

# Eastern Sierra College Center Department Annual Section Plan for Academic Year 2018-2019 November 2017

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## Description Of Section

### Connection to College Mission

ESCC's mission is to provide outstanding and equitable educational programs and services tailored to the students in Inyo and Mono counties. We demonstrate a conscious effort to produce and support student success and achievement through traditional, interactive television, and hybrid delivery of courses and innovative, high-engagement, and comprehensive student learning support.

To accomplish this mission we will provide:

- transfer and career technical education;
- remedial instruction;
- comprehensive student support services and learning support;
- learning opportunities that develop ethical and effective citizenry; and
- continuing education that is compatible with the institution's primary mission.

ESCC's mission mirrors the college mission as it relates specifically to students and community members in Inyo and Mono counties. ESCC primarily offers the Cerro Coso General Education, IGETC and CSU General Education patterns on-ground. In addition to these general education patterns, ESCC offers on-ground 11 degrees/certificates and three courses that lead to state certification. These degrees/certificates are available across seven different departments and include six CTE certifications (both CCCC and state), two CTE degrees, three CSU transfer degrees and three liberal arts associate degrees. ESCC also offers a range of community and contract education courses available to the public. ESCC hosts and co-sponsors events, programs, and courses and rents out our facilities to support the community. ESCC also offers the following student services on-ground: Counseling, Comprehensive Learning Support Services, Admissions & Records, Basic Skills, Library (through the Mammoth Lakes Public Library), and Access Programs. All other student services are provided online or via the IWV campus services.

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## Review And Planning

### Performance and Equity Gaps Still to be Addressed

#### Operational/Performance Gaps Identified

**1. Kinesiology Faculty / Athletics.** ESCC introduced the kinesiology transfer degree program a number of years ago. The program aligned with all but one course already offered at ESCC to support the nursing program and general education courses. The Kinesiology C101 course was offered online. However, last year, ESCC's long-time adjunct physical education professor retired. Since that time ESCC has not been able to offer physical education courses during the spring and fall semesters, impacting students' ability to complete the degree. As of Fall 2017, twelve ESCC students were still declared kinesiology majors. We believe that this program would be very attractive, particularly to the 25-34 year old demographic who we are targeting to increase access. This population represents many individuals who have moved to Inyo/Mono counties to pursue outdoor recreation and who are very interested in athletics. These individuals are likely to be interested in pursuing training and education to enable them to stay year round in the Eastern Sierra and obtain employment in a well-paid field. We believe that it is important to hire or transfer a full-time faculty to ESCC to support the sustainability of this program and to grow the program. Thus, generating new enrollments. ***If a full-time faculty were re-assigned to ESCC from IWV, no additional funding would be needed and the position would generate***

### **new FTES. (See Initiative #3)**

At this time, there would not be enough courses to support a full-time faculty load. However, we believe that by introducing a cross country team to ESCC, the load could be filled by courses and coaching. In addition, a cross country team would attract additional FTES by encouraging local high school graduates who wanted to pursue athletics such as ski racers who could race with a Mammoth Mountain team and participate in cross country in the off-season. These athletes would add to the enrollment in the physical education courses and perhaps pursue kinesiology. **If a full-time faculty were re-assigned to ESCC from IWV, no additional funding would be needed and the position would generate new FTES. (See Initiative #3)**

**2. Learning Assistance Center (LAC) Staffed Hours.** For the 2017-18 academic year, the ESCC LAC is staffed 29 hours/week with one adjunct faculty member. This is 44.2% decline in staffed hours from 2016-17 and has resulted in the LAC being staffed 2 days/week at each site in 2017-18 as compared to 4 days/week at each site in 2016-17. Students, in particular Access students, have reported that access to LAC faculty support has been limited and have requested increased LAC staffed hours. From 2014-15 to 2016-17, the LAC staffed hours increased by 41.5% (from 18.375 to 26 hours/week/site). During that same time, student contacts increased by 144.84% (from 650 to 1,548 contacts/year). Last year the ESCC LAC was used by 41% of ESCC's unduplicated students. Last year, the ESCC LAC supported approximately 100 concurrently enrolled high school students, who are primarily enrolled in online courses, in Inyo and Mono counties. Additionally, the ESCC LAC supported CCCC online students who live in the ESCC services area. As a small center, ESCC does not have many services that are provided at larger campuses, nor as many faculty members or staff. In addition, ESCC's personnel resources are split between the Bishop and Mammoth campuses. Thus, the LAC faculty member serves as a one-stop-shop resource connecting students with on-site, on-ground, and community resources, as well as, providing hands on academic support. Daily, regular, accessibility at each site is critical to serve students at ESCC. The 2017-18 29 hours/week is funded by a private foundation (\$20,000) and by the LAC/general fund (\$12,000). **We are requesting a total of 52 hours/week for 32 weeks at \$30/hour for LAC adjunct faculty staffing (approximately \$50,000) from general fund to cover the entire cost of the LAC adjunct faculty staffing, this request is an increase of \$38,000, assuming the LAC will be funded \$12,000. (See Initiative #2)**

**3. Access Programs Staffed Hours.** For the 2017-18 academic year, the ESCC EOPS counselor was staffed 15 hours on the Bishop site and 6 hours on the Mammoth site. The unduplicated headcount at each site is approximately the same, around 200/site. The EOPS counselor was hired in Spring 2016. From Spring 2016 to Fall 2016, ESCC Access numbers grew from 0 to 44 in Bishop and from 0 to 14 in Mammoth. The number of new Access students at each site was proportional to the number of staffed EOPS hours at each site. We believe with more hours in Mammoth, equivalent to hours in Bishop, we will be able to increase the numbers of EOPS students, and better support the students, at the Mammoth campus. **We are requesting an additional 9 hours/week at \$60/hour for an EOPS counselor for a total of 30 hours/week of EOPS counseling to serve both Bishop and Mammoth. The current EOPS staffing hours (approximately \$40,000) is funded by EOPS; this request is an increase of \$17,280. (See Initiative #2)**

**4. Groundskeeper Hours.** ESCC does not have a groundskeeper. With the landscaping and irrigation installed on the Bishop campus, the weeds have increased significantly and grow back faster after being cut. We now need landscaping services regularly (around 1x/month) throughout the year on the Bishop campus. In addition, the brush in Mammoth needs to be cut back annually to maintain access on sidewalks, pathways, and around fire hydrants. We are requesting 2 days/month assignment of a IWV groundskeeper to pull weeds and clean up grounds at both Bishop and Mammoth. **No additional funding needed; reassignment of existing staff.**

### **Equity Gaps Identified**

Data for ESCC success, retention, completion, etc. disaggregated for age, gender, ethnicity, and other demographic factors are not yet available. CCCC hired an institutional researcher (IR) in July 2017 and ESCC has requested disaggregated data for Bishop and Mammoth in order to identify ESCC equity gaps. Since CCCC's IR position is new, there are many requests for new reports. We expect that ESCC's disaggregated data will be available by Fall 2018. At this time, ESCC has data on the number and percentage of students by demographic data revealing gaps in access, but not information on success, retention, completion, etc. by demographic data. Thus, we are able to track our student body demographic composition compared to the demographics of our service area. As reported in ESCC 2017-18 Section Plan, our student body reflects the ethnic demographics of our communities with respect to Whites, Latinos, and Native Americans. However, our primary gap in access is in the 25-34 year old age group. ESCC's demographic with respect to age has shifted dramatically from 2002-03 to 2016-17 with 38% of the student body 40 and older and 39% under 25 in 2002-03. By 2016-17, 15% was 40 and older and 62% was under 25. Yet students 25-39 remained stable during that time at 23%. Recent environmental scan shows that in both Mammoth and Bishop service areas, 25-44 year olds are a significant portion of the population at 20% and 33%, respectively, and in Mammoth that population group is expected to grow in the next five years. **Thus, it is important that ESCC develop and implement strategies to increase access for students who are 25-35 years old. (See Initiative #1)**

### **Impact of Performance, Operational, and Equity Gaps on Student Learning Outcomes (SLOs)**

Throughout the planning and review cycle, ESCC focuses on gaps that influence SLOs. The performance and operational gaps listed above, if not addressed, will lead to a negative influence on SLOs. Without funding to increase LAC and EOPS adjunct faculty staffing hours, students will not have access to student and learning support provided by these programs. ESCC's LAC and EOPS adjunct faculty directly assist in improving SLOs for all courses. LAC adjunct faculty rely on the SLOs for each course and design instructional support to achieve SLOs. EOPS adjunct faculty provide student support to assist students achieve successful outcomes in all courses. **(See Initiative #2)**

## Annual Planning: Actions Taken

### Increase Number and Percentage of Fully Matriculated Students

Measure of Success: The number and percentage of students required to complete matriculation who have completed matriculation will increase from Fall 2015 to Fall 2017.

	2014-15	2015-16	2016-17
# Fully Matriculated 1st Time ESCC Students	64	90	87
% Fully Matriculated 1st Time ESCC Students	36%	41%	59%

ESCC employed the following strategies to increase the number and percentage of fully matriculated students from 2014-15 to 2016-17:

- Worked with the Eastern Sierra Foundation and the Mammoth Lakes Foundation, who together provide approximately 100 scholarships for full-time students in Inyo and Mono counties each semester, to require all scholarship applicants to provide proof of full matriculation to be eligible for the scholarship.
- The ESF and MLF scholarships also started to require, after ESCC began offering the EOPS program in Spring 2016, all scholarship applicants first apply to EOPS. Thus, more ESCC students started applying for EOPS, which also required students to be fully matriculated.
- Worked with Owens Valley Career Development Center (OVCDC), who support Native American students with enrollment fees, books, and student support, to require full matriculation at CCCC to receive that support.
- Hosted a Registration Open House each semester, which allows students to complete matriculation in one stop and register early if they complete matriculation.
- Visited all area high schools in spring to complete matriculation steps at the high school for all senior students who are undecided about attending college, who plan to go to a community college, and/or who are planning to go to CCCC.
- Called each semester all students who have not completed matriculation the third week of the semester to make appointments to complete matriculation.
- Streamlined the matriculation process on campus and during Open House to make it easier for students to complete the steps; published information ("matriculation squares") about how to prepare for assessment tests and materials required for meetings with counselors (transcripts, etc.).
- All students in COUN C101 are now required to complete matriculation steps as a course assignment. All scholarship students are required to take COUN C101 their first fall semester.

### Increase Number of Transfer-Ready Students

This initiative is in progress. At this time, we do not have access to the data. CCCC's IR position was filled July 1 and there are many IR requests in the queue. In conversations with IR, we need to develop the appropriate measure for transfer-readiness at ESCC. Thus, we do not have the report or data available at this time. However, we will be working with IR to develop a measure Spring 2018 and to start measuring transfer-readiness at ESCC in Fall 2018.

ESCC, nevertheless, has moved forward with the following transfer-readiness strategies:

1. Hosted transfer-readiness weeks at ESCC, which included visits from college admissions officers, TAG/TAP presentations,

information about transferring to UNR, and other information presented in the COUN C101 class.

2. Started to work with advisory groups and faculty to identify transfer pathways from ESCC programs to one or two schools so that we can develop relationships with those schools.
3. Established a community application for transfer scholarships and raised funding for transfer scholarships.

## Initiatives for Next Academic Year

### Increase outreach to 25-34 year olds in order to increase FTEs at ESCC. (See Equity Gap)

Is this part of a multiyear initiative?

Yes

#### Specific Action Steps to be Taken:

##### Overview

CCCC's environmental scan and educational master plan for 2018-2023 observed and recommended that CCCC grow new enrollment from within, given the lack of population growth in most of the service areas. Further, in the ESCC service areas, the environmental scan showed historical growth in Mammoth's 25-34 year old population (already the largest age group in Mammoth at approximately 20% of the population), and predicted continued future growth through 2021. In Bishop, the environmental scan predicted stable numbers in this age group, but showed that this group was just as large as the 18-24 year old group and the 35-44 year old group, together comprising 30% of the population. In Bishop, the percentage of the adult population with a high school diploma/GED or have completed some college but no degree is considerable higher than the state (57% versus 42%). Although in Mammoth, that percentage is lower than the state (38% versus 42%), based on community input, there is a significant number of 25-34 year olds who do not reside permanently in Mammoth and who are not included in the demographic data. Mammoth Mountain Ski Area is believed to hire approximately 3,000 seasonal, temporary employees each year, most of whom are in the 25-34 year old age range. Many community members have expressed that these individuals want to live in Mammoth permanently because of their passion for snowboarding, climbing and other outdoor activities, but need access to training and education to obtain full-time, year-round employment, which pay living wages and benefits. This is an important demographic for ESCC to focus on in order to increase enrollment from within.

##### Strategies

1. Partner with key employers and organizations who employ or serve this age group in order to provide outreach. Examples of such partners include: Mammoth Mountain Ski Area, US Forest Service, Mammoth Hospital, Northern Inyo Hospital, County and City Governments, American Alpine Club, Mountain Rambler, Access Fund, Black Sheep Coffee Shop, Stellar Brew, Eastside Sports, Mammoth Mountaineering, Eastern Sierra Avalanche Center.
2. Promote and develop programs and services that appeal to this demographic. Examples of programs to promote and develop include: increase awareness of transfer curriculum, health career pathways, computer science/business pathways; develop and sustain the kinesiology transfer degree; develop an athletics program, such as cross country.
3. Attend and host information tables at events that are attended by this demographic. Examples of events include: the Banff Film Festival, Opening Day at Mammoth Mountain Ski Area, Night of Lights, Mammoth Motocross, Mammoth Gran Fondo, Lone Pine Marathon, and Bishop Highball.

#### Lead Measure of Success:

1. Partnerships with at least one organization in Mammoth and one organization in Bishop have been established by December 2018.
2. An action plan for outreach to 25-34 year olds has been developed with each partner by December 2018.
3. The action plan has been implemented by December 2019.

**Are any of the lead measures identified above lacking assessment instruments?**

No

**Does the department request help to develop these instruments?**

No

**Lag Measure of Success:**

1. The percentage of 25-34 year olds attending ESCC has increased from Fall 2017 to Fall 2020.
2. The number of 25-34 year olds attending ESCC has increased from Fall 2017 to Fall 2020.

**Person Responsible:**

ESCC Site Director, ESCC Campus Manager

**It addresses a gap in student equity**

This initiative is focused on increasing access to an under-served population (by narrowing gaps in access and optimizing enrollment), more accurately reflecting our communities in our student body (community connections), and increasing enrollment at ESCC and, thus, making ESCC more effective (generating revenue).

**Which strategic goal does this initiative address?**

Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections, Goal 5: Strengthen Organizational Effectiveness

**Increase and stabilize academic and student support at ESCC in order to support student success and close achievement gaps. (See Operational and Performance Gap #2 & #3 and Gap Impact on SLOs)**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

**Overview - Learning Assistance Center (LAC)**

The ESCC Learning Assistance Center (LAC) provides a variety of learning support services delivered primarily through the LAC adjunct faculty member for both traditional and distance students in the ESCC service area. In 2016-17, approximately 41% of ESCC's unduplicated students used the LAC. In addition, the LAC faculty supports the approximately 100 concurrently enrolled online students in ESCC's service area. The ESCC LAC faculty supports student success by providing workshops and presentations in the LAC and during classes on various learning skills applicable to college environments. Further the LAC faculty collaborates with local employers and Cerro Coso's Career Center to connect students with local employment and career opportunities. ESCC's LAC relies primarily on LAC faculty to provide learning support services at ESCC. In order for students to have sufficient access to LAC services, ESCC recommends a minimum of 6.5 hours/day—Mondays through Thursdays during Fall and Spring semesters—(26 hours/week) at each site, for a total of 52 hours/week at ESCC. The LAC faculty are paid \$30/hour.

**ESCC LAC is Hub for Student Engagement & Support**

ESCC's LAC on the Bishop and Mammoth campus are the "one-stop-shop" and hub for student engagement, support, services, and activities on the Bishop and Mammoth Lakes campuses. The LAC space and services encompass counseling offices, computer labs, study rooms/spaces, academic and student support, writing and math labs, workshops, study groups, and student events. The LACs are staffed by one or two adjunct faculty members who have their entire load comprised of LAC hours. In 2016-17, the Bishop

and Mammoth LACs were each staffed Mondays-Thursdays for 6.5 hours/day. Having consistency in hours (staffed daily at the same time each day) and staffing (same person on regular days every semester) has enabled students to rely on services provided in the LAC and build rapport with the LAC faculty members. For the 2017-18 academic year, sufficient funding was not available for the LAC to maintain this level of staffing and hours were cut by 44%. As a result, students have expressed to counselors, the Access Program counselor, LAC faculty, and administration that they do not have access to support in the LAC since it is only staffed two days/week, rather than four days/week at each site. With 41% of all students enrolled at ESCC using the LAC, it is clearly a hub for student engagement.

**ESCC LAC Faculty Members Are Primary Resource for Student Success Outside of Classroom Offering in One Location the RP Group’s “10 Things Everyone Can Do to Support Student Success”**

ESCC’s LAC is the primary point of student success (outside of the classroom), performing all of the key tenants of the RP Group’s 10 Things Everyone Can Do to Support Student Success: 1) Ask students why they are in college; 2) Help students navigate their way through different offices, programs, and services at the college; 3) Connect students with services or resources that can help them with career exploration, goal selection, and ongoing academic assistance; 4) Have high expectations for students and hold them accountable; 5) Ask students for feedback about their experience, including what works, what needs improvement, and what’s missing; 6) Encourage participation in out-of-class activities; 7) Help students build peer support networks; 8) Show students that you are proud to work at your institution and that they should be proud to be enrolled at your community college; 9) Recognize the value of students’ talents, abilities, skills, and experiences, and connect them with opportunities to contribute; and 10) Communicate and demonstrate to students that you care about their success.

**ESCC Lacks Other Consistently Accessible Opportunities for Student Engagement and Support Outside of the Classroom**

At each of the ESCC sites, there is only one Department Assistant and one part-time Custodian who are on campus daily for a significant number of hours (DA for 10 hours/day and Custodian for 5 hours/day). The DA is on-site during the day and the Custodian is on-site evenings. In addition, we have an Administrator at each site, but the Administrators spend a significant amount of time in meetings and outreach activities both on and off campus and are, thus, not consistently visible or available to students. Lastly, Each site has either a Systems Support Specialist or Maintenance Worker on site during the day, but their roles are facility/IT support and may not be consistently visible or available to students. Further, of the 49 sections offered at ESCC in Fall 2017, 41 are taught by ESCC adjunct faculty or full-time faculty who are not based at ESCC. This further limits opportunities for student engagement outside of the classroom since these faculty are not consistently available on campus outside of their class meeting times. The ESCC LAC is the primary and most consistent and accessible contact students have at ESCC outside of the classroom for engagement and support.

**ESCC LAC Faculty Support Online and Concurrent Students in Inyo and Mono Counties**

ESCC’s LAC faculty also provide support for students in ESCC’s service area who are taking online courses. Many students in online courses use the LAC for computers, but more importantly they rely on the LAC for onsite support for their online courses. LAC faculty assist online students with logging into class on the first day, navigating the online Canvas site, providing ongoing academic assistance, referring students to onsite and online resources, and facilitating communication with online faculty. Many online students work on their online courses from the ESCC LAC where they know they have access to assistance from the LAC faculty if and when they need help. One critical group of students who enroll in online courses are ESCC’s concurrently enrolled students. The LAC faculty provide regular (on average every two weeks) and targeted (emails and personal phone calls) outreach to all concurrently enrolled students to connect them to the college campus and resources. In Fall 2017, there were 101 Inyo and Mono county high school students comprising 178 concurrent enrollments, all of whom were supported by the ESCC LAC faculty.

**ESCC LAC Usage Increase Significantly Greater than Increase in Staffing Hours, Possibly a Result of Consistency in Hours, Daily Access to LAC Faculty, and Same LAC Faculty Semester after Semester**

LAC usage has increased significantly over past three years. However, with LAC Faculty hours cut nearly in half for the 2017-18 academic year, we expect that student contacts will decline:

	2014-15	2015-16	2016-17	2017-18
Avg LAC Faculty Hrs/Wk/Site (% increase)	18.375 (N/A)	19.500 (6.1%)	26.000 (33.3%)	14.500 (-44.2%)
LAC Staffed both Sites M-N TH all Year?		N	Y	N
Student Contacts (% increase)	650 (N/A)	948 (45.8%)	1,548 (63.3%)	N/A
# of Events Hosted in the	30 (N/A)	48 (60.0%)	60 (25.0%)	N/A

LAC

### **Overview - Extended Opportunities Programs and Services (EOPS)**

Prior to Spring 2016, ESCC did not have an EOPS counselor or Access services on site. During the Spring 2016 semester the EOPS counselor worked 21 hours on the Bishop campus. During the Fall 2016 semester the EOPS counselor worked 16 hours/week on the Bishop campus and 5 hours/week on the Mammoth campus. As a result, ESCC's EOPS student numbers have grown from 0 to 44 in Bishop and 0 to 14 in Mammoth. We believe that based on our student demographics in both Bishop and Mammoth, our EOPS student numbers will increase with more accessibility to an EOPS counselor. In, Mammoth, it is difficult for students to connect with the EOPS counselor. The EOPS program provides student support and academic support to EOPS students.

### **Strategies**

1. Increase ESCC Learning Assistance Center (LAC) adjunct faculty staffed hours from 29/week to 52/week.
2. Increase ESCC EOPS adjunct faculty staffed hours from 21/week to 30/week.

### **Lead Measure of Success:**

1. ESCC LAC adjunct faculty staffed hours have increased from 29/week Spring 2018 to Fall 2018.
2. ESCC EOPS adjunct faculty staffed hours have increased from 21/week to 30/week Spring 2018 to Fall 2018.

### **Are any of the lead measures identified above lacking assessment instruments?**

No

### **Does the department request help to develop these instruments?**

No

### **Lag Measure of Success:**

1. ESCC LAC student contact hours have increased from Spring 2018 to Spring 2019.
2. ESCC LAC student survey results have increased from Spring 2018 to Spring 2019.
2. ESCC EOPS student numbers have increased from Spring 2018 to Spring 2019.
3. ESCC EOPS student engagement has increased from Spring 2018 to Spring 2019.

### **Person Responsible:**

ESCC Site Director, ESCC EOPS Counselor, ESCC LAC Adjunct Faculty, Director LAC, Director Access Programs

### **Other**

This initiative addresses student success by increasing student engagement, student access by increasing staffed hours for LAC and EOPS, and equity by providing academic support to close equity gaps.

### **Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

**Sustain the ESCC kinesiology transfer degree program and develop a cross country athletic team at ESCC to increase enrollment and engagement at ESCC. (See Operational and Performance Gap #1**

## and Equity Gap)

### Is this part of a multiyear initiative?

Yes

### Specific Action Steps to be Taken:

#### Overview - Kinesiology

We believe that the kinesiology transfer degree program would be a very popular degree program for ESCC students, particularly for our targeted demographic the 25-34 year old who is in Inyo/Mono counties on a seasonal, temporary basis, but are seeking training and education to pursue a career possibly in Inyo/Mono county. There are a number of coaching, athletic trainer, physical therapy, occupational therapy, and other related opportunities in the area and in similar outdoor communities with an emphasis on outdoor recreation and competitive outdoor sports, such as Lake Tahoe. Currently there are 12 kinesiology majors at ESCC. We believe that we would be able to attract new enrollment as a result of promoting this program to our targeted demographic of 25-34 year olds.

However, after ESCC's long-time physical education adjunct faculty retired in Fall 2016, we were not able to find an adjunct faculty to teach physical education courses. At minimum, in order to support the kinesiology transfer degree program, ESCC would need to offer one physical education course each semester at both sites. However, with our new fitness rooms on the Bishop campus and access to the fitness room at the South Gateway Student Apartments in Mammoth, we believe that the physical education courses would be very popular among non-kinesiology majors, as well. Thus, we believe that two physical education courses per semester at each site, plus a summer team or individual sport course each summer would be sustainable. We are also proposing the introduction of a cross country team a ESCC, which would also drive enrollment in physical education courses.

In order to sustain and promote the kinesiology transfer degree, we would need to have a full-time faculty teaching in kinesiology (4-5 activity courses/year, 1 health science course/year, 1 kinesiology course every two years). There would not be sufficient load to fill a full-time faculty load. Thus, our proposal is to hire or re-assign a full-time faculty from IWV to teach half-load and fill the remaining load with cross country coaching.

#### Overview - Cross Country Team

The community of Mammoth is known for elite athletes in many different sports - alpine skiing, cross country skiing, snowboarding, climbing, cycling, mountain biking, rowing, speed skating, tennis, running, etc. The high altitude, access to year-round training, and high quality facilities, make the community very attractive to competitive athletes. The Mammoth Track Club boasts twelve Olympians, 64 National Champions, and 24 American records. It hosts high school cross country camps all summer long, during which young athletes can train with Olympians at altitude. The Town of Mammoth Lakes built a Mammoth Track and Sports Field, which is described as, "an all-weather, 9-lane polyurethane running track, with a full-size synthetic turf infield that will serve to enhance Mammoth Lakes' reputation as the premier high-altitude training destination for a multitude of endurance sports and recreation." Local high schools in Inyo and Mono counties have flourishing track teams and many winter athletes train in track in the off-season.

It is our belief that a cross country athletic team at ESCC would be very attractive to local students and athletes from around the state and possibly around the country. Cross country is one of the least expensive sports to maintain as it does not require specialized facilities (although one exists in Mammoth) or equipment. Further, a team could exist with only a handful of members and the team could be co-educational allowing CCCC to maintain Title IX requirements. A cross country athletic team would very likely attract new enrollment to ESCC from within the service area as athletes may decide to continue at CCCC after high school rather than leave the area, and also from outside the service area as the resources, altitude, and access to elite athletes may be very attractive to out-of-area students.

The athletes would need to enroll full time and maintain full time status and GPA. We believe that this would not only increase overall enrollment at ESCC, but increase engagement and success overall. In particular, we believe that these athletes would be interested in a kinesiology transfer degree program, which would complement their athletic pursuits.

#### Strategies:

1. Research and develop a plan and budget for establishing a CCCC track team with training in Mammoth.
2. Work with community partners to develop resources for and interest in a cross country athletic team. For example, work with Mammoth Track Team and Olympic Medalist in Bishop and Mammoth to determine what support, funding, activities could be funded by the Mammoth Track Team; work with Inyo and Mono county high schools to gauge interest in students joining a track team.



3. Hire or assign a full-time kinesiology faculty/cross country coach for ESCC.
4. Promote and recruit for the kinesiology program and cross country team.

**Lead Measure of Success:**

1. A plan and budget to develop a cross country team have been researched and developed by December 2018.
2. Local resources to support the kinesiology program and cross country team have been identify and committed by December 2018.
3. A full-time kinesiology faculty/cross country coach has been hired for or assigned to ESCC by August 2018.
4. Promotion of and recruiting for the kinesiology program and cross country team has been initiated by August 2018.

**Are any of the lead measures identified above lacking assessment instruments?**

No

**Does the department request help to develop these instruments?**

No

**Lag Measure of Success:**

1. ESCC kinesiology transfer degree majors have increased from Fall 2017 to Fall 2019.
2. ESCC enrollment has increased due to new students who have joined the cross country team from Fall 2018 to Fall 2019.

**Person Responsible:**

ESCC Site Director, ESCC Campus Manager, Physical Education Faculty Chair, Athletic Director

**Other**

This initiative addresses access by enhancing enrollments, community connections by reflecting the communities we serve, and institutional effectiveness by increasing revenues.

**Which strategic goal does this initiative address?**

Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections, Goal 5: Strengthen Organizational Effectiveness

## Resource Needs

### Facilities

**Bishop Facility Needs**

Need	Cost	Priority	Rationale
Storage Sheds	\$10,000	M	Safety & Regulations
Sink/Counter Student Lounge	\$4,000	L	Function & Sanitation
Bishop Well Remediation	\$250,000	L	Health

Parking Lot Replacement	\$300,000	H	Safety & Appearance
Remove Drinking Fountains/Install Utility Sinks (ART)	\$3,000	M	Function
Carpet Replacement	\$200,000	M	Safety & Appearance
Folding Chair Rack w/Wheels	\$500	H	Safety & Regulations
Glass Wall b/w Community Room & LRC	\$10,000	H	Function
Finish Kitchen install	\$3,000	H	Function
Washer/Dryer, Hood			
Pallet Jack	\$500	M	Function
M&O Shelving/Work Table	\$3,500	M	Function
Flag Pole Lighting Repair	\$1,000	M	Function & Regulation
Nameplates for Offices	\$250	M	Function
Back Curtains for Community Room Stage	\$500	M	Function
Community Room Stage Lighting	\$3,000	L	Function
Bulletin Boards for A&R/Kiosk Area	\$500	H	Function

### **Mammoth Facility Needs**

Need	Cost	Priority	Rationale
Replace Lighting Controls	\$3,500	H	Safety & Function
Replace Window Blinds	\$50,000	H	Function & Safety
Replace Sprinkler Valve Boxes	\$2,000	H	Safety
Dumpster Door Repair	\$2,500	H	Function, Safety & Regulation
Painting/Carpet	\$300,000	H	Safety, Appearance
Repair Flag Pole Lighting	\$1,000	M	Function & Regulation
Repair Lighting Above Stage	\$2,000	H	Function
Room Signage Project - Correct Errors & Missing Signs		H	Function & Safety
Bike Racks	\$2,500	M	Function & Safety

## **Information Technology**

See IT Unit Plan for 2018-19.

All ESCC needs are included in the IT replacement plan.

## **Marketing**

ESCC requests \$5,000/year for annual registration post card mailings. This is critical to reach our 25-34 year old population as we do not have a place/partner with whom we can target this population.

ESCC requests the same level of funding from 2017-18 for 2018-19 for radio and print ads for our Open Houses each semester and for registration just prior to the start of the semester. These marketing methods are also very important to reach our target 25-34 year old population.

## **Professional Development**

ESCC requests \$1,500 for professional development for two administrators and/or staff to attend the 2019 American Association of Hispanics in Higher Education. Although supporting Latino students is not a targeted initiative for this year, we believe that once we have disaggregated data for ESCC, we will find equity gaps in completion, success, and retention. We would like to attend this conference and start planning strategies to better support our Latino students.

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## **Staffing Requests Not Already Listed In Unit Plans**

# 1000 Category - Certificated Positions

## Kinesiology 50% / Cross Country Coach 50%

### Location:

ESCC Bishop, ESCC Mammoth Lakes

### Justification:

**ESCC is requesting re-assignment or new hire of a full-time kinesiology/cross country coach for Bishop and Mammoth Campuses to support the kinesiology transfer degree program and to develop a cross country athletic team. We believe that both of these initiatives will increase FTES and attract new enrollment from populations that we are currently not attracting. (See Initiatives #1 and #3)**

1. ESCC offers the kinesiology transfer degree program, but has not been able to offer the physical education courses since our long-time adjunct faculty retired. We believe that re-assigning from IWV or hiring a new full-time faculty to ESCC to offer kinesiology and health science courses, as well as coach cross country would bring in new FTES to ESCC from three sources: our targeted 25-34 year old demographic, Inyo/Mono HS graduates who are athletes, and HS graduates from out of the area who are interested in pursuing cross country athletics. We currently have 12 students declared as kinesiology majors, but we cannot promote the program without an instructor. We have been unsuccessful in sustaining the program because we have not been able to hire a new adjunct faculty.
2. ESCC cannot offer the required physical education courses for the kinesiology transfer degree program with out a faculty. The program cannot be sustainable with adjunct faculty since we have had a series of faculty commit and cancel last minute. We believe that we would have more kinesiology majors if the courses were offered regularly and not cancelled. We believe that we would be able to attract new FTES with a combination of a strong kinesiology program and a cross country athletic team that would require enrollment in physical education courses.
3. The kinesiology transfer degree program and the cross country team are core mission: 1. increase access - particularly for our targeted 25-34 year old population and high school athletes; 2. enhance community connections - these programs will target core interests in the community such as outdoor recreation and athletics; 3. increase organizational effectiveness - these programs will increase FTES for ESCC by drawing from under-served populations within our service area and attract new populations from outside of our service area.
4. Courses are not scheduled because we do not have an instructor to teach them.
5. Courses are not scheduled because we do not have an instructor to teach them.
6. There is a need for physical therapists, coaches, and athletic directors in the Eastern Sierra at some of the major employers: Mammoth Hospital, Northern Inyo Hospital, Mammoth Mountain Ski Area and the area schools. There is not a shortage of workers, but there are opportunities locally for students in these fields.
7. We believe that this program would add FTES to ESCC. If the position was a re-assignment, there would not be additional costs.
8.
  - a. Size of wait lists in the discipline - no courses have been offered at ESCC in the last year. We have not had wait lists in PHED courses, but the classes have been full.
  - b. Department productivity, previous year - we have had about 20 students in the PHED courses at ESCC when we last offered the courses. We believe that we would have more students enrolled if we had a regular schedule of course offerings and student in cross country.
  - c. Number of faculty currently in the department - none at ESCC
  - d. Number of adjunct faculty - none at ESCC
  - e. Number of certificates awarded, previous year - not applicable
  - f. Number of degrees awarded, previous year - we had one student earn a AS-T in Kinesiology in 2015, but since then it has been

difficult for students to complete the degree due to no physical education courses being offered in the spring and fall semesters.

g. Core curriculum classes - all of the other courses needed for the kinesiology transfer degree are offered at ESCC.

h. CTE classes with workforce data (wage/high demand) - not applicable

## **Learning Assistance Center Adjunct Faculty Hours**

### **Location:**

ESCC Bishop, ESCC Mammoth Lakes

### **Justification:**

#### **Total ESCC LAC Staffing/Funding Request for 2018-19 (See Initiative #2)**

**Total cost of requested hours of LAC faculty staffing for ESCC (Bishop & Mammoth) LAC for 2018-19 = \$55,463.70**

Total requested hours of LAC faculty staffing for ESCC (Bishop & Mammoth) LAC for 2018-19 = 1,664

hours/day/site x 4 days/week = 26 hours/week/site hours/week for each site x 2 sites = 52 hours/week

52 hours/week x 32 weeks/semester = 1,664 hours/year for ESCC LAC faculty staffing  
staffing @ \$30/hour = \$49,920.00  
Approximately 11% of pay for benefits (\$49,920 x 1.111) = \$55,463.70

#### ***ESCC LAC is Hub for Student Engagement & Support***

ESCC's Learning Assistance Centers (LACs) on the Bishop and Mammoth campus are the "one-stop-shop" and hub for student engagement, support, services, and activities on the Bishop and Mammoth Lakes campuses. The LAC space and services encompass counseling offices, computer labs, study rooms/spaces, academic and student support, writing and math labs, workshops, study groups, and student events. The LACs are staffed by one or two adjunct faculty members who have their entire load comprised of LAC hours. Last year the Bishop and Mammoth LACs were each staffed Mondays-Thursdays for 6.5 hours/day. Having consistency in hours (staffed daily at the same time each day) and staffing (same person on regular days every semester) has enabled students to rely on services provided in the LAC and build rapport with the LAC faculty. For the 2017-18 academic year, sufficient funding was not available for the LAC to maintain this level of staffing and hours were cut nearly in half. As a result, students have expressed to counselors, LAC faculty, and administration that they do not have access to support in the LAC since it is only staffed two days/week, rather than four days/week at each site. LAC data shows that approximately 41% of all students enrolled at ESCC are using the LAC; it is clearly a hub for student engagement.

#### ***ESCC LAC Faculty Are Primary Resource for Student Success Outside of Classroom Offering in One Location the RP Group's "10 Things Everyone Can Do to Support Student Success"***

ESCC's LAC is the primary point of student success (outside of the classroom), performing all of the key tenants of the RP Group's 10 Things Everyone Can Do to Support Student Success: 1) Ask students why they are in college; 2) Help students navigate their way through different offices, programs, and services at the college; 3) Connect students with services or resources that can help them with career exploration, goal selection, and ongoing academic assistance; 4) Have high expectations for students and hold them accountable; 5) Ask students for feedback about their experience, including what works, what needs improvement, and what's missing; 6) Encourage participation in out-of-class activities; 7) Help students build peer support networks; 8) Show students that you are proud to work at your institution and that they should be proud to be enrolled at your community college; 9) Recognize the value of students' talents, abilities, skills, and experiences, and connect them with opportunities to contribute; and 10) Communicate and demonstrate to students that you care about their success.

#### ***ESCC Lacks Other Consistently Accessible Opportunities for Student Engagement and Support Outside of the Classroom***

At each of the ESCC sites, there is only one Department Assistant and one part-time Custodian who are on campus daily for a significant number of hours (DA for 10 hours/day and Custodian for 5 hours/day). The DA is on-site during the day and the Custodian is on-site evenings. In addition, we have an Administrator at each site, but the Administrators spend a significant amount of time in meetings and outreach activities both on and off campus and are, thus, not consistently visible or available to students. Lastly, Each site has either a Systems Support Specialist or Maintenance Worker on site during the day, but their roles are facility/IT support and may not be consistently visible or available to students. Further, of the 49 sections offered at ESCC in Fall 2017, 41 are

taught by ESCC adjunct faculty or full-time faculty who are not based at ESCC. This further limits opportunities for student engagement outside of the classroom since these faculty are not consistently available on campus outside of their class meeting times. The ESCC LAC is the primary and most consistent and accessible contact students have at ESCC outside of the classroom for engagement and support.

**ESCC LAC Faculty Support Online and Concurrent Students in Inyo and Mono Counties**

ESCC’s LAC faculty also provide support for students in ESCC’s service area who are taking online courses. Many students in online courses use the LAC for computers, but more importantly they rely on the LAC for onsite support for their online courses. LAC faculty assist online students with logging into class on the first day, navigating the online Canvas site, providing ongoing academic assistance, referring students to onsite and online resources, and facilitating communication with online faculty. Many online students work on their online courses from the ESCC LAC where they know they have access to assistance from the LAC faculty if and when they need help. One critical group of students who enroll in online courses are ESCC’s concurrently enrolled students. The LAC faculty provide regular (on average every two weeks) and targeted (emails and personal phone calls) outreach to all concurrently enrolled students to connect them to the college campus and resources. In Fall 2017, there were 101 Inyo and Mono county high school students comprising 178 concurrent enrollments, all of whom were supported by the ESCC LAC faculty.

**ESCC LAC Usage Increase Significantly Greater than Increase in Staffing Hours, Possibly a Result of Consistency in Hours, Daily Access to LAC Faculty, and Same LAC Faculty Semester after Semester**

LAC usage has increased significantly over past three years. However, with LAC Faculty hours cut nearly in half for the 2017-18 academic year, we expect that student contacts will decline:

	2014-15	2015-16	2016-17	2017-18
Avg LAC Faculty HR/WK/Site (% increase)	18.375 (n/a)	19.500 (6.1%)	26.000 (33.3%)	14.500 (-44.2%)
LAC Staffed Both Sites M-TH All Year?	N	N	Y	N
Student Contacts (% increase)	650 (n/a)	948 (45.8%)	1,548 (63.3%)	N/A
# of Events Hosted in the LAC	30 (n/a)	48 (60.0%)	60 (25.0%)	N/A

**EOPS Adjunct Faculty Counselor**

**Location:**

ESCC Bishop, ESCC Mammoth Lakes

**Justification:**

***The current EOPS staffing hours (approximately \$40,000) is funded by EOPS; this request is an increase of \$17,280. (See Initiative #2)***

For the 2017-18 academic year, the ESCC EOPS counselor was staffed 15 hours on the Bishop site and 6 hours on the Mammoth site. The unduplicated headcount at each site is approximately the same, around 200/site. The EOPS counselor was hired in Spring 2016. From Spring 2016 to Fall 2016, ESCC Access numbers grew from 0 to 44 in Bishop and from 0 to 14 in Mammoth. The number of new Access students at each site was proportional to the number of staffed EOPS hours at each site. We believe with more hours in Mammoth, equivalent to hours in Bishop, we will be able to increase the numbers of EOPS students, and better support the students, at the Mammoth campus. We are requesting an additional 9 hours/week at \$60/hour for an EOPS counselor for a total of 30 hours/week of EOPS counseling to serve both Bishop and Mammoth. **The current EOPS staffing hours (approximately \$40,000) is funded by EOPS; this request is an increase of \$17,280. (See Initiative #2)**

**2000 Category - Classified Staff**

**Groundskeeper Reassigned 2 Days/Month at ESCC**

**Location:**

ESCC Bishop, ESCC Mammoth Lakes

**Salary Grade:**

**Number of Months:**

Reassigned IWV Groundskeeper 2 days/month at ESCC

**Number of Hours per Week:**

2 days/month at ESCC

**Salary Amount:**

**Justification:**

Groundskeeper Hours. ESCC does not have a groundskeeper. With the landscaping and irrigation installed on the Bishop campus, the weeds have increased significantly and grow back faster after being cut. We now need landscaping services regularly (around 1x/month) throughout the year on the Bishop campus. In addition, the brush in Mammoth needs to be cut back annually to maintain access on sidewalks, pathways, and around fire hydrants. ***We are requesting 2 days/month assignment of a IWV groundskeeper to pull weeds and clean up grounds at both Bishop and Mammoth. No additional funding needed; reassignment of existing staff.***