defined a budget development process in which all constituencies are provided an opportunity to submit input to the College Council. Requests from all campus areas are submitted with rationale as to the necessity of the expenditure. Requestors make an interactive presentation to the College Council allowing for further clarification and discussion.

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The newly evolving process for budget decision-making stems from a collaborative effort to allow all constituencies to have an appropriate and equitable voice in decision-making as stated in section B above.

### III.D.1.D — SELF EVALUATION

Beginning last year, the College adopted a modified zero-based budget development process. The goal was to create a transparent system. The cost of doing business (salaries, benefits, and utilities) is presented to the College community and then subtracted from the projected next year's allotment. The remaining amount is what the College community has to operate on. Each cost center develops a budget proposal for their entire area (such as instruction, student services, business services, etc.) The budget is prioritized and then presented to the College Council for discussion and they evaluate the submissions and recommend a total budget to the President. During the process all the members of the College Council report back to their constituent group. When the budget recommendations are complete, a copy is placed in the library for anyone to inspect.

### III.D.1.D — ACTION PLAN

- With input from all areas of the college, continue to refine the budget development process.

## III.D.2

To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

### III.D.2.A

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

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### III.D.2.A — DESCRIPTIVE SUMMARY

Financial reports accurately reflect allocation and use of financial resources. The information can be verified through a variety of reporting options available in the district's financial management system (Banner).

To the extent that audit recommendations strengthen internal controls and/or improve financial procedures, the College implements them if they are feasible, reasonable and cost effective.

Cerro Coso Community College's audit and control is in compliance with the district's financial management policy and the mission of the College. The auditors have never indicated an exception.

### III.D.2 — SELF EVALUATION

Cerro Coso Community College meets this standard.

### III.D.2 — ACTION PLAN

No action plan is needed.

## III.D.2.B

Appropriate financial information is provided throughout the institution.

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### III.D.2.B — DESCRIPTIVE SUMMARY

The College participatory governance process provides avenues for dissemination of appropriate financial information throughout the institution. Cerro Coso provides documents that are publicly available and indicate income from all sources and expenditures prior to beginning the budget development process.

### III.D.2.B — SELF EVALUATION

Cerro Coso Community College meets this standard.

### III.D.2.B — ACTION PLAN

No action plan is needed.

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**III.D. 2.C.**

The institution has sufficient cash flows and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.  
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**III.D.2.C —  
DESCRIPTIVE SUMMARY**

The institution has sufficient cash flows and reserves, at the College and District level, to maintain stability. The President’s budget includes a line item to offset the expense of unforeseen emergencies and occurrences, and the District has reserve funds available to cover major emergencies. In addition, the College is in the process of establishing a reserve to cover the liability of banked faculty load and vacations balances. Beginning with the 2005-2006 fiscal year, this liability is being budgeted at 10% per year for ten years. For example, the organization codes within the District Chart of Accounts have been revised to reflect budget responsibility.

**III.D.2.C — SELF EVALUATION**

Cerro Coso Community College meets this standard.

**III.D.2.C — ACTION PLAN**

No action plan is needed.

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**III.D.2.D**

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.  
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**III.D.2.D —  
DESCRIPTIVE SUMMARY**

Budget managers continually monitor allocations, income, and expenditures from all internal and external funding sources. The College works closely with the district’s controller, accounting department, and internal auditor to assure appropriate recording of financial activity.

**III.D.2.D — SELF EVALUATION**

Cerro Coso Community College meets this Standard.

**III.D.2.D — ACTION PLAN**

No action plan is needed.

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**III.D.2.E**

All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.  
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**III.D.2.E —  
DESCRIPTIVE SUMMARY**

The College uses financial resources as they were intended, aligning them with the mission and goals of the institution.

**III.D.2.E — SELF EVALUATION**

Cerro Coso Community College meets this Standard.

**III.D.2.E — ACTION PLAN**

No action plan is needed.

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**III.D.2.F**

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.  
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**III.D.2.F —  
DESCRIPTIVE SUMMARY**

All agreements that the institution enters into are reviewed by management for compliance. This review determines if the agreement is consistent with the mission and goals of the institution or whether the relationship would negatively affect the integrity of the institution.

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### III.D.2.F — SELF EVALUATION

Cerro Coso Community College meets this Standard.

### III.D.2.F — ACTION PLAN

No action plan is needed.

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### III.D.2.G

**The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

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### III.D.2.G — DESCRIPTIVE SUMMARY

Cerro Coso Community College, in conjunction with the district, performs self-evaluations of its financial management processes. Through these self-evaluations, many procedural changes have been implemented to make the process more efficient. In addition, the district conducts an annual independent audit by an external agency. Recommendations from audits are also used to improve the financial management system.

Cerro Coso Community College did a business services review in the fall of 2004 and is continuing to make improvements.

### III.D.2.G — SELF EVALUATION

Cerro Coso Community College meets this standard.

### III.D.2.G – ACTION PLAN

No action plan is needed.





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# STANDARD IV

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## IV.A DECISION-MAKING ROLES AND PROCESSES

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

### IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

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#### IV.A/IV.A.1 — DESCRIPTIVE SUMMARY

Cerro Coso embraces the principles of collegial consultation and participatory decision-making. Embedded in this governance principle is the idea that the students, faculty, staff, and administrators are critical to the decision-making process.

The participatory governance structure determines the entire institutional decision-making process in implementation of our goals (embedded within the College Mission Statement, Service Philosophy, values, and

strategic long range goals as found in the College catalog). This collaborative approach assures effective discussion, planning, and implementation.

The inclusiveness of the participatory decision-making process is demonstrated by the diverse membership of the College Council which has a balanced representation of administration, classified staff, faculty, and students. The College Council recommendations are achieved through consensus. The College Council members represent specific constituent groups and are responsible for communicating from and to the College Council on behalf of those groups. Similarly, the Faculty Area Chair structure is responsible for communicating operational information related to institutional effectiveness.

In addition to the College Council, this consensus making process is evident in the following organizational components:

- President's Administrative and Executive Councils
- Vice-Presidents Committees
- Classified Union - CSEA
- Instructional Union - CTA
- Academic Senate
- Classified Senate
- Managers/Directors
- Faculty Area Chairs
- Associated Students of Cerro Coso

Among the components listed above there is at least one organization for every member of the College community to participate in the decision-making process.

Although the College serves students at five sites, these sites are regarded as part of a single, integrated College and are part of the overall administrative structure of the College.

#### IV.A/IV.A.1 — SELF EVALUATION

An excellent example of the openness of the participatory governance process at Cerro Coso Community College is the revision of the participatory governance document. During the 2004-2005 academic year, the

College Council accepted the challenge of revising the participatory governance guide which was outdated and did not reflect current practices. An ad hoc committee of the College Council assumed responsibility for gathering input and rewriting the document to reflect the College's current procedures; e.g., the College has completely revised the budget building process that is described in the document. That process has continued into the 2005-06 year. Additional revisions were made due to an additional change in budget development and the process of input based upon the 2004-2005 experience with the new process. This document is ready to return to the College Council and to be distributed to all constituent groups for further input. The College Council will then edit the document where appropriate and the group will reach consensus upon its approval.

In addition to the meetings of traditional campus committees, the President meets with the Academic Senate Executive Council to identify issues that may be included in agendas for Academic Senate and the College Council and to address issues to be referred to other bodies. The Academic Senate President and the College President maintain on-going communication. The Classified Senate Liaison to the President meets monthly to provide and receive input on issues that affect classified staff and the institution.

Cerro Coso Community College is an open institution where faculty, classified, students, administrators and community have every opportunity to discuss and have input into critical decisions. During the past three years, faculty was invited to interview architects who will be responsible for the renovation of their facilities with the use of the Prop 39 bond passed in 2002. The Art, Drama and Music faculty selected from a pool of architects whom they interviewed. The College meets this standard.

#### IV.A/IV.A.1 — ACTION PLAN

No action plan is needed.

### IV.A.2

**The institution establishes and implements a written policy providing for faculty, staff, administrator, and**

**student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

### IV.A.2.A

**Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

#### IV.A.2/IV.A.2.A — DESCRIPTIVE SUMMARY

Cerro Coso embraces the principles of collegial consultation and shared decision-making embodied in AB 1725 and Title V. As a reflection of that commitment, the College strives to include all campus constituencies—students, staff, faculty, and administration—in the consultation and decision discourses.

Participatory governance is not limited to top level managers and staff. Embedded in the principle of shared decision-making is the importance of all students, staff, faculty, and administrators and the value their contributions have to Cerro Coso. (Participatory Governance Document)

Below are detailed descriptions of the participatory governance committees, along with the constituent groups that appoint representatives to the College Council

The College Council serves as the main entity for participatory decision-making at the College and is co-chaired by the College President and the Academic Senate President. The College Council makes recommendations on all matters related to planning and participatory decision-making. The College Council receives recommendations and other information from the constituency groups and participatory governance committees. The College Council optimizes the funding, allocation, and utilization of all resources. Its members disseminate information regarding the

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budget and ensure that budget decisions are linked to a participatory governance process.

The President's Executive Council includes the Vice President of Student Learning, the Vice President of Student Services, the Chief Business Officer, and the Director of Human Resources. This committee reviews and refers urgent personnel and budgetary matters to the appropriate source. The Vice Presidents and Directors may place any item or issue on the agenda for this meeting. The group meets every two weeks. Primarily, discussion items are matters of confidentiality.

The President's Administrative Council includes all of the Executive Council plus the Associate Dean of Student Life, the Dean of Vocational Education, the Director of the ESCC Center, and the Public Information Officer. The group submits items for discussion to the agenda and each individual is responsible for a report on their individual areas. The topics are as broad as upcoming activities to budget shortfalls. Every individual has an opportunity for input and items may come from the College Council or any of the participatory group or individual. Issues may be referred to the Academic Senate, Classified Senate, either union, the College Council, or to the District. The Administrative Council meets every two weeks.

The Curriculum and Instruction Council recommends new and revised curriculum to the governing board of the District and provides guidance, advocacy, and oversight in the development of courses, programs, and academic policies. It is the members' responsibility to ensure that the curriculum is academically sound, comprehensive, and responsive to the evolving needs of the academic, business, and social community.

The Student Services Committee reviews and revises the processes and procedures within the student services division. Its members' responsibilities are to become familiar with all areas of Student Services, voice concerns emanating from their own programs and departments, and provide insight into new and updated activities for Student Services.

The Technology Resource Team Committee exists to meet the instructional, communication, computing, and research needs of the students, faculty, and staff.

The mission of the committee is to focus on the technology environment at the College and take a proactive leadership role on technology issues.

The Academic Senate is representative of all full-time faculty at Cerro Coso and designates faculty representatives to participatory governance committees, hiring committees, and other committees and task forces of the College as needed.

The Associated Students is comprised of all Cerro Coso students and serves as the organization where students participate in decision-making and College governance throughout the College.

"Cerro Coso Community College's Participatory Governance facilitated a broad participation and involvement in college decision making by all members of the college community including students, faculty, classified staff, certificated staff, and administrators. The College President, however, retains ultimate responsibility for all decisions. In keeping with the spirit of the Education Code of the State of California, the success of participatory governance at Cerro Coso depends upon the level of cooperation and trust attained, the values shared, and the consensus achieved among all college constituencies". (Excerpted from the Introduction and Purpose, Cerro Coso Community College Participatory Governance Document.)

The Cerro Coso committee structure for Participatory Governance is quite streamlined.

The Primary and overarching Governance Committee is College Council, which is co-chaired by the College President and the Academic Senate President. Budget and facilities are within the responsibility of the College Council. When budget matters are to be discussed, College Council is convened as the Participatory Governance Budget Committee. Faculty hiring recommendations are forwarded directly to the College President from the Academic Senate and the Area Department Chairs; they do not go through College Council. Classified staffing recommendations go to College Council.

Additional Participatory Governance Committees include the Faculty and Staff Development Committee and the Technology Resources Team; each of which

is composed of representative constituent groups and reports to College Council.

Through the College’s shared decision-making process, faculty, administration, students, and staff have a variety of opportunities to provide input into the College’s decisions, either as representatives of committees, constituent groups, or in the case of faculty and classified staff as representatives of their respective senates and unions.

### IV.A.2/IV.A.2.A — SELF EVALUATION

The Participatory Governance Document described in the previous section defines how individuals and groups may participate in College planning and decision-making. Every individual has an opportunity for participation. The President’s Forum, which is held monthly, provides the opportunity for any individual on campus to attend a meeting where the President of the College and/or other administrators responds to individual’s questions and issues. The Forum provides a good opportunity to keep critical issues from falling through the cracks. There has been good participation. The College meets this standard.

### IV.A.2/IV.A.2.A — ACTION PLAN

No action plan is needed.

### IV.A.2.B

**The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

### IV.A.2.B — DESCRIPTIVE SUMMARY

Board policy explains the role of Academic Senate and the language delineating that role is consistent with Title V of the California Administrative Code. As mandated by California law, the Academic Senate is granted the primary responsibility for making recommendations in the areas of curriculum and academic

standards. The Academic Senate includes all full-time faculty members. The Academic Senate Bylaws and Standing Rules describe the operation of the Academic Senate.

Curriculum and Instruction Council (CIC) The CIC has primary responsibility for the review and recommendation of courses and programs to be approved by the Kern Community College District Board of Trustees, and for the processes by which such approval shall occur. CIC oversees the curriculum for both degree and non-degree applicable course work in basic skills, general education, transfer education, vocational education, and major programs of study, encompassing multiple modes of delivery.

Program Review Committee oversees the program review process and works with the Academic Senate President and the Vice-President of Student Learning to ensure that all necessary program reviews are completed as scheduled.

The Equivalency Committee works in cooperation with the Discipline Area Committees to ensure equitable treatment of all applicants seeking to qualify for faculty positions through the Equivalency Process

The Petitions Committee, a committee of the Academic Senate, receives and acts upon petitions from students seeking waivers, course substitutions, and other actions.

Discipline Area Committees (DACs) are discipline specific faculty committees charged with reviewing teaching applications and determining whether the applicant meets minimum qualifications, equivalency or is not qualified. The DACs are an essential part of the Senate’s participation in the College’s instructor hiring process.

### IV.A.2.B — SELF EVALUATION

The Cerro Coso Community College Academic Senate is a very active body. They are involved in all aspects of curriculum development, program review, determining faculty hiring needs, recommending faculty to be hired through hiring committees, and evaluating faculty. The College relies primarily on faculty input regarding those issues listed in AB 1725. The College

reaches mutual consent on items listed where mutual consent is necessary, but the College Administration truly attempts to reach consensus with the Senate on most issues. Faculty played a large role in designing the renovations for the campus that are funded by Prop 39. The College Council has become a 12-month committee to avoid any appearance of “summer magic” when the state makes late budget decisions or College data changes. The College meets this standard.

#### IV.A.2/IV.A.2.B — ACTION PLAN

No action plan is needed.

### IV.A.3

**Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.**

#### IV.A.3 — DESCRIPTIVE SUMMARY

The Board of Trustees is elected to represent specific segments of a 24,800 square mile District. A representative is elected for Cerro Coso Community College, for the Delano Center, for Porterville College and four trustees represent the Bakersfield area. However, as with any Board of Trustees in a multi-college district, once elected, each trustee represents the District. The Board also includes a non-voting student trustee selected by one of the colleges.

The Board of Trustees rotates meetings to Bakersfield, Porterville, Delano, Cerro Coso, the Eastern Sierra College Center and the District Office. The Board provides an open platform for issues to be heard by the Board even when they do not appear on the agenda although no action can be taken. The Board of Trustees hears reports from every employee group and from students. Written reports regarding individual college activities are distributed at each Board meeting.

The District offers many opportunities for the colleges to have input to the direction of the District.

The Chancellors Cabinet includes members of all employee groups from each of the colleges. All policy changes, budget development processes and other issues flow through this committee. Every employee has the opportunity to attend these meetings either by being present at the meeting or through interactive television. Interactive television gives employees in remote locations such as Mammoth Lakes (a six-hour drive from the District office) the opportunity to participate.

There are numerous District-wide committees. A booklet containing the list of committees and their functions will be available in the team room.

#### IV.A.3 — SELF EVALUATION

Cerro Coso Community College has made every effort to involve constituents in the decision-making processes. That does not mean that these efforts are 100% successful. Unfortunately, during the recent summer months, important budget reductions had to be made in a short period of time. The President did not have the opportunity to involve the College Council in those decisions. Incidents such as this one cause dissention and trust must be rebuilt.

#### IV.A.3 — ACTION PLAN

- The College President and the College Council will develop more consistent lines of communication during the summer period. The College has recognized this and for the first time in Summer 2006, the College Council meetings will be held and members will make themselves available.

### IV.A.4

**The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

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#### IV.A.4 — DESCRIPTIVE SUMMARY

Cerro Coso advocates and demonstrates honesty and integrity in its relationships with all accrediting agencies. Cerro Coso's programs in Nursing, Administration of Justice, Child Development, and Automotive Technology undergo rigorous accreditations by external agencies.

Cerro Coso encourages a broad base of participation in the preparation of the accreditation self-study. This participation reflects the diversity of the faculty, staff, administration, and students, and the belief of the College that a fair and accurate self-study is one of the best tools for improving the quality of education the College offers its students. Steering committee and standard subcommittee members carefully researched each section of the standards and met numerous times to develop a balanced self-study that accurately depicts the College.

Cerro Coso takes its commitment and responsibility seriously in answering all Accrediting Commission recommendations and has responded to these in the appropriate time. The College's interim and midterm reports were developed by a diverse group of College staff including faculty, classified staff, administration, and students.

#### IV.A.4 — SELF EVALUATION

The College has met the deadlines for the interim report and has responded promptly to Commission inquiries regarding our financial status. The College has met appropriate deadlines for the self-study report. The College meets this standard.

#### IV.A.4 — ACTION PLAN

No action plan is needed.

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#### IV.A.5

**The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

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#### IV.A.5 — DESCRIPTIVE SUMMARY

Administrators receive a comprehensive evaluation the first two years of service and supervisory evaluation each year for three years until their next comprehensive evaluation. Comprehensive evaluations include input from subordinates, faculty and classified staff both at the College and the other two Colleges in the District. Faculty Area Chairs are evaluated separately from their teaching roles.

#### IV.A.5 — SELF EVALUATION

The administrative organization structure is evaluated periodically by both the Academic Senate and the Classified Senate. The initial flattening of the organization was reviewed by the President and the Executive Committee of the Academic Senate. An agreement was reached to evaluate the structure during the first six months and again the following year. The results of the evaluation were positive.

As the result of an assessment by the Vocational Faculty Area Chairs, the Academic Senate, the College, and the California College Association/California Teachers Association reached an agreement that was canonized in the contract to eliminate the compensation for the Faculty Area Chairs and to use that funding to hire a Vocational Dean. An interim Dean was hired and we are conducting a search for that position during Spring Semester 2006.

Participatory governance requires a reasonable level of trust and a willingness to work through contentious issues that arise. The atmosphere at Cerro Coso Community College allows participatory governance to flourish. The College meets this standard.

#### IV.A.5 — ACTION PLAN

No action plan is needed.

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### IV.B BOARD AND ADMINISTRATIVE ORGANIZATION

**In addition to the leadership of individuals and**

constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

## IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

### IV.B/IV.B.1 — DESCRIPTIVE SUMMARY

The Board of Trustees is responsible for establishing policies to assure the quality, integrity, and effectiveness of the District and its Colleges. Policies are developed through input from all of the Colleges and reviewed by the governance structure before being presented to the Board for action. Policies are also frequently developed at the request of the Board either by the Chancellor or by one of the Colleges, but those policies must still go back through the participation governance steps.

### IV.B/IV.B.1 — SELF EVALUATION

While the Board of Trustees is responsible for establishing policies, in a participatory environment, those policies flow from the Colleges up through the governance structure. For instance, an individual College may want to advocate for a modification to an existing policy on “holds” placed upon student registration. That College would prepare language that would be reviewed through its own senate and the College Council. The policy proposal would then be forwarded to the District and reviewed by the Chancellor’s Executive Council and the Chancellor’s Cabinet. Following any modifications and upon approval at the District level, the proposed policy is forwarded to the Board of Trustees to review prior to formal Board consideration at their next regular meeting. The Board is

the final authority after considering all input from its constituents. The College meets this standard.

### IV.B/IV.B.1 — ACTION PLAN

No action plan is needed.

## IV.B.1.A

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

### IV.B.1.A — DESCRIPTIVE SUMMARY

Student learning and the well being of the Colleges are at the forefront of the goals of the governing Board. These goals are reviewed and revised annually. The Board’s goals appear in the Trustee meeting agenda, on the District website and in other important documents.

Board members reach consensus on issues before taking a final vote. Split votes are rare. The trustees as individuals look to the trustee that represents an issue to provide leadership and guide their decision. The Kern Board demonstrates mutual respect for their membership and employees. They are committed to learning about and supporting each College.

The Board of Trustees has served as active advocates for the Colleges and the District. One trustee, Ms. Pauline Larwood, became a member of the State Board of Governors in the 2004-2005 academic year. In this position, our trustee has the opportunity to advocate for community colleges and to keep Kern Community College District up to date on critical political and legal issues.

### IV.B.1.A — SELF EVALUATION

A review of the minutes of the Board of Trustees meetings reveals a consistent and active board that serves the Colleges of the Kern Community College District. The decisions reflected in the minutes are consistent

with supporting the needs of the Colleges while maintaining a stable, well managed, and financially sound College district. The College meets this standard.

### IV.B.1.A — ACTION PLAN

No action plan is needed.

### IV.B.1.B

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

### IV.B.1.B — DESCRIPTIVE SUMMARY

Through a two-year strategic planning process that has occurred district-wide, a strategic plan was developed that encompasses the mission and vision to which the governing board subscribes. Each College has had the opportunity to participate in the planning and preparation of this document. During the development of the strategic plan for the district, the District’s mission, vision, values, and goals were revised and updated. Cerro Coso Community College, along with its sister colleges, has developed the College strategic plan with the intent to support the District while maintaining the goals and vision that is unique to the students and communities it serves.

### IV.B.1.B — SELF EVALUATION

The District and College Strategic Plans are consistent with the Board’s goals to improve the quality of service to our 24,800 square mile district. The Board has also demonstrated a willingness to adjust policies when the policies have been determined not to be in the best interest of our students.

The Board of Trustee’s responsibility to take action that improves student learning programs has been complicated in the past few years by shortages in state funding and a decline in student enrollment. Fortunately, the District passed a Prop 39 bond for \$180,000,000 which has enabled the Board to facilitate structural improvements district-wide and significantly improve

the aging teaching facilities by building new structures and/or renovating existing space. Supported by the Bond Oversight Committee, the Board of Trustees has made intelligent decisions directed at improving the student learning environment. The College meets this standard.

### VI.B.1.B — ACTION PLAN

No action plan is needed.

### IV.B.1.C

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

### IV.B.1.C — DESCRIPTIVE SUMMARY

In addition to matters of educational quality, the Board of Trustees has responsibility for all legal and financial matters. Legal matters include suits filed against the District by individuals or businesses, personnel matters, and generally upholding the law of the State of California in purchasing resources, land acquisition, memoranda of understanding with external agencies, grants and contracts and other issues. All legal and personnel matters are reviewed by the Board in closed session as prescribed by law. The District has two legal firms on retainer, one for the purpose of handling property issues and one for the purpose of addressing personnel matters and other legal issues.

The Board members are personally accountable for the financial well being of the District. The District recently employed an internal auditor that reports directly to the Board of Trustees. There have generally been no audit exceptions in the external audits conducted by external accountants. However, since the employment of the internal auditor many changes have occurred in district accounting practices that have greatly benefited the Colleges; e.g., the new Chart of Accounts (What is this? Provide a brief description.). The internal auditor provides updates to the Board of Trustees at public meetings on a regular basis.

Kern Community College District (KCCD) employs



an investment counseling firm to insure the validity and security of College investments. The firm is selected through a bid process and has assisted KCCD in developing an excellent return for its investments in the market. The firm recently assisted the District in refinancing Measure G funds to upgrade the return on investment and to help mitigate the rising cost of construction that was diminishing the College's ability to complete the projects that have been promised to the community.

The District conducted an assessment of Business Services this year at the request of the Chancellor and the Board of Trustees. As a result, Business Services is in the process of reorganization that will provide upgraded checks and balances and will expedite service to the Colleges.

#### IV.B.1.C — SELF EVALUATION

Prior to employing an internal auditor, the District/Colleges used accounting procedures that met the standards of accounting practice but were not necessarily user friendly. The changes and updates provided by our CBO and our internal auditor have significantly improved the ease with which the Board and the Colleges can produce and comprehend reports in Banner.

The Board is responsible for the educational quality, legal matters and financial integrity. The College meets this standard.

#### IV.B.1.C — ACTION PLAN

No action plan is needed.

#### IV.B.1.D

**The institution or governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

#### IV.B.1.D — DESCRIPTIVE SUMMARY

The Board Policy Manual is user friendly and is accessible to the community, faculty and staff through the website.

#### IV.B.1.D — SELF EVALUATION

Access to the Board Policy manual is also available through any of the college websites. Policy changes are input in a timely manner and the user is assured of accessing the latest policy information. The procedure for implementing Board policies is contained in the appendices of the policy manual which makes it a very useful document for the public and the college community. The College meets this standard.

#### IV.B.1.D — ACTION PLAN

No action plan is needed.

#### IV.B.1.E

**The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

#### IV.B.1.E — DESCRIPTIVE SUMMARY

The governing board, as an elected representative body, serves the Kern, Inyo, and Mono counties in conducting meetings and carrying out the business of the College district in an open and timely manner. The Board periodically reviews and evaluates its policies and practices. Study sessions to discuss specific issues are scheduled when needed. Board minutes are maintained and published following each meeting and are available on the district website (kccd.edu).

The Chancellor has taken the opportunity to begin a complete review of all Board policies. Many policies have been revised in the past two years. The Chancellor holds retreats with the Board of Trustees to discuss the direction of the District and the policies and procedures that guide the District in its efforts. All policy and procedure revisions are taken through the participatory governance process.

#### IV.B.1.E — SELF EVALUATION

As changes are made in Title V and other state regulations, the District frequently relies on the State published language on the issue to use best practices in

terms of wording the policy revision. For example, recently one of the colleges proposed a non-fraternization policy that proceeded through local and District-level governance structures. A review of State policy samples that deal with discrimination found policy language that could be substituted and that the faculty found to be more palatable. The College meets this standard.

#### IV.B.1.E — ACTION PLAN

No action plan is needed.

#### IV.B.1.F

**The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

#### IV.B.1.F — DESCRIPTIVE SUMMARY

The KCCD Board orientation is described in the Board Policy Manual. According to the Board Policy Manual, the Board of Trustees President and the Chancellor are responsible for new Board member orientation. Additional activities include board goal-setting workshops, training workshops addressing several areas as needed, an annual Board Retreat, and a Board self-evaluation activity.

The Association of Community College Trustees is an option for the Board for additional training. Several of the trustees have attended workshops and seminars on a variety of issues.

Fortunately, the Board of Trustees does have staggered terms and the seven Board members have been trustees for numerous years. We have one Board member who was elected four years ago. One of the trustees was elected three years ago but had served previous terms on the Board. The longest serving Board member is Rose Marie Bans, having served nearly twenty-three years. Several other members have served numerous years as well. The District is very fortunate to have a dedicated and stable Board to provide consistent guidance for the District.

#### IV.B.1.F — SELF EVALUATION

The stability of the Board of Trustees, the staggered terms of Board members, and the opportunity for Board member training meets this standard.

#### IV.B.1.F — ACTION PLAN

No action plan is needed.

#### IV.B.1.G

**The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

#### IV.B.1.G — DESCRIPTIVE SUMMARY

In the Board Policy Manual, the governing board has a directive that calls for the Board to perform regular self-evaluation of the performance of the governing board. While the Board has a process that is clearly defined and published, the process has not been implemented and does not involve the participation of the Colleges.

#### IV.B.1.G — SELF EVALUATION

Cerro Coso Community College has not had the opportunity to evaluate the performance of the Board of Trustees. While trustees are elected, and that in and of itself is a form of evaluation, Board members or the Board as a whole should be evaluated much that same as any employee of the District. While some might contest that trustees could not receive a fair evaluation due to the difficult decisions/negotiations the Board must act upon, the same argument may be made for College administrators. For the Kern Community College Board of Trustees, many would welcome the feedback from those they represent if that feedback occurred in the proper context.

#### IV.B.1.G — ACTION PLAN

The Board of Trustees should implement an evaluation process that goes beyond self-evaluation and seeks the input of its constituents – faculty, staff and community.

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## **IV.B.1.H**

**The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

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### **IV.B.1.H — DESCRIPTIVE SUMMARY**

The governing board Policy Manual includes a clearly stated code of ethics and a clearly defined policy for dealing with behavior that violates its code. The code is published on the District website. Procedures related to the policy are outlined and enforced.

### **IV.B.1.H — SELF EVALUATION**

The Board of Trustees has not violated the code of ethics. Any ethical violation by administrative staff or others is dealt with according to Board Policy.

The Board of Trustees strictly adheres to the Brown Act and closed session items are carefully selected and adhered to by the District Chancellor in consultation with the Board chair.

The Board adheres to the ethical obligation requiring open and honest communication with faculty and staff. Any individual has the opportunity to address the Board on any topic at the open session of the Board. The College meets this standard

### **IV.B.1.H — ACTION PLAN**

No action plan is needed.

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## **IV.B.1.I**

**The governing board is informed about and involved in the accreditation process.**

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### **IV.B.1.I — DESCRIPTIVE SUMMARY**

The governing board receives regular reports on the accreditation self-study process and stays informed through its ad hoc accreditation sub committees. A member of the Board of Trustees serves on the Accreditation Steering Committee for each college.

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The Chancellor requested a review of each accreditation self-study draft by January 19, 2006. In this way, the Chancellor can share the progress of each college with the Board. For those Board members who serve on College steering committees, an orientation was provided to the entire steering committee before the process began. In this way, the Board has a good understanding of the self-study process and the potential impact of this process on the individual colleges.

The Board has requested and received periodic updates on the status of each of the college's self-studies. The governing board reviewed the first draft of all three college's self-studies in March and it is expected to approve the self-studies of all three Colleges at their June or July meeting.

### **IV.B.1.I — SELF EVALUATION**

The Board of Trustees has been kept informed by the Chancellor, the Colleges, and by their participation in the steering committees. The College meets this standard. The Board members have provided information and participated in writing the self-study.

### **IV.B.1.I — ACTION PLAN**

No action plan is needed.

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## **IV.B.1.J**

**The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the President) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college, respectively.**

**In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the Presidents of the colleges.**

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## IV.B.1.J — DESCRIPTIVE SUMMARY

The KCCD Board leads the hiring process and appoints the District Chancellor. The process consists of national advertising and the formation of a screening committee that includes representatives from all of the colleges. During the past search for the existing Chancellor, the Cerro Coso President and members of the faculty and the local community served upon that committee. The committee interviews selected candidates and in turn recommends those candidates to the Board of Trustees. The Board of Trustees interviews the candidates, checks references and announces the final candidate.

A very similar process exists for conducting a search for and employing the College Presidents. The primary difference is that the screening committee is selected predominantly from the College where the President will be employed. In the past, the Chancellor has chaired Presidential search committees. Following the screening process, the finalists interview with the Board and Chancellor where a candidate is selected.

Evaluation for both the Chancellor and Presidents happens on a yearly basis. The first two years the Presidents and other educational administrators receive a comprehensive evaluation that includes input from the individuals' colleagues, supervisor, faculty, staff and community members. After the first two years, the individual receives an evaluation by their supervisor for three years, and every four years after that, a comprehensive evaluation is completed involving all constituent groups. Every year, a self evaluation is completed based in part upon the goals and accomplishments of the individual including an assessment of institutional progress toward defined targets of enrollments, productivity and efficiency. This process was approved by the Board of Trustees in 2004 and was implemented in the 2005-2006 academic year. Forms were revised and the process was made consistent throughout the District.

## IV.B.1.J — SELF EVALUATION

The revision of the evaluation process followed the participatory governance process through the Chan-

cellor's Cabinet and was approved by the Board of Trustees. This process standardizes evaluation for administrators throughout the District. A timeline for the evaluation of each administrator was distributed throughout the District so that each administrator know when and what type of evaluation that they will receive in any given year. Also, supervisors have a guideline for the administrators they must evaluate during a given year and a timeline for doing so. The College meets this standard.

## IV.B.1.J — ACTION PLAN

No action plan is needed.

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## IV.B.2

**The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

## IV.B.2.A

**The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

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## IV.B.2/IV.B.2.A — DESCRIPTIVE SUMMARY

The President works with the staff, students, and community to indicate her commitment to lead the institution. The effectiveness of her leadership is due to her focus on communication, such as the President's Forum, and appropriate delegation of responsibility while she seeks to improve all levels of College operations.

The President reorganized the college management structure to insure direct access to each sector of the college. All, with the exception of two managers, report directly to the President. Through regular meetings with each administrator, the President collects data that assists in effectively planning, organizing, and budgeting.

The President delegates responsibility throughout the institution and meets with representatives of College groups to oversee the administrative structure. The President meets with the following groups:

- Administrative Executive Council (the chief administrators of Business, Human Resources, Student Learning, and Student Services);
- Liaison for the Classified Senate;
- Executive Council of the Academic Senate;
- The College Council;
- General Management Team (Public Information Officer, Director of Maintenance & Operations, Associate Dean of Student Services, and the Vocational Dean)

#### IV.B.2/IV.B.2.A — SELF EVALUATION

The greatest challenge for the President is communicating with and leading the widely diverse sites. The Eastern Sierra College Center is a three and one half hours drive to the north. The population of this center is unique from other sites in the District in that much of the population is second home owner resort market and their families. The Kern River Valley site is an hour drive from the Indian Wells Valley campus where the President is located. This population is unique in that the campus has the largest percentage of financial aid and remedial students in the service area. Finally, the Edwards Air Force Base site is unique in that many of the students enroll on line due to troop deployment and families that live on base. The President maintains standards for instructional quality, but services are limited at some sites; e.g., the military will not allow the College to establish an ITV site on base. The College meets this standard.

#### IV.B.2/IV.B.2.A — ACTION PLAN

No action plan is needed.

### IV.B.2.B

The President guides institutional improvement of the teaching and learning environment by the following:

- a. establishing a collegial process that sets values,

goals, and priorities;

- b. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- c. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- d. establishing procedures to evaluate overall institutional planning and implementation efforts.

#### IV.B.2.B — DESCRIPTIVE SUMMARY

The President nurtures a collegial work environment, and encourages shared decision-making. She co-chairs the College Council with the Academic Senate President, meeting regularly to identify and address campus-wide issues. Working with the President, the College Council sets values, goals, and priorities. Both the Strategic Master Plan and the Facilities Plan are discussed through subcommittees of the College Council. The process is one of on-going dialog with the College Council representatives acting as liaisons between various constituent groups in the development of the plans. The final plans are a consequence of collegial interactions including review and approval by the Academic Senate.

To evaluate the institution and inform planning, the College Council conducted community focus groups on each campus between the years of 2003 and 2005. Faculty, students, and community representatives were solicited for input regarding the institution's effectiveness. The input from the group community meetings is being used to assist in the development of the Strategic Master Plan.

The President meets regularly with the College through her President Forums, during which she makes announcements and responds to questions from all members of the College community. The President meets monthly with the Academic Senate Executive Council. Additional regular meetings have occurred with the Academic Senate Presidents during each of the four years of the College President's tenure at Cerro Coso.

The President has encouraged the Academic Senate and Classified Senate to evaluate a recent adminis-

trative structure and how the administration serves faculty, students, and staff. Additionally, the President works closely with the Vice President of Student Learning and the Vice President of Student Services to ensure that resources effectively used to meet students' learning needs.

### IV.B.2.B — SELF EVALUATION

The College generally meets this standard, but could improve in this area. The President supports the work of both the Classified and Academic Senates. The President has been an advocate for new faculty priorities proposed by the Academic Senate. The President has been consistent in working with and providing leadership to the College Council; the prime participatory body for planning, budget and facilities issues.

Two recent events pointed out a shortcoming in the participatory decision-making processes at the College. Due to unique circumstances, in summer 2004, the President reorganized the administrative structure of the College, and because of the timing of the reorganization (which involved the resignation of the Vice President for Student Learning who was then responsible for both instruction and student services) did not involve the participatory governance processes, nor did the President consult with the Academic Senate. In subsequent discussions with the Senate Executive Council, the President committed to adhering to working closely with the Senate to avoid future missed communication, and agreed to a survey to evaluate the effects of the reorganization the following semester. A survey of faculty and classified staff indicated that there was general support for the reorganization.

In summer of 2005, due to a decrease in enrollments across the district that was not identified until July, emergency budget cuts had to be made while the faculty was not on campus. The cuts impacted many areas, including changing the instructional days at the ESCC Campuses and changing ESCC class schedules, with opportunity for input by the Faculty Area Chairs only available briefly via email. The process bypassed participatory governance decision-making processes.

The lesson that has been learned from these two events, is that participatory governance and campus-wide input into decision-making, especially in times of

crisis, needs to be continued throughout the summer months, even when faculty are not on campus.

### IV.B.2.B — ACTION PLAN

- The President has restated her commitment to participatory governance and will explore ways to improve communication, particularly in times of rapid change. The College Council will meet during the summer months to facilitate communication.

### IV.B.2.C

**The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

### IV.B.2.C — DESCRIPTIVE SUMMARY

The President is delegated the authority and has the responsibility to implement all appropriate statutes, regulations, and governing Board policies. The responsibilities are described in the Board Policy Manual. The President performs an on-going review of institutional practices to assure that they are consistent with the College's mission, Board policies and state regulations. The President reports publicly to the Board at monthly Board meetings.

The President adheres to the faculty and staff contracts and assures the College that the processes are followed.

### IV.B.2.C — SELF EVALUATION

The President uses the College Council and the Administrative Council as resources to insure that regulations are being met. The President also interacts regularly with the District and District attorneys when interpretation is necessary.

The institutional mission is closely adhered to throughout the service area. We strive to provide the highest quality instructional transfer, vocational career training and student services within the resources the College is allotted.

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In the past three years, only three grievances have been filed at the College. Of those three grievances, all were decided in favor of the College. One grievance resolution related to a weakness in the student complaint process. This issue was resolved. The College meets this standard.

#### **IV.B.2.C — ACTION PLAN**

No action plan is needed.

#### **IV.B.2.D**

**The President effectively controls budget and expenditures.**  
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#### **IV.B.2.D — DESCRIPTIVE SUMMARY**

In consultation with the Budget Allocation Task Force at the District Office, the President effectively controls the budget and expenditures. To assure proper allocation of funds, the President consults with the appropriate administrative staff, and makes annual budget recommendations to the Board of Trustees for review and approval. Budget and expenditures are carefully monitored and regular reports are prepared for Board review. Budget decisions are guided by the institutional mission and the priorities that result from its implementation.

The President works with the Academic Senate to develop the budget process. Campus budget recommendations are made in the College Council. All constituent groups participate in the process with input provided by representatives. The instructional budget is developed in the Faculty Area Chair meetings and forwarded to the College Council for review. The final campus budget recommendations to the President are achieved through consensus.

#### **IV.B.2.D — SELF EVALUATION**

The College meets this standard.

#### **IV.B.2.D — ACTION PLAN**

No action plan is needed.  
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#### **IV.B.2.E**

**The President works and communicates effectively with the communities served by the institution.**  
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#### **IV.B.2.E — DESCRIPTIVE SUMMARY**

The President is an active College representative, meeting the challenges of a service area that includes multiple campuses within different communities. She is a member of the College foundations in Mammoth, Bishop and Ridgecrest. She has attended Chamber of Commerce and City Council meetings in Lake Isabella, Bishop, California City, Mammoth, and Mojave. She understands the value of community support in the College's fundraising efforts and of community input in the College's long-term planning process. She has spent a great deal of time getting to know community leaders and has met with every significant group in the surrounding communities.

She was commended by a Proclamation of the City of Ridgecrest for her contributions to the community in September 2004. The President has, along with the Board of Trustees representative, met with City Council members from different communities in order to solidify the College's community connections and to reinforce the importance of the community's perspective in College planning.

#### **IV.B.2.E — SELF EVALUATION**

The College meets this standard.

#### **IV.B.2.E — ACTION PLAN**

No action plan is needed.  
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#### **IV.B.3**

**In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison be-**

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tween the colleges and the governing board.

### **IV.B.3.A**

**The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

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#### **IV.B.3/IV.B.3.A — DESCRIPTIVE SUMMARY**

The Board Policy Manual through both policy and defined procedures clearly delineates the role of the District Office and the authority and responsibility of the College campuses.

The district system operational policies responsibilities and procedure are communicated through the Chancellor’s Cabinet a District-wide body, and through the Chancellor’s Executive Council which includes district and campus lead administrators.

Each of the campus administrative areas reports to the College President. Additionally, there is a subordinate reporting structure to and coordinating effort with the district administrator in charge of related functions. For example, the Cerro Coso Director of Business Services reports directly to the College President and responsible to the President. The President, through the Director, is in complete control of the college budget. At the same time, the Director maintains an auxiliary relationship with the District’s Chief Fiscal Officer. This relationship deals with process and uniform implementation throughout the various colleges. In this way there is effective coordination between District and campus operational responsibilities and functions. The same is true in the areas of Human Resources, Student Learning, Student Resources and Information Services.

Operational responsibilities and functions are directly communicated through nearly 30 District committees ranging from child care to information technology. The colleges reciprocate by providing information and functions to the District by carrying out selective services; for instance, we all have responsibility for our own financial aid services. We communicate with the

Board of Trustees through out monthly Board report and through our budget hearing and justifications which happen twice a year.

We also have on our computer system a shared portal where all of the minutes and pertinent items discussed are available for the committees and members of the larger campus community. A summary of those meetings are available within a week of the meeting. At the next Chancellor’s Cabinet meeting the minutes are approved and finalized in the portal. (Chancellor’s Cabinet and Chancellor’s Executive Council). The minutes are then posted to the portal website for broader distribution.

#### **IV.B.3/IV.B.3.A — SELF EVALUATION**

Through an assessment process at the District level, some responsibilities and assignments are changing. The District conducted an external assessment of the Human Resource function district-wide. Some of the responsibilities of that office have been distributed to the colleges. A new position of Associate Chancellor for Academic and Student Services position was created to assist the colleges; this position is currently held by Dr. Greg Chamberlain. His office coordinates regular District meetings among the college Vice Presidents, Deans, and Directors. Under his leadership, Board procedures are being uniformly administered across the District. He also facilitates the Distance Learning Task Force.

Additionally, an internal assessment was conducted of both Business Services and the MIS operations. Some changes have resulted, but the District currently lacks the financial resources for full implementation. The College meets this standard.

#### **IV.B.3/IV.B.3.A — ACTION PLAN**

No action plan is needed.

### **IV.B.3.B**

**The district/system provides effective services that support the colleges in their missions and functions.**

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### IV.B.3.B — DESCRIPTIVE SUMMARY

Where appropriate, the District provides centralized services that support colleges and improve the functions at both the District and the colleges. For example the District has a centralized Information Technology Department that is responsible for infrastructure and network services, including email, across the District. The District provides data information services and training for the District-wide Banner system, an automated, integrated software application.

Each College pays for District services through the budget allocation model, with the District budget including the costs of services provided to Colleges. The costs include Business Services, Facilities Construction Services, the MIS service and others.

### IV.B.3.B — SELF EVALUATION

The services provided by the District are adequate to meet the needs of the Colleges.

### IV.B.3.B — ACTION PLAN

No action plan is needed.

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### IV.B.3.C

**The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

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### IV.B.3.C — DESCRIPTIVE SUMMARY

The Budget Allocation Task Force was formed at the District level and includes representatives from all of the Colleges. The current allocation model is flawed in that it does not take into consideration the budgetary needs of a multi-site college. Basically, a five-site college receives a similar budget allocation as that of a single-site college. The District has recognized this financial dilemma and plans to design a new funding model. To achieve this goal, a task force has been created.

The number of new faculty positions is also decided under this allocation model. The District determines

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the full-time faculty obligation and then assigns openings to each college. The choice of which subject areas will receive additional faculty is determined by each college, in consultation with its Academic Senate.

### IV.B.3.C — SELF EVALUATION

The allocation formula has been in effect for six years; based on the formula, Cerro Coso Community College receives 17percent of the District's available funds. Additionally, the District distributes funds for instructional items and maintenance projects.

Unfortunately, Cerro Coso's expenses exceed the budget allocation. We have a deficit and need to make cuts. The College needs either more students or fewer personnel. Our new marketing plan and enrollment management plan address this issue.

### IV.B.3.C — ACTION PLAN

- The College must develop external sources of funding through grants, contracts, donations, and endowments.
- The District will implement a new funding allocation model that considers conditions of individual colleges.
- Cerro Coso will participate in developing the new allocation model.
- Cerro Coso will implement the Enrollment and Marketing Plan.

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### IV.B.3.D

**The district/system effectively controls its expenditures.**

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### IV.B.3.D — DESCRIPTIVE SUMMARY

The District budget is monitored by the Chancellor, the Chief Business Officer, and the internal auditor. Expenditures are cut off in May to insure that the District does not exceed its budget target. The Colleges follow a similar process. The Kern Community College District maintains a five percent reserve. The individual colleges have begun to build individual reserves in addition to the District's reserve to cover the

unfunded liabilities of banked load, sick leave, vacation leave and other issues. It is difficult to build a reserve when funds are tight but it is necessary to prepare for the future.

#### IV.B.3.D — SELF EVALUATION

The District meets this standard by maintaining the required five percent state reserve. The colleges are in the process of building three percent reserves. Budget expenditures that exceed budget allocations are not tolerated.

#### IV.B.3.D — ACTION PLAN

No action plan is needed.

#### IV.B.3.E

The chancellor gives full responsibility and authority to the Presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

#### IV.B.3.E — DESCRIPTIVE SUMMARY

The President has full authority to make decisions for the benefit of the campus. This includes full authority to make decision to renovate and design buildings with general funds and Measure G funds with no interference from the district. The President has the authority to supervise and recommend the hiring or termination of employees. The President is responsible for and has autonomy in developing budgets, scheduling classes, or dedicating resources to programs such as an enhanced online program, or the authority to develop new programs such as ITV.

The President is held accountable by the Chancellor for submitting a balanced budget by June 30.

The President interacts directly with the Board of Trustees. Cerro Coso has a Trustee who represents the College area on the Board, and who is an active member of the College community.

The President is held accountable for the operations

of the Colleges and is evaluated annually by the Chancellor. Every fourth year is a comprehensive evaluation that involves peers and everyone that reports to the President, including representatives from the faculty and classified staff.

#### IV.B.3.E — SELF EVALUATION

Cerro Coso Community College meets this Standard.

#### IV.B.3.D — ACTION PLAN

No action plan is needed.

#### IV.B.3.F

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

#### IV.B.3.F — DESCRIPTIVE SUMMARY

The District acts as a liaison between the colleges and the governing board. We are fortunate in this District to have governing board representatives from the two smaller colleges on the Board of Trustees. We are fortunate to have an excellent trustee to represent Cerro Coso who was elected by the voters four years ago.

The District utilizes technology to link all constituent groups. The District web pages include minutes of meetings and status reports. The list serve email system is the means for providing direct information to specific groups, such as Distance Education staff or Child Development staff.

The Chancellor’s Cabinet is the major district-wide governance body. It has representation from each college. The Cabinet is charged with linking their constituent groups directly to the Chancellor.

At the regular Board of Trustee meetings, each college President provides a monthly update about their campus/sites. A “Report to the Board” is also designed and printed on a monthly basis.

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### IV.B.3.F — SELF EVALUATION

The multiple channels of communication are in place. Kern Community College District has designed systems that allow a free flow of communication: face-to-face meetings, video conferencing, email, and printed materials. Cerro Coso Community College meets this Standard.

### IV.B.3.F — ACTION PLAN

No action plan is needed.

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### IV.B.3.G

**The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

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### IV.B.3.G — DESCRIPTIVE SUMMARY

During the 2005-2006 academic year, the district convened a Committee on Committees. This committee redefined the membership and roles of many of the committees. They eliminated some committees and changed the membership of others. Cerro Coso was represented by the Vice President of Student Services.

In addition, the District reconvened the Hays Study Group. This committee analyzed all the District committees in terms of their composition, purpose, and effectiveness. They recommended a committee structure that was leaner and clearer in terms of governance and decision making processes. For example, the Chancellor's Cabinet had grown to thirty plus members. Its stated charge is to advise the Chancellor, but its size hampered it from being a cohesive working group. Through reorganization, it was reduced in size and its goals and procedures were updated.

Cerro Coso Community College has also revisited its Governance Committee structure.

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### IV.B.3.G — SELF EVALUATION

Between the District, the College's committees, and working groups, many eyes scrutinize Cerro Coso's integrity and effectiveness. With the creation of the Assistant Chancellor for Academic and Student Services, another layer of expertise has been added to assist the College in continually assessing its services. The District is also scheduled to hire a Director of Institutional Research who will be tasked with keeping Cerro Coso informed regarding productivity, enrollment, and efficiency.

### IV.B.3.G — ACTION PLAN

No action plan is needed.



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# APPENDIX A

## SUPPORT DOCUMENTS

1. 36 Academic Degrees and Programs
2. 49 Academic Certificates and Awards
3. Academic Exceptions Committee
4. Academic Probation and Disqualification process
5. Academic Senate Minutes
6. Administrative Organizational Chart
7. Agreements with LRC and Edwards AF Base, Mono County Superintendent of Schools, and Kern County Law Library
8. Articulation Agreements: UC, CSU, and private schools
9. Assessment Data: for Internal and External Constituencies
10. ASSET test and ACCUPLACER Online
11. ASSIST (used by counselors)
12. Associated Students of Cerro Coso (ASCC)
13. Audit Recommendations
14. Basic Skills Committee
15. Bill Gates Public Recognition
16. BreezeLive
17. California School Employees Association (CSEA) Contract
18. California Virtual Campus (CVC) Grant and Documentation
19. CC Online Structure and Support
20. CCA Contract
21. Cerro Coso Community College Student Conduct Policy
22. Cerro Coso Community College Student Handbook
23. Cerro Coso Faculty Technology Survey (Jan 05)
24. Class Schedules with Mission Statement
25. Code of Ethics
26. College Budget, Process, & Outcomes

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27. College Catalogs (from last visit to most recent)
  28. College Committees: Shared Governance and Academic Senate Committees and Membership Lists
  29. College Council: Membership, Meeting Schedule, Minutes
  30. College Educational Master Plan
  31. College Facilities Master Plan (including notes from architectural firm of Fields/Devereaux)
  32. College Library Collection Development Policy
  33. College Long Term Schedule
  34. College Night and CSUC Open House Activities
  35. College Resource and Facilities Master Plans draft by MAAS
  36. College Strategic Plan
  37. College Web Site
  38. Curriculum and Instruction Council: Handbook, Agendas, and Minutes
  39. Demographic Data: Students and Communities
  40. Description and progress report on college's construction initiatives
  41. Description of budget process
  42. Description of College Council's budget criteria
  43. Description of IRT responsibilities
  44. Discipline Area Committee (DAC) List
  45. Early Alert Program
  46. Faculty Chair Committee Meetings: Agendas and Minutes
  47. Faculty Mentor Program: Meetings, Minutes, Communications, Budget
  48. Faculty Replacement Process
  49. Faculty/staff computers
  50. Financial Aid Programs
  51. GED support services
  52. Help Desk Lab Aide Manual & Training
  53. Honors Program
  54. IMPAC materials
  55. Information on student assessment process (Process & outcomes)
  56. Instructional Organizational Chart

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57. Inventory (Computers –IssueTrak Reports)
  58. ITV: Support and Training Course Outline
  59. KCCCD District Wide Information Technology Committee (DWITC) Minutes
  60. Kern Community College District Adjunct Faculty Hiring Procedures (adopted by Academic Senate December 9, 1999)
  61. Kern Community College District Board Minutes: Approval of Cerro Coso Catalog
  62. Kern Community College District Board Policies Manual
  63. Kern Community College District Faculty Evaluation
  64. Kern Community College District Human Resource Operational Guidelines
  65. Kern Community College District Information Technology Plan (ITP)
  66. Kern Community College District Researcher: Efficiency and Productivity Data
  67. Kern Community College District Strategic Plan
  68. Learning Resource Center: 26 Full Text Databases
  69. Maintenance and Operations: Work Orders and Safety
  70. Mammoth, designs are complete for a low-income student housing complex located next to the center. Plans are also drawn for a new library to be shared by the Mono County School System and ESCC/ Cerro Coso. Provide documents to back this up.
  71. Maps of Campuses and Buildings
  72. Measure G: Information and Plan Notes
  73. Meetings with high school administrators, teachers and counselors: Agendas and Minutes
  74. Minimum Qualifications Guide (California Community College Chancellor’s Office)
  75. Minutes of College Council indicating review of Strategic Plan
  76. Minutes of departmental reviews of college mission statement
  77. Minutes of Faculty Chair and Student Services workgroups
  78. Moodle Course Management System
  79. New Faculty Screening Process
  80. Occupational Advisory Committees List and Minutes
  81. Online Training Certificate Program
  82. Oracle Discoverer
  83. Participatory Governance
  84. Placement and Testing
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85. President's Monthly Forums List
  86. Program Discontinuance Policy
  87. Program Review: Cycle, Program Review Template, Completed Program Reviews
  88. Project Hope House
  89. Reorganization Survey: Questions and Results
  90. Reports from UC and CSU on Cerro Coso student performance after transfer
  91. Results of focus groups held at all sites
  92. Safety inspection reports (SISC II).
  93. Safety training sign in sheets/document to show training is done.
  94. SARS Grid
  95. Schedule: Long-term
  96. Special Services Programs (Trio, Cal Works, etc.)
  97. Staff Training: Flex Day Agendas, Attendance, and Evaluation / Professional Development
  98. Staffing Process
  99. Student Complaint Process
  100. Student Enrollment, Retention, Success & Transfer Figures (including LVN exam & Microsoft certification)
  101. Student Orientation Packet
  102. Student Services Organizational Chart
  103. Student Services' year-end and compliance reports
  104. Student surveys from English, reading and math classes
  105. Student-Right-To-Know information
  106. Surveys of faculty, staff and students conducted by Student Support Services (Surveys and results)
  107. Technology Resource Team (TRT): Purpose, Minutes, and Outcomes
  108. Training Surveys noted in III.A.4.a
  109. Transfer Center & College Preview Day



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# APPENDIX B

## ACCREDITATION SELF-STUDY TIMELINE

### SEPTEMBER 2004 - DECEMBER 2004

September	Attend Commissions accreditation self-study workshop in Bakersfield
September/October	Identify the Accreditation Steering Committee
October	Identify the four Accreditation Standard Leaders
November	Staff the four Standard Committees
November	Identify the support Personnel
December	Educate the college community

### JANUARY 2005 - DECEMBER 2005

January	Flex Day presentation. Accreditation materials posted on the college Intranet
February	Standard Committees meet to plan and coordinate research.
February/March	Each of the four Standard Committees work on development of a draft of the Description.
April	Description drafts are forwarded to the Steering Committee.
April	Steering Committee develops its first draft of Descriptions
September/October	Each of the Standards Committees work on the development a draft of the Evaluation and Plan
November	Evaluation and Plan and forward it to the Steering Committee
November	Interactive Draft review/critique Web site construction begins
December/January	Steering Committee develops its first draft of the Evaluation and Plan

### JANUARY 2006 - NOVEMBER 2006

January	Steering Committee identifies an editor for Self-Study document.
January	First draft of the self-study is forwarded to the District administration and the Kern Community College Board of Trustees.
February	First draft of the self-study is posted on the interactive web site for review and critique by college faculty, staff, and students. Newspaper announcements made in each community served by the college invite community members to participate in review and critique of the document. Hard copies of the first draft are placed in local libraries for community review and critique. The web site remains active until the first week of April.
April	Steering Committee evaluates web site input and response from the District and Board. Steering Committee assembles the second draft of the Self-Study. The second draft is forwarded to the Editor.

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May	Editor and Steering Committee complete final draft of the Self-Study.
May	Complete introductory section.
June	Final Draft is sent to the District and Board.
July	Board approves Final Draft.
August	Approved Final Draft sent to printer.
Summer, 2006	Preparations (facilities, motels, supporting documents, etc.) for the Accreditation Teams visit.
September	Self Study is sent to Commission six weeks prior to visit.
October	Site visit.