

# Academic Affairs Department

## Annual Planning for Academic Year 2015-2016

### Planning Year 2014

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## Review And Planning

### Summary of Areas of Improvement

#### Career Technical Education

- Although not identified in the section plan, equity gap showing African American and American Indian students not performing as well as other ethnic groups in almost all disciplines.
- Although not identified in the section plan, falling well short, as demonstrated by SLO assessment, of the ACCJC standard of 85% of section courses with ongoing assessment of learning outcomes

#### Distance Education

- As identified by the Achieving the Dream (AtD) team and the Student Success and Support Program (SSSP), the lack of an adequate online orientation and assessment to help students become better prepared for online learning.
- Continued faculty training in regard to online pedagogy and technology as well as regular electronic distribution of tips and resources.
- Lack of a standardized online course theme and website redesign to improve the effectiveness of department operations and online learning navigation; lack of effective tutorial videos and a procedural manual for faculty end users.

#### East Kern

- Although not identified in the section plan, lack of a functioning effective Learning Resource Center at any of the campus locations in East Kern, making it very difficult to provide regular and effective tutoring, proctoring, and other support services.

#### ESCC

- Not being able to fully meet student demand for counseling, educational advising, student services referrals (EOPS, DSPS, Financial Aid, Veterans Services), orientation, HS outreach and completing matriculation.
- Unavailability of data for ESCC success, retention, completion, etc. disaggregated for age, gender, ethnicity or other demographic factors.
- Need for a 'learning college' culture on campus that could be effectively addressed by a more comprehensive Learning Assistance Center to support staff and faculty through workshops, collaboration space and resources, and students through life skills support, learning support, student services referrals, collaboration with community partners, and collaboration space.

#### Kern River Valley

- Lack of consistency, continuity, and coverage in the Learning Resource Center for providing supportive educational services.
- Although equity data is not disaggregated by campus location (see ESCC), a likely equity gap showing students who are economically disadvantaged (82% of students at KRV compared to 39.6% at the main campus) not transferring at the same rate as their counterparts.
- A likely equity gap showing students who are economically disadvantaged not performing well on Math and English progression.

#### Liberal Arts and Sciences

- Equity gap showing African American and American Indian students not performing as well as other ethnic groups in almost all disciplines.

- Equity gap showing Males, students aged 30-39, and students aged 40 and above not performing as well as their counterparts in disciplines with large numbers of online offerings.
- As demonstrated by program reviews completed in 2013-14, gaps in alignment and assessment in the Liberal Arts degrees showing the need for CIC to adopt a formal mechanism for approving or disapproving courses newly proposed as additions to the Liberal Arts degrees, for the discipline areas to begin a second round of mapping to sharpen the relation between PLO's and courses required, for the discipline areas to develop an action plan to improve the success and retention rates in DE sections compared to traditional offerings, and for the discipline areas to attain at least an 85% assessment level in SLO's, working toward 95% as an ongoing standard.
- As demonstrated by SLO assessment, falling short of the ACCJC standard of 85% of section courses with ongoing assessment of learning outcomes.

## Progress Made on Prior Year Initiatives

### Implement student success strategies to improve student achievement

#### Progress Made:

*Increase CTE student success and retention.* The major initiative in this area has been the work with counseling to manually undertake student audits in all CTE areas in order to identify, notify, and coach students to completion. A job development specialist has been hired to help with this work. In addition to that, faculty have attended professional conferences, FLEX training, Lynda.com training as well as other online training opportunities to increase student success and retention.

*Enhance engagement.* The ESCC needs to continue to enhance engagement on all fronts in order to increase student success, retention and completion (via student-student engagement, student-faculty/staff engagement); increase work flow efficiencies (via faculty-faculty engagement, faculty-staff engagement, faculty/staff-community). ESCC's functional rearrangement created hubs of activity on campus, including the learning resource center: combining the learning assistance center, library, counseling center, and student services center; the faculty zone – all faculty offices are adjacent to the learning resource center; the distance education & information technology zone: CC Online, IT and iTV staff are now in a shared office space; and an Admissions & Records One-Stop-Shop including admissions, assessment testing, registration, proctoring and business services. Additionally, creation of dedicated Community Rooms at both Bishop and Mammoth campuses enables the community more opportunities to engage with ESCC. ESCC launched the English Student Success Lab, Faculty Professional Development Calendar, Student Activity Calendar, and Student Workshop Calendar during Fall 2012. ESCC is also working with Mammoth Lakes Foundation to develop a comprehensive community-wide community education calendar. ESCC has worked with South Gateway Student Apartments to generate momentum for SGA activities at ESCC.

*Expand training opportunities for faculty, seek methods to enhance delivery of course materials and support student engagement and retention.* Partially completed. Due to the turnover of personnel in the DE office, some of the goals set in 2012 for 2013-14 were not accomplished or even attempted. This goal, by virtue of its great generality, was addressed by a number of initiatives in the DE area. The most substantive one was the conversion to Moodle 2.x, a project that required all faculty to be trained in the newest upgrade. This was accomplished mostly in the fall 2014 semester, prior to the leaving of the DE Director, and the new director, afforded a new educational media design specialist at the same time, turned to other projects. But training has continued, primarily in teaching faculty how to use features of the new Moodle (gradebook, discussion forums, embedding of video and audio files, SLO assessment techniques) and how to design and embed customized video segments.

#### Measures of Success

- Overall college retention (traditional): DOWN from 90.1% to 89.1% (ODS)
- Overall college retention (online): EVEN at 78.5% (ODS)
- Overall college success (traditional): DOWN from 76.0% to 74.6% (ODS)
- Overall college success (online): UP from 61.0% to 61.1% (ODS)
- CTE retention: UP from 82.9% to 84.3% (ODS)
- CTE success: UP from 68.1% to 68.3% (ODS)
- ESCC success Bishop: DOWN from 77.7% to 77.0% (ODS)
- ESCC success Mammoth: UP from 68.9% to 73.0% (ODS)
- KRV success: DOWN from 68.6% to 64.9% (ODS)
- Completion (total awards): DOWN from 404 to 369 (ODS)
- Persistence: UP from 63.3% to 64.2% (CCCCO Scorecard)
- 30 Units: UP from 55.7% to 58.5% (CCCCO Scorecard)
- Remedial English: UP from 24.2% to 24.8% (CCCCO Scorecard)
- Remedial Math: DOWN from 28.3% to 27.2% (CCCCO Scorecard)
- Degree/Transfer Completion: UP from 49.6% to 49.8% (CCCCO Scorecard)

- CTE Completion Rate: DOWN from 42.6% to 39.5% (CCCCO Scorecard)

### **Increase and improve outreach, recruitment and intake efforts**

#### **Progress Made:**

*Outreach (LAS). Moderate progress made.* The college saw a rise in the number of activities and events and an increase in participation in outreach events by liberal arts and sciences faculty. Faculty members in English, Anthropology, and Spanish initiated new outreach efforts (explained in the LAS section plan) and several were engaged in outreach efforts in Tehachapi, Lake Isabella, and Bishop/Mammoth. However, much more targeted outreach is required to nurture the pipeline of students into programs.

*Develop and expand CTE marketing and recruitment.* Progress made. The CTE sections worked closely with the CCCC Public Information Officer to develop program specific materials, redevelop the CTE brochure, publish public interest stories both on faculty and student and participate in county fairs/community events in order to market the CTE programs.

*Expand high school outreach and transition into college (CTE).* No progress made.

#### Measures of Success:

- High school yield: UP from 26.4% to 27.7% (KCCD IR High School Yield Report)
- Number of majors in LAS programs: UP from 578 to 688 (KCCD Program Review Data)
- Number of majors in CTE programs: UP from 2886 to 3000 (KCCD Program Review Data)

### **Improve Basic Skills support.**

#### **Progress Made:**

*Improve Basic Skills Instruction.* Initiatives completed, with mixed effect. A new modularized lab, English C042, was run during the fall and spring semesters (though at IWV only) with success rates of 41.4% and 30.4%—well below that of the regular English C040 classes at an average of approximately 50%). In 2013-14, reading sections were eliminated as a barrier to student achievement through the remedial sequence; instead, reading instruction was embedded into composition classes. Success rates remained virtually identical in the composition sequence, suggesting student reading levels were being satisfactorily addressed in the classes. However, the bottom line is that basic skills is not improving as rapidly as it could or should be. Math basic skills continues to be slightly below the state average (27.2% versus statewide 30.6%), while English continues to be significantly below (24.2% versus statewide 43.6%)

#### Measures of Success:

- Retention in basic skills courses: UP from 84.4% to 85.0% (ODS)
- Success in basic skills courses, DOWN from 60.7% to 59.8% (ODS)
- Remedial English: UP from 24.2% to 24.8% (CCCCO Scorecard)
- Remedial Math: DOWN from 28.3% to 27.2% (CCCCO Scorecard)
- Completion (Remedial): DOWN from 40.9% to 37.2% (CCCCO Scorecard)
- Persistence (Remedial): UP from 62.2% to 62.8% (CCCCO Scorecard)
- 30 Units (Remedial): UP from 60.8% to 62.2% (CCCCO Scorecard)

### **Operate at a level of Sustainable Continuous Quality Improvement**

#### **Progress Made:**

*Consolidate a culture of analyzing SLO and Program Review data, identifying gaps, and implementing improvements.* Substantial progress made. Student success and best practices are being discussed and examined in more effective faculty professional development activities. Faculty flex activities in 2013-14 and early in 2014-15—including the adjunct professional development day in November 2014—were built around the idea of more intimate faculty-to-faculty sessions for the purposes of talking shop, trading tips, and learning from each other about strategies that promote student success. The year 2013-14 saw the first administration of an employee survey regarding planning and program review. This survey was completed by 70 faculty members, both full-time and

adjunct, and a summary of this comprehensive planning document was distributed to all employees college-wide in October 2014. In fall 2014, annual unit plans were presented by faculty.

**Measures of Success:**

- Percentage of courses with ongoing assessment of learning outcomes: DOWN from 69.0% to 68.1% (ACCJC Annual Report)
- Percentage of college programs with ongoing assessment of learning outcomes: DOWN from 76% to 72% (ACCJC Annual Report)
- Annual Assessment Score for Planning: 3.97 (College Report Card, no year range, baseline measure, scores out of 5)
- Annual Assessment Score for Program Review: 3.74 (College Report Card, no year range, baseline measure, scores out of 5)
- Annual Assessment Score for Student Learning Outcomes: 3.72 (College Report Card, no year range, baseline measure, scores out of 5)

## **Initiatives for Next Academic Year**

### **Implement Engagement Strategies to Support Student Success, Persistence, and Completion**

**Strategic Plan Goals Addressed:**

1,2

**Action Plan:**

- Improve Engagement in CTE Courses (CTE sec. plan)
- Improve Online Student Engagement (DE sec. plan)
- Increase Scope and Use of ESCC Learning Assistance Center to Support Learning College Culture (ESCC sec. plan)
- Improve Basic Skills Instruction (LAS sec. plan)
- Provide Focused Support and Coordination for Learning Assistance Center functions (Student Equity plan)
- Expand Learning Support for Basic Skills English and Math students. (Student Equity plan)
- Develop and offer professional development content and activities for faculty to address the improvement of remedial course completion. (Student Equity plan)
- Develop and offer professional development content and activities for faculty to support the improvement of degree and certificate completion. (Student Equity plan)
- Develop and offer professional development content and activities to address the improvement in the number of students transferring. (Student Equity plan)

**Measure of Success:**

- Annual number of transfers
- Annual transfer rate
- Annual number of degrees and certificates conferred
- Annual course retention rate
- Annual course success rate
- Student Success Scorecard Completion rate
- Student Success Scorecard 30-Unit rate
- Student Success Scorecard Persistence rate
- Student Success Scorecard Remedial English Progress rate
- Student Success Scorecard Remedial Math Progress rate
- *CTE retention (ODS)*
- *CTE success (ODS)*
- *Online attrition (ODS)*
- *Online retention (ODS)*
- *Online success (ODS)*
- *# of hours of tutoring, all sites (LAC Annual Unit Plan)*

**Expected Completion:**

May 2016

**Person Responsible:**

Vice President, Academic Affairs

**Designed:**

It is designed to increase student success

**Student Experience:**

2nd Year/Program Completion, First Year, Remediation

**Address Equity Gaps****Strategic Plan Goals Addressed:**

1,2

**Action Plan:**

- Narrow equity gaps (ESCC sec. plan)
- Continue to develop strategies for supporting Hispanic, African American and American Indian students. (Student Equity plan)
- Work with faculty to overcome barriers for economically disadvantaged students, particularly in the area of texts and materials. (Student Equity plan)
- Increase enrollments for underrepresented populations, including male, 40 and older, American Indian and White. (Student Equity plan)
  
- Increase the overall number of students completing a degree or certificate with a particular emphasis on male, 20-24 year old and African American and American Indian students. (Student Equity plan)
- Increase the overall number of students transferring to 4 year institutions with a specific emphasis on African American, American Indian, and socioeconomically disadvantaged students. (Student Equity plan)
- Develop and offer professional development content and activities for faculty to address the improvement of course completion for historically underrepresented groups. (Student Equity plan)

**Measure of Success:**

- Disaggregated data for course success
- Disaggregated data for transfer
- Disaggregated data for transfer prepared
- Disaggregated data for degree/certificate attainment
- Disaggregated data for 30-units
- Disaggregated data for persistence
- Disaggregated data for remedial English progress
- Disaggregated data for remedial math progress
- Disaggregated data for service area vs. students

**Expected Completion:**

May 2016

**Person Responsible:**

Vice President, Academic Affairs

**Designed:**

It is designed to increase student success

**Student Experience:**

2nd Year/Program Completion, First Year, Remediation

**Stabilize Enrollment****Strategic Plan Goals Addressed:**

3

**Action Plan:**

- Increase Class Offerings and CTE Programs in Service Area (EK sec. plan)
- Increase Outreach Efforts (EK sec. plan)
- Increase High School Yield (ESCC sec. plan)
- Increase Online Student Enrollment (DE sec. plan)
- Increase Student Enrollment and Persistence (KRV sec. plan)
- Increase CTE Programs Tailored to the Rural Community Served (KRV sec. plan)
- Increase Student Enrollment and Persistence (KRV sec. plan)
- Begin Targeted Outreach for LAS Programs (LAS sec. plan)

**Measure of Success:**

- Annual FTES
- Annual productivity
- Waitlisted enrollments on the first day
- Number of special-admit enrollments
- Enrollment yield from feeder high schools
- Participation rate
- *Online FTES (ODS)*
- *Kern River Valley FTES (ODS)*
- *East Kern FTES (ODS)*
- *East Kern FTES in Career Technical disciplines (ODS)*
- *Number of Liberal Arts and Sciences majors (IR Program Review data)*

**Expected Completion:**

May 2016

**Person Responsible:**

Vice President, Academic Affairs

**Designed:**

It is designed to increase student success

**Student Experience:**

2nd Year/Program Completion, First Year, Intake, Remediation

**Meet Internal and External Standards for SLO's and Program Reviews****Strategic Plan Goals Addressed:**

**Action Plan:**

- Achieve 90% of courses and programs with ongoing assessment of learning outcomes
- Be current on program reviews

**Measure of Success:**

- Percentage of course with ongoing assessment of learning outcomes
- Percentage of programs with ongoing assessment of learning outcomes
- *Percentage of due program reviews completed (CTE and LAS Annual Section Plans)*

**Expected Completion:**

May 2016

**Person Responsible:**

Vice President, Academic Affairs

**Designed:**

It is designed to improve internal unit operations

**Student Experience:**

## Resource Needs

### Facilities

The CTE section requests a variety of specific facilities enhancements. All requests are supported at the division level except the following:

- ADMJ: dedicated space for equipment - no need justified in the unit or section plan.
- Allied Health: all requests - no need justified in the unit or section plan.
- CIS and Business: additional classroom space – it is likely the request can be accommodated by means of IT (see under IT below)

The Distance Education department requests the installation of a work station in its office area for use by faculty to develop multimedia-rich course content. This request is supported at the division level but it should be considered as part of a larger faculty lounge concept (see below).

The East Kern Center is expected to expand in Tehachapi and will require a permanent location for all services: administrative, student services, learning support services, and instructional services. The request to move forward with plans for a permanent facility is supported at the division level.

The Eastern Sierra College Center requests a variety of specific facilities enhancements. All requests in the categories of CRITICAL & URGENT and IMPORTANT supported at the division level. Items in the INSTRUCTIONAL & STUDENT SERVICES category to be monitored for need.

Kern River Valley site will be undergoing a major renovation beginning in May 2015 with a projected end date of December 2015 and will require a full complement of classroom and office furniture. A detailed list of required items is included in the section plan. All requests are supported at the division level.

The Liberal Arts and Sciences section requests a variety of specific facilities enhancements, such as security gates for the LRC at Ridgecrest (approaching end-of-life), lighting on the LRC second floor, and new whiteboards in the East Wing. All requests are supported at the division level. (Note: since the Visual and Performing Arts unit plan was submitted after the Section plan, its requests were not included. The section and the division support all facilities requests in the VPA unit plan as these relate to matters of safety, instruction, and simple upkeep.)

**NEW FACILITIES REQUEST AT THE DIVISION LEVEL NOT REFLECTED IN UNIT OR SECTION PLANS.** Given the needs coming forward in all areas for enhanced faculty professional development, the division requests a dedicated faculty professional development space to make training materials available. Two of the major strategies addressed in this division plan—1) implementing engagement strategies to support student success, persistence, and completion and 2) addressing equity gaps—require intensive professional development. And the creation of a dedicated space that faculty can use individually or in small groups would assist those efforts. A potential space has been identified in the library (the old book 'morgue'), which is centrally located near IT, the Distance Ed office, and the reference area of the library. To outfit the space, the following items are requested: bookshelves, low filing cabinets, one computer desk, at least two comfortable chairs of the same type as those in the library.

## Information Technology

The CTE section has made a variety of specific IT requests. One request that came up through the “facilities” area is additional classroom space; it is possible outfitting LRC 722 with a laptop cart may be all that’s needed to accommodate the request. All other CTE requests are supported at the division level except the following:

- Child Development: new computers for new faculty members – there are no new faculty members in CHDV for 2015-16, but even so this would be a baseline function provided by IT and not require a specific unit-level request.
- Industrial Arts: all rooms provided with video projection capability – it’s not clear why the central classroom in 192 cannot be provided with this capability only, and the classes move there when the instructional method is required. The division supports one room only at this time until further justification can be made why all four rooms need the capability.
- Industrial Arts: laptop for the fulltime faculty member – faculty members already have computers, and only one computer is assigned to each faculty member; if the issue is switching from a desktop to a laptop, the faculty member simply needs to contact IT
- Allied Health: 20 laptop computers - no need identified in the unit or section plan, no justification made.

The Distance Ed department requests two copies of Articulate Studio software, one copy of Camtasia software, two headphones, one desktop computer and one laptop for the reasons detailed in the section plan. The department would also like to purchase two iPads to be used by the Distance Education Director and Educational Media Specialist to test mobile/tablet access to Moodle and to troubleshoot glitches relating to mobile course content and navigation. Both requests are supported at the division level.

The East Kern section does not indicate any IT needs; however, if a facility is identified for moving into and the move begins to take place during the 15-16 academic year, then appropriate IT equipment and supplies will be necessary, such as computers, software (e.g., SARSTRAK), and accessories.

The Eastern Sierra College Center requests all remaining classrooms outfitted with AV capabilities and all cabling cleaned up at both the Bishop and Mammoth locations. These requests are supported at the division level but as no justification is provided within the section plan, it is viewed at a nice-to-have lower priority than other IT requests within the division.

The Kern River Valley campus, as part of its renovation beginning in May 2015, requests 5 smart classrooms. The request is supported at the division level.

The Liberal Arts and Sciences section has made a variety of specific IT requests, with the biggest being the upgrading of all East Wing classroom at Ridgecrest into smart rooms. All requests are supported at the division level. (Note: since the Visual and Performing Arts unit plan was submitted after the Section plan, its IT request of a basic digital graphics editing program is supported, as is the request for a photo-quality printer; these are reasonably related to instruction. At this time, the 3-D printer cannot be supported as there is no justification provided in the unit plan; it is suggested that in the next year the department make a good case for the need for this expensive piece of equipment, including what classes it will support, how it will be used instructionally, how much the ongoing costs will be, and how it furthers department and program goals.)

## Marketing

A new focus on marketing in the CTE section is needed, as identified in the CTE section plan, including greater exposure of CTE programs and courses throughout the service area. New brochures are needed, Facebook advertising, online advertising, billboard

advertising, etc. The full request is supported at the division level.

The Distance Ed department would like to adopt targeted marketing strategies to increase online course enrollment. These strategies might include purchases of email databases for eblast promotions, funds for mailing to CTE students who have not completed a certificate or degree, and an email marketing service to help manage the growing email database. The request is supported at the division level.

The East Kern section similarly would like to see expanded marketing, including more targeted marketing in Tehachapi and Mojave. The request is supported at the division level.

The Eastern Sierra College Center requests additional banner, flyers, and tablecloths, as well as regular advertising and the development of video clips for marketing and presentations. The request is supported at the division level.

The Kern River Valley campus is requesting improved signage as a great marketing tool that would continue to be viewed and recognized for years to come. The request is supported at the division level.

The Liberal Arts and Sciences section is requesting higher profile marketing for the transfer degrees as well as targeted marketing to identified populations most likely to benefit from it. The library would like to be included in all site and college marketing strategies. The request is supported at the division level.

## Professional Development

Several of the section plans request conference travel for individual administrator, faculty, and classified professional development—mostly through conference attendance. Details are included in the respective section plans and are to be supported on a case by case basis by supervisors according to the trajectory of employee goal setting.

In addition, the CTE and Liberal Arts and Sciences sections would like to see a very specific focus on 1) training in effective practices for addressing student equity gaps, and 2) continued sharing of best teaching practices in faculty-to-faculty sharing sessions. The first of these is extremely important and is one of the division's three overall strategies for next year; addressing the equity gap concretely on the ground in the classroom is an area that not many faculty have practice in, let alone training. As indicated in its section plan, the Liberal Arts and Sciences section proposes that student equity, closing the achievement gap, and teaching practices that effectively address disproportionate impact be a professional development thread for faculty in 2015-16.

In addition to the needs identified above, the Distance Education department requests an annual budget to provide ongoing training of faculty in a variety of distance education topics and techniques, to support summer training for faculty teaching online course for the first time, and to encourage innovation in topics and directions set by Ped and Tech, such as game theory. These would be pieces of a comprehensive faculty professional development center both onground (see "facilities" above) and online.

## Staffing

The Academic Affairs division supports the following staffing requests:

### Faculty (full-time tenure track)

- Psychology
- Math
- Paralegal
  
- Baseball Coach/Physical Education Instructor
- Librarian
- LAC Coordinator

### Classified

- Department Assistant II (Public Service), 20 hrs/wk, 12 mos, approx. \$15,000 per year -- \*NOTE: this could be paid for partially out of the expenses currently being paid to KCSO and other partners as "intensive clerical support."
- Learning Center Technician (LAC and KRV), 32 hrs/wk, 10 mos, approx. \$29,000 per year – \*NOTE: fewer number of hours for part-time faculty would be required in the LAC at KRV

Positions not supported at this time:

- Department Assistant II (Allied Health) – no justification provided in unit plan
- CurricUNET Specialist (Child Development) – Need for full-time CurricUNET “training and professional development” not justified in unit plan
- Library Tech I (Library) – change in classified staffing on hold until second faculty librarian's effect can be analyzed
- Library Assistant II (Library) – change in classified staffing less needed with hire of second faculty librarian's effect can be analyzed
- Laboratory Tech (Science) – need for position not justified
- Distance Ed Coordinator (Distance Ed) - need indicated but not supported with enough details--how many help desk calls are not being handled currently, how many (and what kind of) reports need to be written, what sort of CTE projects, what kind of marketing, etc. It is suggested the Director of Distance Ed work with the Vice President to identify these needs more specifically for a future request.

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## Resource Requests Not Already Listed In Prior Plans

### 2000 Category - Classified Staff

### 4000 Category - Supplies and Equipment

#### Non-Libr/mag/Bks/Prdcls

**Location:**

Ridgecrest/IWV

**Priority:**

Low

**Strategic Plan Goals Addressed:**

1,2,3,4,5

**Estimated Amount of Funding Requested:**

400.00, Ongoing from General Fund.

**Detailed Rationale:**

Vice President's Chronicle of Higher Ed subscription, Educause, etc

#### Non-Inst Suppl & Materials

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2,3,4

**Estimated Amount of Funding Requested:**

1200.00, Ongoing from General Fund.

**Detailed Rationale:**

Non-instructional materials and supplies for the Office of Instruction — pencils, pens, binders, folders, signature flags, etc.

**Inst Suppl & Materials**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2,3,4

**Estimated Amount of Funding Requested:**

200.00, Ongoing from General Fund.

**Detailed Rationale:**

Classroom items like whiteboard markers, erasers, etc.

**5000 Category - Service, Utilities, and Operating Expenses**

**Food/Meetings**

**Location:**

Ridgecrest/IWV

**Priority:**

Medium

**Strategic Plan Goals Addressed:**

4

**Estimated Amount of Funding Requested:**

300.00, Ongoing from General Fund.

**Detailed Rationale:**

Food budget for committee meetings, flex day activities, and other gatherings

**Institutional Dues/Memberships**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

4

**Estimated Amount of Funding Requested:**

300.00, Ongoing from General Fund.

**Detailed Rationale:**

Annual CIO dues

**Employee Travel**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2,3,4

**Estimated Amount of Funding Requested:**

10,000.00, Ongoing from General Fund.

**Detailed Rationale:**

Conference travel for academic affairs

**Oth Equip Maint Agrmnts**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

4

**Estimated Amount of Funding Requested:**

325.00, Ongoing from General Fund.

**Detailed Rationale:**

Scantron Machine Maintenance Agreement

**Employee Travel**

**Location:**

ESCC Bishop

**Priority:**

High

**Strategic Plan Goals Addressed:**

4

**Estimated Amount of Funding Requested:**

800.00, Ongoing from General Fund.

**Detailed Rationale:**

Inter-campus travel: faculty evaluations, etc.

**Employee Travel**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

4

**Estimated Amount of Funding Requested:**

1000.00, Ongoing from General Fund.

**Detailed Rationale:**

Inter-campus travel: faculty evaluations, etc.

**Employee Travel**

**Location:**

Kern River Valley

**Priority:**

High

**Strategic Plan Goals Addressed:**

4

**Estimated Amount of Funding Requested:**

500.00, Ongoing from General Fund.

**Detailed Rationale:**

Inter-campus travel: faculty evaluations, etc.

**Employee Travel**

**Location:**

ESCC Mammoth Lakes

**Priority:**

High

**Strategic Plan Goals Addressed:**

4

**Estimated Amount of Funding Requested:**

500.00, Ongoing from General Fund.

**Detailed Rationale:**

Inter-campus travel: faculty evaluations, etc.

**Employee Travel**

**Location:**

EKC Tehachapi

**Priority:**

**Strategic Plan Goals Addressed:**

4

**Estimated Amount of Funding Requested:**

100.00, Ongoing from General Fund.

**Detailed Rationale:**

Inter-campus travel: faculty evaluations, etc.

**6000 Category - Capital Outlay**