

President's Office Department

Annual Planning for Academic Year 2015-2016

Planning Year 2014

Review And Planning

Summary of Areas of Improvement

2014 will long be remembered as “the year of planning.” I do not believe there has been any point in time when the community colleges were tasked to stop ‘business as usual’ related to their on-boarding processes and instructional practices to analyze benchmark data, milestone markers, and disaggregated data in order to develop intentional strategies to address identified gaps. What made the development of the SSSP Plan, Student Equity Plan, and the Adult Education Plan a bit easier was the precursor investment we had already made in the Achieving the Dream Plan. The beauty of this planning is that created a meaningful dialog across disciplines and between instructional and counseling faculty which is already having a positive effect on student learning. Evidence being the end of term data for Fall 2014 is showing a strong 5% increase in student success overall with a 5.4% increase for CCOOnline. This is directly attributed to the faculty to faculty training on effective use of supplemental instruction, classroom pedagogy and management strategies, as well as faculty developing and using streaming video lessons in their online instruction. As we enter into the last leg of the C6 grant students are finishing their LVN Program six months earlier. The Welding Program that compressed their program and added supplemental instruction placed seven students into jobs upon completion. Kern River Valley Campus graduated their first cohort of LVN students December 12, and ESCC Mammoth and IWV also graduated cohorts of LVN Students at the end of the Fall 2014 semester. Through compressed offerings in expanded locations 39 students are ready to sit for their State nursing boards. Cerro Coso had four students graduate with their Engineering Degree from CSU Long Beach Extension Program in Lancaster December 17, 2014. This program was made possible due to our partnership with CSULB and as a partner in a STEM grant with Antelope Valley College. These engineering students attended Cerro Coso and were given guaranteed admissions to the CSULB Engineering Program in Lancaster.

Another key accomplishment is the progress made toward the revising and development of degrees using the transfer model curriculum. Currently there are six active AA-T/AS-T pathways, and one aligned but not yet approved. As these programs are revised the local degrees are being discontinued in order to better serve our students. We are seeing an increase of associate transfer degrees in our Liberal Arts and Sciences programs which are projected to have a total of eight (8) transfer degrees by the end of the 14-15 academic year, with six more identified to be completed in 2015-16. In tandem there is an expectation that departments will identify populations of potential students and develop and direct more targeted marketing and outreach to them.

We intentionally refocused our workforce on how to respond to an active shooter on campus. Over the past five years the training has changed, therefore at each of the three staff development days in May, August and November all employee groups, including our adjuncts viewed the latest training video developed through partnership with Kern Sherriff Department and Kern County Office of Education. Now that all classrooms and offices having newly installed VOIP phones they will be utilized as communication devises during emergencies. We are one step closer to being fully equipped if this should happen at any of our campuses.

In keeping with ACCJC’s theme of continual quality improvement, the College Council assessed their effectiveness through a process of having council members and their constituencies evaluate themselves through a survey. Through reviewing and comparing the outcomes of both groups glaring gaps emerged related to the lack of communication and involvement. This resulted in an intentional review of each constituency structure and revisions to all constituency senate’s agendas to increase transparency, communication and engagement. Even though the feedback indicated otherwise, during the spring College Council had a Governance Tab on inside CC developed that provided a space for all College Council and associated committees agendas, minutes, and material to be posted to increase transparency and access to information. However, it was our best kept secret! That said, having done this it made addressing the survey gaps much easier as we moved forward.

The college completed its Follow-Up Report to ACCJC which closed the loop providing evidence on our “planning driving budgeting process” and assessment of all we do. This positioned us to begin drafting the Mid-Term Report that will be due fall 2015. All members of the College Accreditation Committee and all administrators completed the Accreditation Basic Training found on the ACCJC Website. This strategy is being used to reinforce that accreditation is not an event as we address our progress on action plans and recommendations from 2012.

Additional Academic Affairs highlights center around increased faculty outreach and engagement during the year. All faculty chairs championed two hour minimum shifts manning the fair booth. This placed them front and center to meet and greet our community.

They also supported outreach and recruitment events such as Preview Day and the Transfer Awareness Kickoff that is organized by our Counseling Department. Liberal Arts and Science faculty collaborated on two new outreach events: 1) raising awareness about poetry through a variety of activities and events during poetry month, and 2) opening the Metamorphoses online collection of student writing to high school students within the service area. Sara King, the Anthropology faculty member played a high profile role in the First Annual Petroglyph Festival in Ridgecrest and presented at an Anthropology Conference in Washington DC. At ESCC faculty participated in new outreach and recruitment events at both Bishop and Mammoth campuses. And a number of faculty chairs attended the Tehachapi community forums and meeting with high school faculty at Tehachapi High School as we developed our strategy to serve that community.

The Distance Education Department has increased leadership through the transition to a brand new Director and support staff. Through their vision and expertise faculty have been solicited to partner with their talents. In addition to the faculty support in enhancing the online experience in their Moodle shells, the Distance Education Department has collaborated with various committees and faculty which has resulted in various online services being developed to increase access and student success in the online environment. An intervention involving the implementation of online orientation and assessment intended to help students become better prepared for online learning and improve the retention, success and course to course persistence rates is underway, as well as an Online Student Moodle Orientation session scheduled to launch in January 2015. Online faculty training focused on online pedagogy and technology, as well as regular electronic distribution of tips and resources have been developed and were distributed during the Fall 2014 semester.

The Continuing Education Department was kept afloat through the transition of finding a new permanent director with focusing on mainly serving the IWV, KRV, and ESCC community education needs. Once the permanent director was hired the focus expanded to increasing our contract education opportunities to all communities and bringing up our ability to provide online contract and community education. This was done in collaboration with the district office IT staff members, Fiscal Services staff, and the Vice Chancellor of Workforce Development and CTE through identifying and developing a compatible online registration application called ASAP. The launch of ASAP will begin in January 2015, and will allow residents to register and pay for community and contract education courses completely online. This also will allow us to expand our community education offerings into the online environment this coming year.

Counseling partnered with CTE faculty in determining and facilitating the student completion process in designated programs. A search was done using capstone classes for CTE programs or identifying cohorts of students within the programs. Through analyzing the data it was determined that there were a greater number of completers than the number of those students who elected to request an evaluation to complete their program. Students were contacted who had not initiated the completion process to encourage and facilitate the awarding of a certificate or degree. Additionally students close to completing awards, certificates and degrees were contacted to go over the remaining courses needed for them to complete their educational goals. This resulted in a 36% increase in CTE awards in 2014 compared to the previous year.

Cerro Coso College has a growing Hispanic population of students as confirmed through the CCCC Data Mart statistics. As a result, counseling has reassessed services to determine how to better serve the growing population. Strategies such as providing more material in Spanish, and offering one on one counseling services with a Spanish speaking counselor has been implemented. During the annual high school outreach, an informational workshop for prospective students and families is now offered in Spanish. To address some of the cultural needs of students, a Latino club has been sponsored through the SGA. The faculty advisor to this club is also connected to HACU and is a champion for more campus activities that provide opportunities for engagement for Hispanic students, and an increased amount of written materials and resources needing to be translated into Spanish.

The intake process has been under scrutiny over the past semester as the college is participating in a pilot project working with the Educational Advisory Board (EAB) on the on-boarding process of students. The outcome of this innovation will be a more intentional and specific route given to students as they complete their matriculation process. Another technology innovation implemented this past fall 2014 was an application, "GradGuru." Students who downloaded "GradGuru" on their mobile devices received alerts pushed out weekly by our counseling department that provided students just in time information regarding important specific dates, student learning support events, social events, and the like that intentionally connected the students to the life of the college and campus of which they were enrolled.

The Department of Finance and Administrative Services established a new culture for Cerro Coso. The most notable accomplishment for this area was the implementation of parking fees. Not only did the Director of Finance and Administrative Services coordinate this big change in culture for our college, she also chaired the effort of standardization of vendor services district wide. There was considerable work in regards to maximizing energy usage and water conservation to increase utilities savings. The college is working with SCE, NAM, and CCCF to identify rebate programs, and to enhance, maintain and monitor the effectiveness of our Photovoltaic Field. Examples of this are contracting with Helio Power to maintain and monitor the PV field to maximize the output of the solar array, and replacing all HVAC units on the gymnasium building.

The Department of Information Technology (IT) kept our various campuses up and running while moving the college forward

technologically speaking. The College has cut over to Digital 395 which has increased our bandwidth throughout the 395 corridor immensely. Prior to the move Cerro Coso's bandwidth usage held at 99% during peak periods, now at the same point in time we are holding at 27%. IT has increased our network storage from 4 TB to 39 TB. Instructional classrooms have been standardized with multimedia enhancements. This ranges from installing sound in various classrooms, to standardizing the multimedia capabilities, to updating classrooms to being smart classrooms with state of the art instructional equipment.

This past year Human Resources provided HR related training topics to management, staff, and faculty. Sexual Harassment and Title IX training was provided by Chris Hine, General Counsel. The department increased its service to employees by providing live scan services on campus. Web time entry was implemented for student workers and an Equal Employment Opportunity and Staff Diversity Plan was written. Input was provided from various college constituencies towards the development of the web based HR Procedure Manual. HR is in the process of writing its first comprehensive program review. This is a pilot that will be presented to Consultation Council in the spring 2015.

Cerro Coso Community College Foundation spent this year working under their new structure and bylaws, which has resulted in an tremendous increase in the amount of work being accomplished. The Foundation's assets have increased 38.78% and three new scholarships were established. Employee giving increased 42.5% and the amount of money given out in scholarships is up 31.75%. This increase resulted in the need for the Foundation to hold a separate Student Scholarship Awards Luncheon in October. A new website was rolled out in the spring of 2014 to create the more accurate impression of KCCCD being one district with three colleges. This also created a better first impression of the college, our services and programs. Advertising has been expanded through the use of social media. Specialized campaigns were completed for OneCard, Parking, and GradGuru. Lastly, ticket sales to events increased by 57%.

In 2014 President's Cabinet nominated Julie Cornett (Librarian) and John Stenger-Smith (Chemistry) as our candidates who were given the John and Suanne Roueche Excellence Award at the Annual League for Innovations in the Community College Conference. At this same conference I organized a private meeting for all KCCCD employees attending to meet with Dr. Terry O'Banion to discuss and ask questions related to his Monolog on Student Success and Completion. This was well attended by the KCCCD Leadership Academy and others. During the Q&A Dr. O'Banion asked for individuals who were addressing him to identify what positions they held at their respective campuses. At a later date, Dr. O'Banion contacted me and wanted to share how impressed he was that KCCCD was having this type of dialog with employee members who were outside of academic affairs and student services. Kudos to KCCCD to be on top of the curve in understanding that all areas effect student success and completion! This year's assigned reading for President's Cabinet and the Deans and Directors has been, "The Tipping Point" by Malcolm Gladwell; and the reading for all administration has been "Who Killed Change" by Ken Blanchard, John Britt, Judd Hoekstra, and Pat Zigarmi.

Progress Made on Prior Year Initiatives

Increase the level of student success, retention, and completion in all subject areas

Progress Made:

Throughout last year various strategies were developed then implemented through the work of Achieving the Dream (ATD). The work of ATD informed the development of the Student Equity Plan and the Student Success and Support Plan. The outcome of engaging in these planning processes has been the rich and meaningful dialog across disciplines and between instructional and counseling faculty. Additionally the faculty to faculty training on effective use of supplemental instruction, classroom pedagogy and management strategies, as well as faculty developing and using streaming video lessons in their online instruction has already produced an increase in student success for Fall 2014. While comparing our retention rates from 2013 academic year to 2014 academic year, there is a 1% decrease between them however In comparing student retention rates of fall 2013 to fall 2014 there is an increase of 2.3% increasing from 82.2% to 84.5% overall. Additionally our online courses through CCOOnline saw a 2.9% increase. Similarly there was a 1% decrease in over all success rates between the academic years, however In analyzing student success college wide there is a 5% increase comparing fall 2013 to fall 2014 (65.4% to 70.4%), and online there was a 5.4% increase going from 58.1% to 63.5%. In regards to completion rates, our overall awards decreased in 2014 however that is to be expected since the year before truly represented students completing either their certificates or degrees during the peak enrollment period over the previous five years of the recession.

Address any identified gaps found through the accreditation self-evaluation process and address the actionable improvement plans to ensure we meet the appropriate level of progress in the areas of Program Review, Planning Documents, and Student Learning,

Progress Made:

The college completed its Follow-Up Report to ACCJC which closed the loop providing evidence on our "planning driving budgeting

process" and assessment of all we do. This positioned us to begin drafting the Mid-Term Report that will be due fall 2015. All members of the College Accreditation Committee and all administrators completed the Accreditation Basic Training found on the ACCJC website. This set the stage for the committee to begin drafting their responses regarding progress on action plans and any additional progress on recommendations from 2012. A Program Review Committee was established with a faculty member leading and providing support to their peers. This mirrors how we are monitoring ongoing progress on Student Learning Outcomes and Institutional Planning.

Opportunities to enhance the acquisition and use of resources, increase the support and effectiveness of the Cerro Coso Foundation and Alumni Association, and more closely relate planning to the budget development process.

Progress Made:

Cerro Coso Community College Foundation spent this year working under a new structure and bylaws, which has resulted in an tremendous increase in the amount of work being accomplished. This being all members joined various committees which met throughout each month focused on related activities be those fund raising, membership, scholarship, or the overall finance of the Foundation. This allowed for the Board of Directors as a whole to only meet every other month to conduct its work of approving action items and hearing updates from each committee's chair person. The Foundation's assets have increased 38.78% and three new scholarships were established. Employee giving increased 42.5% and the amount of money given out in scholarships is up 31.75%. This increase resulted in the need for the Foundation to hold a separate Student Scholarship Awards Luncheon in October.

Establish effective communication and relationships, internally and externally to build a culture of trust and transparency throughout the college's service area.

Progress Made:

In response to increasing our external relationships, a new website was rolled out in the spring of 2014 to create the more accurate impression of KCCD being one district with three colleges. This also created a better first impression of the college, our services and programs. A monthly Coyote Howler is pushed out to our community list serve and an Annual Report to the Community is sent out reflecting the accomplishments of all our campuses throughout the service area. This said, the results of a current Climate Survey and the annual assessment of College Council reflected the need to address our internal trust and transparency. Therefore all constituency groups were asked to review how communication was being provided to each of the groups (faculty, classified, students, and management) which resulted in revisions to some agendas and in the case of the Classified Senate a more represented body is being formed. A Governance Tab was also established in Inside CC to provide greater access and transparency to the work of College Council and the associated committees. These changes are specifically to increase communication between our college governing body and the constituency groups. I have made a more concerted effort to attend various Academic Senate meetings to listen to the work and communication that is being accomplished as well.

Plan and provide targeted staff and professional development opportunities linked to faculty assignments, leadership development and job expectations

Progress Made:

This past six months we intentionally refocused our workforce on how to respond to an active shooter on campus. Previous training methods have been found ineffective and have been revised by emergency first responders, therefore at each of the three staff development days for faculty (full time and adjunct) and classified the newest training video was viewed and discussed either with representatives from the local Ridgecrest Police Department or our own Director of Administration of Justice. All classrooms and offices have received VOIP phones that are to be utilized as communication devices during emergencies. These were tested during "The Great Shakeout" which provided valuable information regarding their limitations. Learning the capacity of using them gets us one step closer to being equipped if we should need to use them.

Julie Cornett (Librarian) and John Stenger-Smith (Chemistry) were nominated and received the John and Suanne Roueche Excellence Award at the Annual League for Innovations in the Community College Conference. I also organized a private meeting for all KCCD employees attending the conference to meet with Dr. Terry O'Banion to discuss and ask questions related to his recent publication, "A Monolog on Student Success and Completion." This past fall 2014 President's Cabinet and the Deans and Directors have read "The Tipping Point" by Malcolm Gladwell. This reading spurred discussion around our own branding and marketing as well as how to make Cerro Coso the college of first choice through our communities' eyes. All administrators also read "Who Killed Change" to focus on where the pitfalls lie when we are leading transformational change within our institution.

Focus on leading the college through a plan of action that will result in developing or restructuring our academic offerings while aligning our staffing levels and balancing our expenditures with our revenue.

Progress Made:

Two major pieces of legislation are being responded to in terms of our academic offerings. First is our faculties' progress toward revising their associate degrees to align with the templates in their respective programs that reflect Transfer Model Curriculum. Currently there are eight active AA-T/AS-T degrees completed and one aligned and active but not yet approved as an AA-T, and one other pending state approval. The other legislation is Assembly Bill 86, which is pushing the K-12 and community colleges to create consortiums and reengineer how we are offering adult education. To date all K-12 leadership and faculty members in math, English, ESL, CTE, and student support have met and provided input to a plan that if funded will result in changes on how we are serving our communities needing adult education that then can transition them to the community college. As noted, these plans are taken into consideration when analyzing our staffing levels and our funding.

Initiatives for Next Academic Year

Develop a white paper that outlines the institutional construction needs that support a Bond in 2016

Strategic Plan Goals Addressed:

2

Action Plan:

Through the use of the Education Master Plan, Facility Plan, and Transition Plan identify facility needs that either need to be remodeled, modernized, or built to support the various programs offered.

Share the plan internally to collect broad input to our needs at all educational sites within Kern County.

Develop a marketing strategy to educate the communities of these various needs in order to pass the measure on a 2016 ballot.

Measure of Success:

The measure is supported by the community during the 2016 election.

Expected Completion:

Academic year 2017.

Person Responsible:

President, Vice Presidents, Director of Administrative Services, Director of PIO and Resource Development

Designed:

It is designed to improve internal unit operations

Student Experience:

Complete the Main Building Modernization Project

Strategic Plan Goals Addressed:

2

Action Plan:

Plan for swing space and appropriate occupancy timelines to reduce the interference of services to students.

Measure of Success:

Grand Opening of Main Building Fall 2017

Expected Completion:

June 2017

Person Responsible:

President;

Designed:

It is designed to improve internal unit operations

Student Experience:

Expand Student Enrollment in Engineering Pathway to CSULB

Strategic Plan Goals Addressed:

3

Action Plan:

Through using the HSI-STEM Grant in collaboration with AVC, identify and employ an engineering faculty member who also works at NAWC-WD to champion, recruit and teach within the engineering program.

Weave together a team to champion the engineering program comprised of a Job Developer, transfer counselor, the new Director of Student Activities, Outreach and Recruitment, and the Engineering faculty member to recruit, counsel, and provide internships to engineering students who enter the CSULB Program.

Measure of Success:

Enrollment of engineering students increased beginning fall 2015.

Expected Completion:

Academic year 2016

Person Responsible:

President, Vice President of Academic Affairs

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake, Post-Graduation

Implement Adult Education Plan

Strategic Plan Goals Addressed:

1,3

Action Plan:

1. Complete development and submission of the AB86 Adult Education Plan that outlines how the East Sierra Sub-Region of the AB86 KCCD Consortium will serve adult education students within the various communities.
2. Depending on the Governor's budget, establish a role out of the defined plan, which ultimately will effect scheduling of math and English courses at both the college and the adult schools throughout the region.
3. Pathways for students between the adult schools and the college campuses are established to increase the adult participation rate of college going students.

Measure of Success:

Adult School courses are scheduled as indicated by the plan at TUSD, SSUSD, MUSD, and Mammoth Office of Ed. Math and English courses will be offered at the college indicating one level below college preparation. Pathways between the various Adult Schools and the College are being utilized by students.

Expected Completion:

Academic Year 2016

Person Responsible:

President, Vice President of Academic Affairs

Designed:

It is designed to increase student success

Student Experience:

First Year, Intake, Remediation

Increase student access, success, retention, and completion in all subject areas

Strategic Plan Goals Addressed:

1,2

Action Plan:

- 2.1 Implement the Enrollment Management Plan that addresses targeted recruitment and student equity, increasing the adult participation rates, student success and completion through offering programs with pathways that lead to completion and transfer or into the workforce.
- 2.2 Increase program offerings, student support and learning services in Tehachapi through the establishment of our location.
- 2.3 Improve the educational environment for students attending the Kern River Valley campus.
- 2.4 Implement the Student Success Plan, the ATD Plan and the Student Equity Plan.
- 2.5 Implement the college Professional Development Program that focuses on identified strategies that are to be implemented and measured as stated in each of the plans identified in 2.4.

Measure of Success:

- 2.1 Decisions in schedule building, course offerings, and assignments will be done through a data informed method utilizing program pathways; identified strategies will be implemented to decrease gaps identified in the various institutional, unit, and section plans which will increase student success, retention, and completion rates with the goal being 3% over the defined benchmarks in each areas. This will show an increase in the SPAR, Basic Skills and Vocational success and completion rates in the 2014-2015 Institutional Score Card and will indicate a decrease in the gap between the distance education and traditional offerings in those defined areas as well.
- 2.2 The facility will be occupied with a long term schedule of defined programs being offered.
- 2.3 The Kern River Valley Campus remodel will be completed.
- 2.4 Initiatives identified in each of the Institutional Plans will show an impact on student disaggregated data improving student success, retention and completion.
- 2.5 Each faculty and staff development event will be assessed for the effectiveness and defined outcome they are designed to meet.

Expected Completion:

2.1 Assessed at the end of each semester and academic year

Person Responsible:

President, Vice President of Academic Affairs, Vice President of Student Services, Director of Administrative Services

Designed:

It is designed to increase student success

Student Experience:

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

Resource Needs

Facilities

1. We will need to acquire facilities in Tehachapi at the Educational Center beginning fall 2015 semester.
2. We will need to acquire swing space for KRV to utilize for the fall 2015 semester during their remodel, then move into the newly remodeled space in spring 2016.
3. A possible need to acquire Adult School space may exist.

Information Technology

There will be IT implications at Tehachapi, KRV, and possibly the Adult School for administrative, student support and student learning services.

Marketing

There will be marketing needs for Tehachpai, KRV, the Bond, and possibly Adult School changes.

Professional Development

There will be needs for updating employees on the progress of the Tehachapi Expansion, the KRV Remodel, the timing of the Main Building Modernization, and the needs for passing the Bond.

Ongoing meetings between the High School Faculty and College Faculty in English, and Math regarding the implementation of the AB86 Plan will need to happen at least twice.

Staffing

Tehachapi (East Kern) will need a Department Assistant III, equal to that at KRV and ESCC, who serve students and the Manager of the site. The other functions will be centralized from Ridgecrest.

Resource Requests Not Already Listed In Prior Plans

2000 Category - Classified Staff

4000 Category - Supplies and Equipment

Administrative and faculty office set ups will be required.

Location:

EKC Tehachapi

Priority:

High

Strategic Plan Goals Addressed:

1,3

Estimated Amount of Funding Requested:

, One-time from General Fund.

Detailed Rationale:

Moving into a new location requires furniture; IT needs for educational, administrative, student learning and services;

Furniture for three classrooms

Location:

EKC Tehachapi

Priority:

High

Strategic Plan Goals Addressed:

2

Estimated Amount of Funding Requested:

\$25,000.00 furniture; \$108,600.00 IT , One-time from Other.

Detailed Rationale:

In order to open our own location we will need student and office furniture. While the bulk of this will need to come from the general fund, some may come from other catagorical funding such as Student Development.

We also will need the locatnio wired to support our smart classrooms, computer labs for students, wireless for students, and administritave IT functions.

5000 Category - Service, Utilities, and Operating Expenses

6000 Category - Capital Outlay

Swing Space for Classes, Student and Adminsitratve Services

Location:

Kern River Valley

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

\$8,448.00 + per square footage for office space, One-time from General Fund.

Detailed Rationale:

Kern River Valley site will be undergoing a major renovation beginning in May 2015 with a projected end date in December 2015. The site is in need of classroom, office, and Learning Assistance Center swing space during the fall 2015 semester. Classroom space is available for rent at the local Lake Isabella high school (Kern Valley High School). The projected cost of renting two classrooms during the 16-week semester, Monday-Wednesday from 3:30 pm to 7:00 pm, and Tuesday-Thursday from 3:30 pm to 8:00 pm is \$8,448.00. Also, being proposed is temporarily relocating the site's office/Student Services and Learning Resource Center space in two separate (vacant) plaza office spaces located directly below the current site's 2nd floor location. The projected rental space and utilities costs are unknown at this time. Discussions will be taking place with the plaza's owner regarding the potential space. Estimated costs are what we pay per squarea foot now in the existing area.