

# **East Kern College Center Department**

## **ASP for Academic Year 2020-2021**

**November 2019**

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## **Description Of Section**

### **Connection to College Mission**

East Kern Center:

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

The Edwards AFB site offers the Cerro Coso IGETC, CSU Certification, and Local pathways partially online and partially on-ground. Two degrees are available to students at this site: an AA in Liberal Arts: Arts and Humanities, and an AA in Liberal Arts: Social and Behavioral Sciences, which both require online and on-ground coursework. Students in the military can also take courses online and on-ground to complete their general education requirements for an associate degree from the Community College of the Air Force (CCAF) at the Edwards AFB site. This site offers one CTE program, an Emergency Medical Technician certification, which is 100% on-ground at California City High School.

The Tehachapi campus offers the Cerro Coso IGETC, CSU Certification, and Local pathways, as well as associate degrees in Liberal Arts: Arts and Humanities, Liberal Arts: Social and Behavioral Sciences, and Medical Assisting 100% on-ground. Additionally, students can complete an associate degree in Psychology almost entirely on-ground, with the exception of one online course. Available CTE programs at the Tehachapi site include Clinical and Administrative Medical Assisting and Emergency Medical Technician certificates offered 100% on-ground.

East Kern has expanded course offerings at the California City Correctional Facility (CAC) and the California Correctional Institution (Tehachapi). California City Correctional Facility (CAC) site is offering the AS-T and AA-T IGETC pathways, as well as an associate degree in Liberal Arts: Social and Behavioral Sciences.

Within the East Kern service area, dual enrollment has grown and leads the college in regards to course enrollment and headcount. Providing dual enrollment opportunities to our service area high school students connects with the college mission of improving the life of every student it serves.

Kern River Valley:

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

KRV offers the Cerro Coso IGETC and CSU General Education pathways on-ground. KRV also offers a total of eight degrees on-ground and coursework for 13 other degrees that are offered at least 50% on-ground, with the remaining coursework available online or at the IWV campus. Seven Career Technical Education (CTE) certifications along with four CTE degrees are offered on-ground to target community needs through the area of workforce development.

East Kern and Kern River Valley:

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

Overall, of the East Kern campuses embrace and are committed to serving the diverse socioeconomic population of students who reside in the surrounding rural communities by providing outstanding educational, career technical, dual enrollment, prison

education, and distance education programs, along with facilitating student success through comprehensive supportive services. This ongoing commitment strives to meet our students' and community's educational and training needs that are in connection with Cerro Coso Community College's primary mission.

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## Review And Planning

### Performance and Equity Gaps Still to be Addressed

CCCC's Student Equity Plan 2015: Identifies gaps among target groups as African Americans, American Indians/Native Alaskans, males, foster youth, economically disadvantaged, and students with disabilities.

#### **Increase Access:**

Student enrollment from feeder high schools increased due to numerous outreach events, including high school Senior Day, Open House, and presentations at local high school parent events. Tehachapi's Senior Day high school outreach event brings students to the campus from 8 different high schools for a college preview with faculty demonstrations, financial aid information, and enrollment steps thus clarifying the path for students to attend college.

Dual enrollment is increasing due to course scheduling considerations and strong partnerships with local high schools in our service area. We are working towards an early college model with Tehachapi High School and have adjusted our schedule to coordinate with the high school so more students have access to concurrent enrollment opportunities on-site during and/or after their high school day.

The incarcerated student population faces challenges with access to technology and ease in opportunities for counseling services. We are addressing the access to technology by accommodating with printed resources and mail correspondence wherever possible. Counseling needs are being identified through data collection and requests from student letters. Time and resources for managing the counseling schedule within the prison education program has been challenging and more resources are needed.

#### **Increase Course Completion:**

Moving towards open education resources (OER) in most of our courses has reduced the financial burden students face when enrolling in college. By providing access to course materials at zero-cost, students have a better chance of reaching course completion and increased rate of success.

Cerro Coso's Dual Enrollment program 89.6% of which is located in East Kern and KRV) has a greater course retention and success rate than the general student population. In 2018-19, the overall course retention rate was 98% for dual enrollment compared to 88.5% at Cerro Coso in general. In 2018-19 the course success rate for dual enrollment courses was 93.2% compared to 75.7% at Cerro Coso in general.

The incarcerated student population course retention and success rates are slightly greater overall when compared to traditional students in comparable courses. Between AY2017-2019, the incarcerated student population had 91.9% retention and 86.6% successful course completion rates compared to 88.5% and 74.7% respectively among traditional students.

#### **Increase Degree/Certificate Completion:**

As one of the Guided Pathway pillars, we are clarifying the IGETC pathways and AD-T programs available at all our sites. Developing a rotating two-year plan of all the courses offered clarifies the path for students to be able to complete a degree in two years. During orientation, students are given a degree pathway checklist and IGETC map to help self-monitor progress towards completion.

Ongoing support in the availability and timely hiring of instructors to fulfill the courses required for IGETC pathways is a critical component to improving degree and certificate completions.

#### **Increase Transfer Rate:**

Connecting our AD-T pathways to IGETC requirements for transfer improves the opportunities for students to transfer to local CSU or UCs. Partnering with 4-year colleges in the prison education program will increase our transfer rates for incarcerated students that are challenged with the inability to physically transfer.

## Annual Planning: Actions Taken

### Career Technical Education (CTE) Expansion Initiative

During the 2018-2019 academic year, East Kern administration (i.e. Director of East Kern and Campus Manager) and team focused on Career Technical Education (CTE) expansion at the Tehachapi campus. CTE programmatic ideas were provided to the CTE Dean. Based on the collaboration work that took place with both the CTE Dean and faculty chairs of specific CTE departments, East Kern was provided resources along with a new (CTE) faculty hire to assist with the expansion of workforce development programs within East Kern. CTE liaisons were also utilized to assist with program development, outreach, and other duties in support of the expansion effort.

CTE Expansion ideas and efforts are ongoing (in progress) as EK (specifically the Tehachapi Campus) continues to grow substantially, and future expansion appears to be in progress in the area of Administration of Justice (i.e. Police Academy).

### Prison Education – Expansion, Program Structure Improvement and Sustainability

### Prison Education – Expansion, Program Structure Improvement and Sustainability

Cerro Coso Community College's prison education program has expanded, and continues to expand and improve each academic year. At this time, our program is the most successful prison education program in the State, and arguably within the Nation.

The Incarcerated Student Education Program (ISEP) at Cerro Coso Community College began in 2015 and has since provided face-to-face instruction to more than one thousand, two hundred (>1200) students within two prison facilities and seven "yards." As the program continues to grow year after year, the need to look at programmatic improvement and sustainability became a focus.

Programmatic improvement has been an ongoing focus in regards to the prison education program. Faculty involvement and/or "Prison Faculty Leads" were created to tackle this area. Both faculty leads along with faculty input have been vital in the attempt to continuously improve the program each academic year.

- Please note that the request for faculty load re-assignments were not approved via the college for "prison faculty leads" during the last section plan/planning process, but the usage of Bakersfield College's Innovation Award (that targets prison education efforts) has provided compensation for our current prison faculty leads (i.e. Liberal Arts & Science Faculty Lead & CTE Faculty Lead). This compensation has allowed for dedicated hours from faculty so that input, planning and implementation of key programmatic and sustainability efforts have been developed. The faculty leads will cease fall of 2021 unless the college provides funding/load reassignment, etc. for this need.

The focus on instructional sustainability led the EK team to create a faculty driven prison instructional handbook to assist with the needs and/or challenges presented during the program, thus targeting improvement and sustainability. The EK prison education team (including faculty, staff and administration) also have focused on the creation and ability to provide professional development opportunities to address the unique workplace environment of prison education

Collaborative efforts provided the avenue of creating an Incarcerated Student Education Program (ISEP) committee. This committee has assisted with expansion, program, structure improvement and sustainability. The ISEP committee was established under college council and addresses equity gaps within the incarcerated population through innovation and identifies best practices for a model approach to prison education.

Funding is key to any program's sustainability. EK is still working on the area of funding in regards to expansion, program structure and sustainability. Even though funding is generated via FTES and available through the general fund, needs arise that are not being covered; therefore, the EK ISEP team has been searching and applying for grants to assist. Please note that the previous requests to provide the ISEP with 5% of FTES to be allocated for a "East Kern prison (general fund) budget" was not approved; therefore, this amount could not be re-invested back into the program to secure responsible growth and sustainability.

### Increase Enrollment (East Kern & KRV) in conjunction with the CCCC College Promise

Enrollment has grown in East Kern. The below chart details the growth in the areas of course enrollment and headcount.

	<u>AY 2017</u>	<u>AY 2018</u>	<u>AY 2019</u>
<b><u>EK Course Enrollment</u></b>	<b>2,076</b> (+178% from 16)	<b>4,611</b> (+122% from 17)	<b>6,991</b> (+52% from 18)
<b><u>EK Headcount</u></b>	<b>1,036</b> (+132% from 16)	<b>1,685</b> (+63% from 17)	<b>2,077</b> (+23% from 18)

The growth has been in three specific areas:

1. On-site Enrollment
2. Dual Enrollment
3. Prison Education Enrollment

Increased enrollment is attributed to the innovative ideas, vision, drive and dedication of the EK/KRV team.

In regards to on-site enrollment, growth at the Tehachapi campus is attributed to the hiring of full-time faculty along with an increase in course offerings throughout the day (not just in the evening).

EK/KRV has also been able to increase dual enrollment course offerings at all East Kern and KRV High Schools to provide college access opportunities to high school students. Along with increased access, creating outreach events to juniors and seniors at the campus (i.e. Junior Day and Senior Day) has had a positive effect on our growth. Lastly, we started planning and forming an Early College High School program, which has also increased enrollment at the Tehachapi campus.

Prison education enrollment has also continued to increase due to the ability to offer seven associate degrees that connect to program learning outcomes. These degrees also offer transferability to State (UC/CSU) schools and over 135 private universities. Educational pathways and/or road maps were created. Students are able to work towards an associate degree in: Administration of Justice (AS-T), Anthropology (AA-T), Business (AS-T), English (AA-T), Psychology (AA-T), Liberal Arts: Liberal Arts: Arts and Humanities (AA), and/or Liberal Arts: Social and Behavioral Sciences (AA).

Please note - CCCC College Promise Update

- The College Promise program was rolled out in Tehachapi during the fall 2019 due to program feasibility, not based on the EK/KRV campuses campus desire or effort. Due to this, we are unable to report information on progress from the 2018-2019 academic year.

## Initiatives for Next Academic Year

### Workplace Well-Being

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

Yes

**Specific Action Steps to be Taken:**

Employee wellness or well being focuses on the support for the physical, emotional, and professional well-being of all employees. A healthy workplace assists with retention, reduces stress, boosts job satisfaction, supports employees to perform at their best and increases equity and inclusion in the workplace.

It also creates the following:

- **Increases productivity and motivation** – healthy employees can physically perform better because they have more energy. They are also more efficient and more focused.
- **Brings teams together and builds morale** - when teams engage in wellness initiatives together outside and inside work they have a shared purpose which builds camaraderie.
- **Decreases work-related stress** - Fitness and healthy eating can reduce stress. And if a company can implement mindfulness and meditation this will also help people reduce stress.

Information found at <https://www.rochemartin.com/blog/22-well-being-workplace-initiatives-can-start-today/>

#### **Initiative:**

The East Kern and KRV campuses will be taking steps to implement practices that will focus on the wellness and support of all employees.

### **Social & Emotional Well-Being**

- Social Network Analysis (SNA) - This will allow us to capture the social capital that exists between all staff (i.e. administration,

faculty & classified staff) through visual maps of relationships or connectivity.

- Social Emotional Connections- Staff check ins at meet ups and meetings to build relationships, trust and community among colleagues
- Implementation of Strength Finder 2.0.
  - As a team, reading this book and completing the online Strengths Finder assessment will allow staff to discover their true strengths and talents, thus promoting team work and well-being **(Budget Request under Professional Development - \$220.00)**
- Trauma Informed Practices Training (in-house utilizing NYU's McSilver Institute of Social Work Training/Guidelines)
  - Outcome is to improve employees' ability to effectively support each other and students, resulting in a better overall campus environment and improved academic outcome

### **Team Building Activities**

- "Get to Know Each Other" discussion meetings/luncheons
- "Check in" and "ice breakers" at site meetings
- Other activities to be determined by the sites

### **Promotion and Support of Physical Activities**

- Walking meetings at the sites
- Promotion of physical activity during breaks
- Health breaks during the day - 15 minutes of mindfulness practices

### **Staff Break room/Conference Make-Over**

- Will provide a comfortable collaboration space on campus
- Receive input from all employees on what can be done to create a warm and welcoming area for all and a place to show employee appreciation
- Provides a space to relax and recharge during the work day. This room will create environment that promote physical, mental, and emotional well-being

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

EK/KRV site specific employee satisfaction survey (i.e. pre-test) given in August 2020 (questions found at <https://www.tinypulse.com/blog/sk-employee-engagement-survey-questions>)

1. On a scale of 1 to 10, how happy are you at work (at the site)?
2. Would you refer someone to work here (at the site)?
3. Do you have a clear understanding of your career or promotion path?
4. On a scale of 1 to 10, how would you rate your work-life balance?
5. Hypothetically, if you were to quit tomorrow, what would your reason be?
6. Do you feel valued at work (at the site)?
7. How frequently do you receive recognition from your manager?
8. The last time you accomplished a big project, did you receive any recognition?
9. Do you believe you'll be able to reach your full potential here?
10. If you were given the chance, would you reapply to your current job?
11. Do you foresee yourself working here one year from now?
12. With eyes closed, can you recite our organization's values?
13. What three words would you use to describe our culture?
14. On a scale of 1 to 10, how comfortable do you feel giving upwards feedback to your supervisor?
15. Do you feel like co workers give each other respect here?
16. Do you have fun at work?

Answers will help determine focus and needs in the areas of the following:

- Social & Emotional Well-Being
- Team Building Activities

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

No

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

Yes

**Lag Measure of Success:**

After implementation of initiative, the same survey provided in August 2020 will be given again in June 2021 (post-test survey) to determine if initiative was successful or not.

1. On a scale of 1 to 10, how happy are you at work (at the site)?
2. Would you refer someone to work here (at the site)?
3. Do you have a clear understanding of your career or promotion path?
4. On a scale of 1 to 10, how would you rate your work-life balance?
5. Hypothetically, if you were to quit tomorrow, what would your reason be?
6. Do you feel valued at work (at the site)?
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13. What three words would you use to describe our culture?
14. On a scale of 1 to 10, how comfortable do you feel giving upwards feedback to your supervisor?
15. Do you feel like co workers give each other respect here?
16. Do you have fun at work?

**Person Responsible:**

Lisa Stephens, Director of East Kern

**It addresses a program review strategy**

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

Goal 5: Strengthen Organizational Effectiveness

**Optimizing Delivery Systems in Prison Education - Locate Funding**

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

Yes

**Specific Action Steps to be Taken:**

The overall programmatic goal of Cerro Coso Community College's Incarcerated Student Education Program (ISEP) is to build a scalable, sustainable, all-encompassing incarcerated student education program.

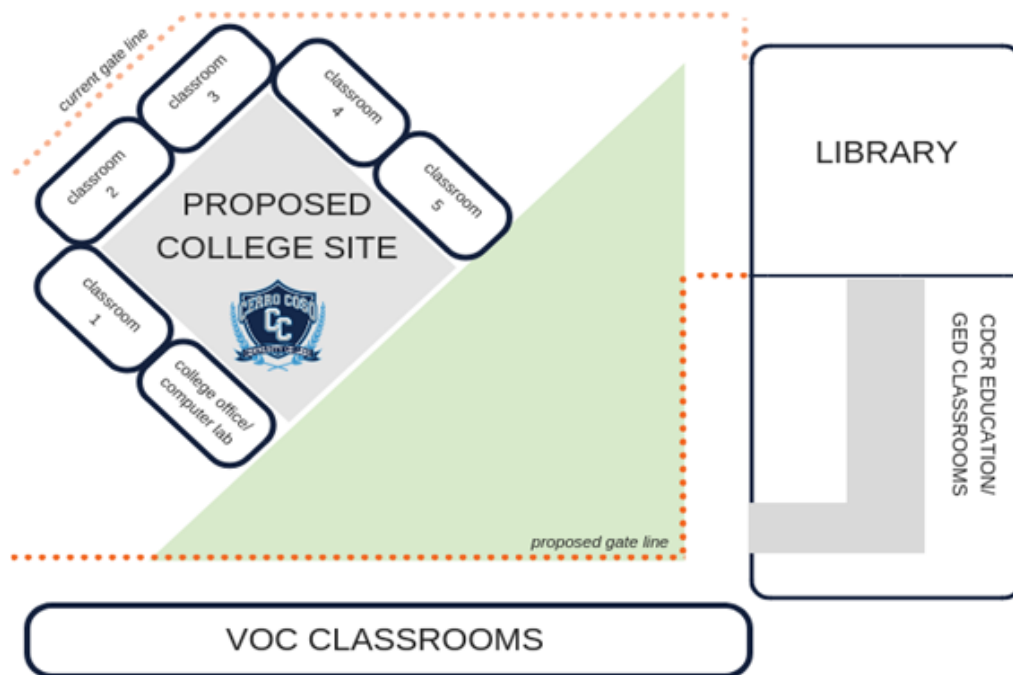
In order to optimize delivery systems within our prison program, the below project (targeting infrastructure) was envisioned and created.

The goal of this initiative to to locate outside funding (i.e. grants, etc.) so that this project can be completed.

**Project:**

Creating a college campus infrastructure (i.e. classroom modulars, furniture, technology, etc.) inside the prison will expand higher education opportunities in attracting partnerships with four-year institutions. Providing a dedicated "college campus" within the prison facilities, through the addition of modular buildings, will alleviate the current space constraints to accommodate more college classes to complete an associate degree and beyond. Also, the ability for our college program to have access to classroom facilities (i.e. infrastructure) would provide incarcerated students with higher education opportunities closely resembling a true college experience on the outside. This innovative project would give students an experience that would prepare and assist with transition to re-entry.

Envision a college student named John. John is a full-time student taking classes with Cerro Coso Community College. He wakes up at 7:00 AM, eats breakfast, and walks to the college campus to attend a 9:00 AM Statistics course. After class, he meets up with some other classmates to study in the quad area on a picnic bench prior to grabbing some lunch. John attends one to two more classes (depending on the day) and goes back home to change for work. John works in the evenings to earn some extra money. The next day, John's schedule is similar. His goal is to earn his BA in Anthropology so one day he can become an Archaeologist. With the creation of a college campus inside the prison, John can be an incarcerated student. This scenario is probable with designated infrastructure/facilities and open access as proposed in our scalable college campus proposal. John can be one of many incarcerated students with the schedule described above, a schedule that prepares him for learning, transition, reentry and ultimate success.



#### **Targeted Goals:**

By locating and securing funding to create college campus infrastructure, the following ISEP Committee goals are more likely obtainable:

1. Enticing and obtaining a four-year CSU partner inside our prison campuses will be more obtainable based on the ability for the partner to use designated college space (ISEP Committee two-year goal), thus connecting students to CCCC transfer completion goals (strategic plan).
2. A designated college campus/space/facility will provide the opportunity to offer more of a systematic, comprehensive programming in student and learning support services (ISEP Committee two-year goal).
3. Designated college classrooms/modular(s) will assist with the two-year goal of 25% growth in FTES at TCCI (ISEP Committee two-year goal).

#### **Very Important:**

Please note that this type of campus/infrastructure has never been accomplished before (nationwide) inside any prison, and Cerro Coso Community College would be the first to do so (ground-breaking) once the EK team locates funding to implement.

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

Locate at least one funding source to apply by March 2021.

**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:**

Submit at least one letter of intent or funding application/request by June 2021.

**Person Responsible:**

EK ISEP Project Lead Team - Nicole Griffin, Lisa Stephens Peter Fulks & Alec Griffin

**It addresses a gap in student equity**

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

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections, Goal 5: Strengthen Organizational Effectiveness

## **Growth of Online Enrollment at KRV- High Tech Branch Access**

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

Yes

**Specific Action Steps to be Taken:**

Online enrollment is on the move and growing at all sites, including at the Kern River Valley Campus.

Several CTE programs have gone completely online (i.e. Human Services, Medical Assisting, Child Development), CTE programs that were on-site previously. This change has had an impact on-site courses and enrollment.

KRV will begin to target and focus on increasing online enrollment in CTE areas and other CCCC programs. This will generate a new student pool and the goal is to increase enrollment.

### **Data:**

Data reveals that online enrollment grew at the Kern River Valley site 19% from 2018 (452 enrollments) to 2019 (537 enrollments). Even though there was good growth during the past academic year, there is untapped opportunity/potential to enroll more students that are both traditional and non-traditional students in CCCC online courses (students that do not want to attend on-site courses due to work or personal related reasons).

### **Plan:**

KRV will focus on creating a visible, tangible high tech interactive space that draws current and potential students to learn about, apply and enroll in CCCC online programs and courses. This space will continue to provide academic and student services to fully support student learning and success. This model could be assessed and if determined successful, used in other smaller communities within our service areas to grow online enrollment along with provide access to those students who cannot access a college campus or site.

KRV will provide online students with academic and student support services in the Lake Isabella area.

- Access to computers (targeting low-income gap); access to online proctoring services; online navigation assistance, access to online tutoring services; access to student services (A&R via DA III and Financial Aid via direct line phone access), and high tech



connections to the IWW campus.

**Goal:**

Increase KRV online enrollment 30% during the 2020-2021 academic year.

**Needs & Funding:**

Any high tech/furniture/area needs will be identified as the plan is created with upper administration, and the request is that Measure J fund the needs that are identified.

**Lead Measure of Success:**

Gather a baseline of online enrollment from AY 2019-2020 to be compared to AY 2020-2021 using tableau.

**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:**

Compare baseline with final enrollment numbers after spring 2021.

**Person Responsible:**

Lisa Stephens & KRV Team

**It addresses a gap in student equity**

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

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

**College ThroughOut - Incarcerated Students Transition & Re-Entry Pathway**

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

Yes

**Specific Action Steps to be Taken:**

The Incarcerated Student Education Program (ISEP) at Cerro Coso Community College began in 2015 and has since provided face-to-face instruction within two prison facilities and seven "yards."

Two main needs have been identified by the EK Cerro Coso Community College Incarcerated Student Education Program:

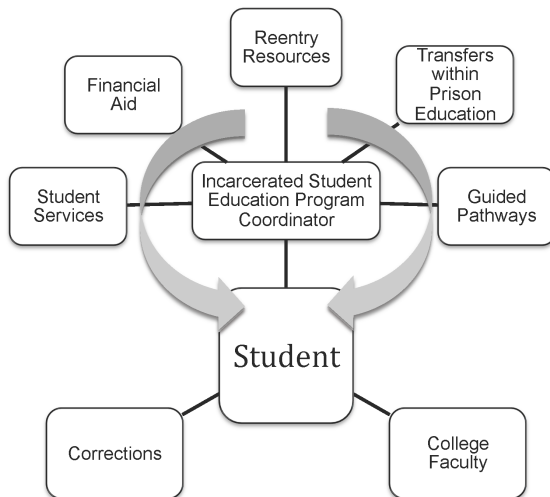
1. Gaps in the future transition process for currently incarcerated students
2. Transition gaps in communication and access for community-bound/re-entry students

The creation of the "College ThroughOut" initiative will be a three-prong transitional/re-entry program to address the needs of currently and formerly incarcerated students and the staff that serves them.



Within the “College ThroughOut” program, students will be supported with a 360-degree wraparound approach that starts on the first day of registration and student orientation. The next stage of student support includes course selection and educational planning under guided pathways. The third stage includes successful completion with the opportunity to continue on a transfer pathway to a four-year college program and/or successful reentry into the community with a significantly reduced rate recidivism and a justice involved college community of support available with the “College ThroughOut” network. The final stage and measured impact includes continued support in life-long learning, longitudinal studies, and data management as students are tracked through these stages of progress to validate the program’s success through an integrated program evaluation.

**Step One:** Under the direction of the Prison Education Program Manager (with a plan for this position to grow into a Director of Prison Education - see position request section), the “College ThroughOut” transition and re-entry program will be supported by the hiring of one part-time ISEP transition program coordinator (start date is 11-01-2019). This position will greatly assist with the creation and duties associated with the newly forming ISEP “College ThroughOut” incarcerated student transition and re-entry program on campus.



**Step Two:** The “College ThroughOut” program will further develop relationships and look at developing articulated agreements with a minimum of 3-4 four-year colleges strategically (i.e. northern, central, southern locations in the state along with our CSU partner in our service area) who were identified as having a Project Rebound program. This is to ensure degree pathway continuity, similar to the “Finish in Four” program established between some CSUs and Community Colleges throughout the state. Cerro Coso Community College has begun this process with CSU Bakersfield to specifically prepare for inbound formerly incarcerated students and will continue to expand this development over the next two years (ISEP Committee two-year goal).

**Step Three:** In addition to enhancing the support system for students, EK ISEP team will expand focus opportunities for professional development of staff and administration working in the prison education program. ISEP Prison Program Faculty Leads and the Prison Education Program Manager have created and will conduct professional development training for interested and current faculty working in the prison (ISEP Committee two-year goal).

*Please note in regards to the above "logo" - The above logo is an example of a possible program logo. The creation of a logo and/or brand will be a future collaborative effort with Director of Marketing & Public Relations during this academic year.*

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

Identify Project Rebound "point of contact" at a minimum of 3-4 four-year colleges strategically (i.e. northern, central, southern locations in the state along with our CSU partner in our service area) to begin to build a relationship for future incarcerated students on the pathway to re-entry and transfer.

Implement/conduct a minimum of one professional development training for interested and current faculty working in the prison at the Tehachapi campus.

**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:**

Fully implementation of the three steps of the "College ThroughOut" program. Data collected to report how many current and formerly incarcerated students were provided services during the 2020-2021 academic year.

**Person Responsible:**

Nicole Griffin, Prison Education Program Manager, Lisa Stephens, Director of East Kern

**It addresses a gap in student equity**

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

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections

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## Resource Needs

### Facilities

#### East Kern/Tehachapi Facility Requests:

As the Tehachapi campus continues to grow and expand, with traditional, non-traditional, and special populations (i.e. dual enrollment and incarcerated students), the need for additional furniture for faculty, students, and staff is a requirement. The campus is expanding, and with that expansion comes a need for a student lounge space/furniture, learning assistance space/furniture, the ability and capacity for storage, and other misc. items required to run a campus smoothly.

**Student Lounge (This would be a new space) - Right now we have donated used furniture:**

- Lounge/Couch Style Seating for Student Lounge - Projected cost is \$3000.00
- Two Large Bulletin Boards - Projected cost is \$500.00

Total Amount Requested: \$3500.00\*

**Student Services:**

- ID Printing Machine for student ID's - Projected Cost \$1,500.00

Total Amount Requested: \$1500.00 (possible equity/student development fund funding??)

**General Facility:**

- Campus Displays and/or wall decor to produce a collegiate campus atmosphere - Need for the bare walls and areas due to the campus expansion. Amount requested \$2000.00.

Total Amount Requested for General Facility: \$2000.00\*

#### **Food and Meetings:**

- Food & Meetings (5230 CT budget addition request) - \$500.00 - Supports faculty, student and administration engagement, activities and events. Also connects with the 2020-2021 workplace well being initiative.

**Total amount request for all above items (i.e. student lounge, student services, and general facility) = \$7,500.00**

\*Please note: We are requesting that Measure J fund the facility requests/items per Measure J statement, "CC East Kern Development Design Starts 2019-2020".

## **Information Technology**

EK/KRV are supporting IT's requests that target these two sites.

Unforeseen high tech/computer needs may arise, and if so, the request is to look at Measure J to fund.

## **Marketing**

#### **East Kern Requests:**

Growth and expansion is the key focus of East Kern and Tehachapi. The below requests target this main focus.

#### **1. Facebook Advertizing - *Please Note: This is a yearly need/request***

- With the approval and assistance of Cerro Coso Community College's dedicated Public Relations and Marketing Director, the Tehachapi site was able to create and implement a campus specific Facebook page. We are requesting funding for Facebook Ads, targeted ads to reach different audiences, new and returning students in order to address the 2019-2021 strategic initiatives of growth and expansion in the East Kern and Tehachapi areas. Please keep in mind, for logistically purposes, it would be beneficial to issue/assign East Kern/Tehachapi a Cal Card to pay for the transactions.

Amount requested: \$1200.00 (\$100.00 per month)

#### **2. East Kern Advertising Budget Increase Request**

- We are requesting that East Kern's (i.e. CT) advertising budget be increased by \$1500.00. This will assist with growth and expansion, as we all know, advertisement and outreach is vital.

Please Note: This is repeat request from EK/KRV 2019-2020 Section Plan (not previously approved)

## **Professional Development**

#### **Management/Faculty Leadership Development:**

*Please note: Amount requested is the same amount that was awarded during 2019-2020 academic year - No Change to Budget - Ongoing budget request that has been approved in the past (5220 CT)*

- Campus Manager of East Kern and Tehachapi – Attend ACCA conference in 2019 and the National Alliance of Concurrent Enrollment Partnerships (NACEP) conference (typically out of state) in 2019.
- Director of East Kern, Prison Program Manager and ISEP Faculty Leads to attend the Alliance for Higher Education in Prison 2019 conference (typically out of state), and attend the ACCA conference in 2019.
- Other conferences, summits, and day meetings will occur throughout the academic year; therefore, out of district travel funding will also need to be available.

East Kern Request - \$5000.00

Kern River Valley Request (Director) - \$500.00

**Staff Development (Connected to 2020-2021 Initiative):**

East Kern & KRV Development – In order to assist East Kern and KRV's staff to uncover their strengths and talents, I am requesting (for the second year in a row) funding to purchase 12 copies of the Gallup StrengthsFinder 2.0. This book includes a version of its online assessment, called StrengthsFinder that CCCC staff can take in order to discover their true strengths and talents. The Director of East Kern has personally read the book, and have taken the assessment. By doing so, the entire experience was not only been an eye opener, but assisted with her personal and professional growth.

<https://www.amazon.com/StrengthsFinder-2-0-Tom-Rath/dp/159562015X>

Amount requested for the purchase of 12 books – \$220.00 - New budget line item request (5890-CT)

**Please Note:** This request was also requested during the last section plan cycle. This request is connected to one of our 2020-2021 initiatives of "Workplace Well-Being".

## Research and Data

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### Cerro Coso Composition: Face-to-Face Instruction Comparison AY2019

#### [Course Enrollment - Highest to Lowest]

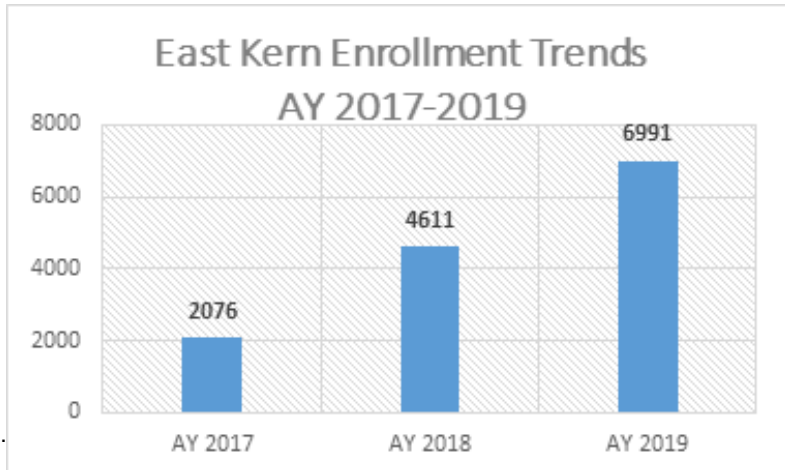
1. **Online:** 14,275
2. **EK:** 6,991 <-----
3. **IWV:** 5,167
4. **Bishop:** 859
5. **KRV:** 743 <-----
6. **Mammoth:** 696

#### [Headcount - Highest to Lowest]

1. **Online:** 6,322 (2.6-:1 enrollment/student ratio)
2. **EK:** 2,077 (3.4-:1 enrollment/student ratio) <-----
3. **IWV:** 1,916 (2.7:1 enrollment/student ratio)
4. **Bishop:** 304 (2.8:1 enrollment/student ratio)
5. **KRV:** 301 (2.4:1 enrollment/student ratio) <-----
6. **Mammoth:** 238 (2.9:1 enrollment/student ratio)

#### East Kern Overall

**EK student headcount increased 100% since AY2017**



#### [Course Enrollment]

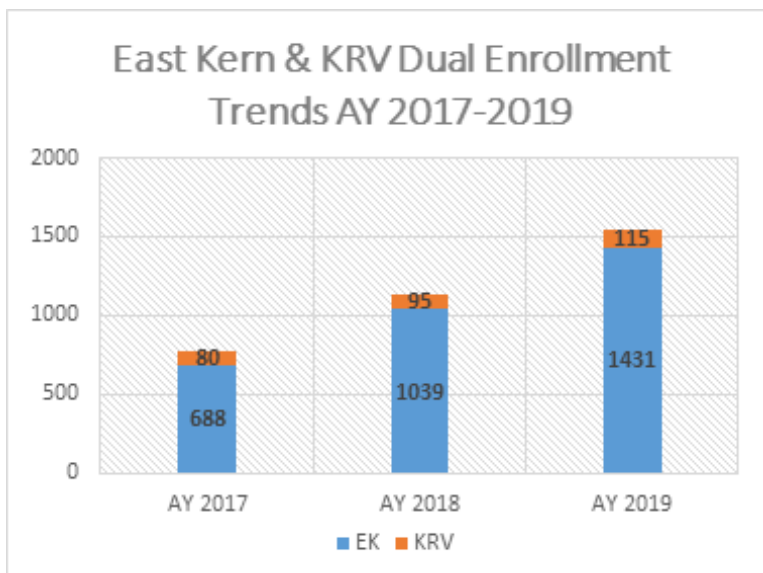
- **AY2017:** 2,076
- **AY2018:** 4,611 (+122% from 2017)
- **AY2019:** 6,991 (+52% from 2018)
- EK course enrollment **increased +237% overall** since AY2017.

#### [Headcount]

- **AY2017:** 1,036
- **AY2018:** 1,685 (+63% from 2017)
- **AY2019:** 2,077 (+23% from 2018)

#### East Kern & KRV Dual Enrollment

East Kern/KRV represents 89.6% of Cerro Coso's overall dual course enrollment.



#### [Course Enrollment]

- **AY2017:** 768
- **AY2018:** 1,134 (+48% from 2017)
- **AY2019:** 1,546 (+36% from 2018)

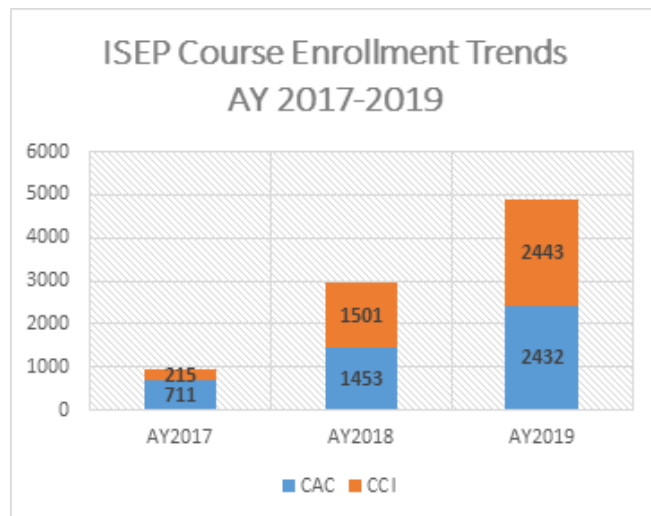
EK/KRV course enrollment for dual enrolled students **increased +101%** since AY2017.

#### [Headcount]

- **AY2017:** 439
- **AY2018:** 552 (+26% from 2017)
- **AY2019:** 785 (+42% from 2018)

EK/KRV dual enrolled student headcount **increased 79%** since AY2017.

#### Incarcerated Student Education Program



#### [Course Enrollment]

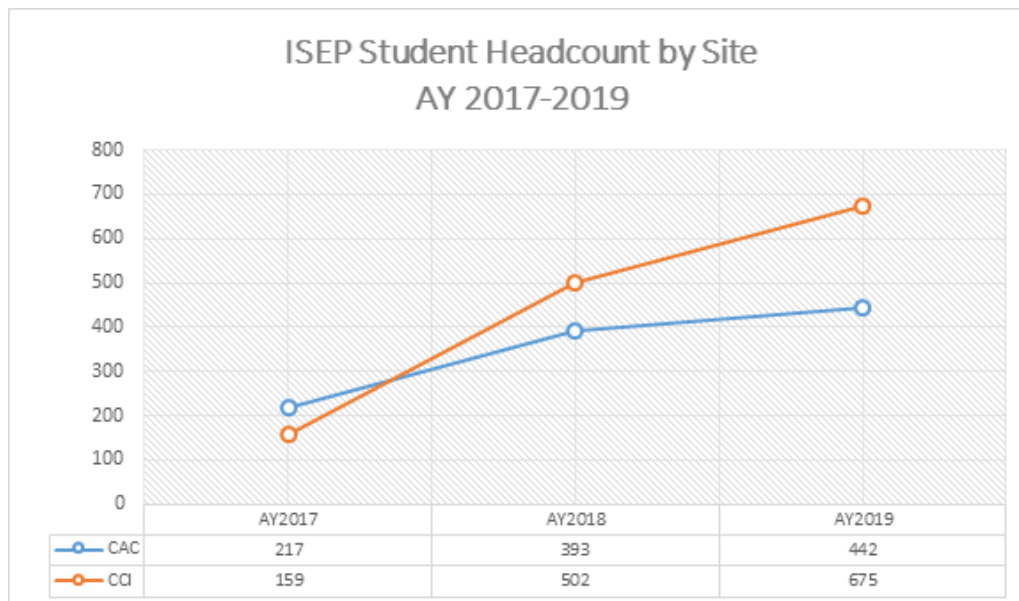
- **AY2017:** 926
- **AY2018:** 2,954 (+219% from 2017)
- **AY2019:** 4,875 (+65% from 2018)

ISEP course enrollment **increased +426%** since AY2017.

#### [Headcount]

- **AY2017:** 376
- **AY2018:** 895 (+138% from 2017)
- **AY2019:** 1,115 (+25% from 2018)

ISEP student headcount **increased 197%** since AY2017.



## Staffing Requests Not Already Listed In Unit Plans

### 1000 Category - Certificated Positions

#### Librarian

##### Location:

EKC Edwards/Cal City, EKC Tehachapi

##### Justification:

East Kern administration, faculty and staff all collectively agree and support the below position request via the Library Department.

Our area has come to a point that this full-time Librarian position is a **critical need** for the learning and success of all EK students (i.e. on-site, incarcerated and dual enrollment).

Below is the position justification pulled from the Librarian AUP position request:

For the 3rd year in a row, we are requesting a Librarian to serve our expanding service area in EK (Tehachapi Center and CCI Prison).

**\*Note\*** This position has been ranked #1 by the Academic Senate for the last 2 years. We continue to expand at EK (with a projected 25% growth in the coming years).

This Librarian would:

- Provide library instruction and reference assistance to incarcerated students as well as students enrolled at the Tehachapi Education Center and through Dual and Concurrent Enrollment
- Collaborate with EK faculty on designing curricula that builds information competency skills, an Institutional Learning Outcome
- Perform collection development and maintenance in collaboration with EK faculty and working with the prison administrators and librarians
- Work with the IWV Librarians to align library programming, services, and access to resources to achieve Accreditation Standard II B (equitable library services too ALL students regardless of location or means of delivery)
- Coordinate OER adoption, dissemination, and collection maintenance in concert with IWV librarians

Data Justifications:



- Currently, prison reference ALONE is averaging the library department ~10 hours per section
- In AY 17, we had 669 prison reference vs. 377 on-ground; In AY 18, we had 1074 prison reference vs. 425 on-ground
- In 18-19, we staffed 1.8 FTE adjunct hours, with the majority being at EK. Of those, .8 FTE was in instruction (LIBR C100). FT librarians taught .8 FTE LIBR C100
- EK Site Director and Campus Manager project that, at minimum, 2 sections of the new 3-unit LIBR C111 class will be offered at CCI each semester going forward (this excludes CAC). This computes to an annual FTE of .8 library instruction for these 4 sections at CCI
- There is a projected 25% growth at EK in the next couple of years with extremely limited library support (none right now since our adjunct accepted full time employment elsewhere)
- The EK site director fully supports this position

## Physical Science Instructor

### Location:

EKC Edwards/Cal City, EKC Tehachapi

### Justification:

#### Critical Academic Need:

The Intersegmental General Education Transfer Curriculum (**IGETC**) is a series of courses that California community college students complete to satisfy freshman/sophomore level general education requirements before transferring to most colleges at UC campuses.

One core area (AREA 5: Physical Science and Biological Sciences) is required via this transfer pathway, along with required to graduate with a 2-year degree on all general education pathways.

In the past, EK have been only able to offer a physical science course one time at the California City Prison during the spring of 2018. This one section was extremely successful and helped our incarcerated students complete this graduation requirement, thus graduating with CCCC. Meeting this need at both prisons and the Tehachapi Campus has become increasingly difficult due to facility restrictions, quality of adjunct instructors and overall lack of available adjunct instructors in this field.

A full-time physical science faculty based in Tehachapi would support the growth at both the Tehachapi campus, along with the prison program, along with provide the ability for our incarcerated students to complete all IGETC requirements with Cerro Coso Community College.

## 2000 Category - Classified Staff

### Print Clerk

#### Location:

EKC Edwards/Cal City, EKC Tehachapi

#### Salary Grade:

37.0

#### Number of Months:

12

#### Number of Hours per Week:

FLB - 999 hours per year

#### Salary Amount:

\$17.0614/hr

**Justification:**

This position request is from the 2019-2020 Administrative Services Division Plan.

Initially, the position was approved at IWW, but never filled. The one key difference in the request is that the position would be located at the Tehachapi campus, the campus where the hub of inmate education occurs. By doing so, this will create more efficient and productive outcomes (no longer the need for material transportation), and will provide actual hands on assistance in the area where the academic courses are being offered.

**PLEASE NOTE: The below information was copied and pasted from the 2019-2020 Administration Division Plan**

- Explain why the work of this position cannot be assigned to current staff.

Beginning in fall 2017, we began tracking demand for reproduction work of the Graphics Designer that was related to the college's efforts related to inmate education. Since this was a new program, the reproduction work associated with the program previously did not exist. For Spring 2018, there were 668 copies of textbooks made. In addition, there was approximately 20,000 additional copy pages produced, per month, during the Spring 2018 semester. This increase in demand has resulted in reduced time for the existing Graphic Designer to complete the marketing and design aspect of the position. We have gained some efficiencies with the purchase of a new large copy machine during the 2018-19 year.

Prior to the increase in printing work due to our inmate education program, the Graphics Designer position time was split between graphic design work and other printing needs. At the same time that we have seen an increase in printing related to inmate education, there has also been an increase in the demand for marketing materials that support our instructional programs, student support services, and our college events. With both the demand increase in graphic design and the increase in inmate education printing, we have experienced the need to either contract out the graphic design work or assign to other employees on a temporary basis while avoiding ongoing reassignment due to employee classification restrictions.

Due to the high demand for graphic design work, the work of the existing Print Shop would be assigned to a new, flexible limited benefit (not to exceed 999 hours) Print Shop Clerk. This position will be responsible for assisting with all printing functions, including the printing of the work prepared by the Graphic Designer, instructor requests, and inmate education. The position would be responsible for the printing of college office materials including envelopes and letterhead. The cost of this additional position would be \$18,025.79.

- Describe the impact on the college if the position is not filled.

If the position is not filled, we will be forced to continue to prioritize either our graphic design/marketing materials or our printing needs (including inmate education). One position simply cannot do both. This position will allow the Graphic Designer to take their time to create unique materials that inspire the public throughout our service area.

- Is the temporary employee currently performing the work of this position (Y/N?)

No. With both the demand increase in graphic design and the increase in inmate education printing, we have experienced the need to either contract out the graphic design work or assign to other employees, on a temporary basis, while avoiding ongoing reassignment due to employee classification restrictions.

- How is the work assigned to this position presently accomplished?

The Graphics Designer is currently balancing both the graphic design elements and the print shop functions. We have had to rely on outside vendors and other employees (on a temporary basis) to provide assistance related to the graphic design functions. All work being completed is rushed in and out in an effort to get all tasks completed.

## **Director of Prison Education**

**Location:**

EKC Edwards/Cal City, EKC Tehachapi

**Salary Grade:**

H

**Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:****Justification:**

Data reveals that the prison education program is on the move and continuing to grow. This growth has provided substantial FTES for the college with no facility, utility, security costs or dedicated position associated with the "prison campuses".

At this time, the two prison sites have grown and based on the course enrollment and headcount. Based on this information, the two prison sites should be considered it's own area; therefore, the need for a Site Director is present.

- East Kern Site Director - Oversee the Tehachapi Campus Edwards AFB Site and KRV Campus
- Eastern Sierra Site Director - Oversees Bishop Campus and Mammoth Campus
- **NEW Prison Education Site Director- Oversees California City Prison Campus and Tehachapi Prison Campus**

**Incarcerated Student Program Data:****[Course Enrollment]**

**AY2017:** 926

**AY2018:** 2,954 (+219% from 2017)

**AY2019:** 4,875 (+65% from 2018)

ISEP course enrollment **increased +426%** since AY2017.

**[Headcount]**

**AY2017:** 376

**AY2018:** 895 (+138% from 2017)

**AY2019:** 1,115 (+25% from 2018)

ISEP student headcount **increased 197%** since AY2017.

Data also reveals that the course enrollment is **now larger** than Cerro Coso Community college sites combined (i.e. KRV/Bishop/Mammoth/Tehachapi), and almost equal to student headcount of Cerro Coso Community college sites combined (i.e. KRV/Bishop/Mammoth/Tehachapi), thus showing the direct need for a Director of Prison Education.

**ISEP and Campus/Site Data Comparison:****[Course Enrollment Campus Comparison - AY2019]**

ISEP: 4,875

KRV/Bishop/Mammoth/Tehachapi: 2,827

**[Headcount Campus Comparison]**

ISEP 1,115\*

\*Note: The workload is double based on the incarcerated student's inability to access the internet for college tasks and to gain assistance.

Explain why the work of this position cannot be assigned to current staff:

The workload is very large now and growing. The Incarcerated Student Education Program (ISEP) committee has outlined two-year and five-year goals for the two prison facilities and seven "yards" located in our service area. These major goals focus on systematic and comprehension programming in the areas of student learning and support services (2020-2201 initiative) along with 25% growth in FTES over the next two years, and 25% growth beyond the 2-year goal (2020-2021 initiative). Also, the creation of a "college campus" setting and completion of this project via Ascendium grant funding will also add tremendously to the existing duties and responsibilities associated with the prison program. Based on the current course enrollment, headcount, distance, and overall programmatic responsibilities, the need for a Director of Prison Education is justifiable and will also be initially not be funded on the general fund for the first four years.

The Director for the Prison Education Program will engage with college administrators, staff and faculty, in addition to prison administrators, staff, inmates, community partners, and other stakeholders to deliver and sustain face-to-face college classes and programs to incarcerated individuals located in the Cerro Coso Community College service area(s). Through the success of this work, this individual will contribute to the regional and national conversations about educational equity, poverty, and incarceration and post-incarceration success (not enough time to currently complete at a level of need).

Describe the impact on the college if the position is not filled:

If the college wants to truly satisfy along with accomplish programmatic, committee and strategic goals set forth and associated with the incarcerated student population, appropriate time, dedication, management and focus must be the responsibility of one individual who is able to do so with the constraints of other duties that are focused in other very different areas.

Listed below are responsibilities of the position in order to provide a better outlook on the magnitude of what is currently being done, and what can be done if a dedicated individual is able to perform such as listed below:

Directs, oversees and coordinates planning (i.e. section plan) and instructional services for program students; manages admissions process, and registration processes; monitors student enrollments; ensures program integrity; integrates and coordinates department programs with regular College curriculum; analyzes processes and implements appropriate process improvements; implements student assessment of learning and makes improvements to quality; responds to student requests and needs; acts as advocate and liaison for program students within the college community and prison facilities to maximize student success and provide educational opportunities for students. Supervises program staff and (in consultation with Deans) program faculty and provides support services for them; orients, assigns, supports, assists faculty with required Department of Corrections training and any required training(s) for prison access; conducts workshops on pedagogy with faculty leads; acts as advocate and liaison for department faculty within the College community in order to develop and retain qualified and professional staff; maintains academic integrity and maximizes student success. Conducts needs assessment; develops, markets and expands instructional program offerings; provides College information and educational opportunities; responds to requests and questions; administers community outreach and acts as advocate and liaison for the program within the College. Manages department operations, orders all student textbooks; develops and manages budget, applies for available grants; monitors and authorizes expenditures; provides classroom support services by coordinating equipment, supplies and services. Works closely with wardens, other prison staff, and high school prison personnel to ensure prison program works with other programming. Administers community outreach, speaks to college and civic organizations regarding the program's work; develops, markets and expands instructional program offerings; provides College information and educational opportunities; represents the program in the community and responds to requests and questions; acts as advocate and liaison for the program within the College. Strengthens partnerships with four-year partners (i.e. CSUs and UCs) and Project Rebound programs. Conducts internal needs assessment; Coordinates and budgets for periodic external assessment, advisement of program and implements recommendations. Other duties as assigned.