

# **East Kern College Center Department**

## **ASP for Academic Year 2021-2022**

**November 2020**

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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 mainly online 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.

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 Emergency Medical Technician certificate offered 100% on-ground and Industrial Technology courses in the area of Welding. Most recently in 2019, the Tehachapi campus was identified to begin to offer a POST certified modular police academy where students can earn college credits that can be applied toward a degree. Students and recruits who complete programs at our academy will be eligible to apply for a variety of law enforcement careers such as a police officer, deputy, reserve, probation or parole officer, and more.

In a non-traditional college setting, East Kern has a state-wide recognized face-to-face Incarcerated Student Education Program (ISEP). East Kern offers a variety of degree pathway college courses at the California City Correctional Facility (CAC) and at the California Correctional Institution (CCI -Tehachapi). Both California City Correctional Facility (CAC) and California Correctional Institution face-to-face college program offers students access and opportunity to earn an AS-T and AA-T through IGETC and degree pathways, as well as an associate degree in Liberal Arts: Social and Behavioral Sciences and Humanities.

#### **Kern River Valley:**

Another office location 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 an office location located in the town of Lake Isabella. In support of the College's mission, KRV will begin to provide distance education support in 2021 in the areas of general, transfer, and career technical education programs to ensure that all students are adequately served.

#### **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 serves are provided online or via the IWW campus.

Overall, 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.

# Review And Planning

## Performance and Equity Gaps Still to be Addressed

CCCC's Student Equity Plan 2015 identifies goals for the following target groups: African Americans, American Indians/Native Alaskans, males, foster youth, economically disadvantaged, and students with disabilities.

Equity gap indicators include these five areas: **access, course completion, basic skills, degree and certificate completion, and transfer.**

### Access

Increased access to college courses has grown in the last four years for four-out-of-six targeted student equity groups, as identified in the East Kern Unique Headcount chart below.

East Kern Unique Headcount	AY2016-17	AY2017-18	AY2018-19	AY2019-20	% AY2016-17 to AY2019-20
African American	99	225	303	282	+185%
Indians/Native Alaskans	10	28	29	34	+240%
Males	624	1,144	1,431	1,445	+132%
Foster Youth	2	4	2	4	N/A
Economically Disadvantaged	454	480	520	268	-41%
Student with Disabilities	4	7	13	16	+300%

This is due in part from the increased student enrollment from feeder high schools, dual enrollment, and an increase in the incarcerated student population. East Kern has increased the number of 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 eight 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. The targeted areas for outreach events include students within our identified equity goals.

Dual enrollment is increasing due to course scheduling considerations and strong partnerships with local high schools in our service area. We have an early college model established with Tehachapi High School and have accommodated the Tehachapi Site schedule to coordinate with the high school bell schedule in order for more students to have access to concurrent enrollment opportunities during and/or after their high school day.

**Goal:** The Incarcerated Student Education Program is expanding the EOPS program for economically disadvantaged students into the California Correctional Institution at Tehachapi during the AY2020-21 to address the equity gap identified during AY2019-20 and provide support for these students. The ISEP is also looking to develop the UMOJA program at the prison during AY2020-21 to bring events and activities of interest to African American students.

### Course Completion

All but one targeted equity group saw a decreased rate of course completion in AY2019-20 as seen in the table below. This decline is likely a result of the COVID-19 pandemic that occurred during spring 2020, which resulted in a shift towards distance learning. Many of the ISEP students are included in these six targeted equity groups and were unable to complete the course(s) due to the new method of instruction.

East Kern Completion Rate	AY2016-17	AY2017-18	AY2018-19	AY2019-20	AY2016-17 to AY2019-20
<i>East Kern Overall</i>	92.5%	88.7%	94.4%	94.8%	+2.3
African American	93.6%	88.7%	93.5%	93.1%	-0.5
Indians/Native Alaskans	84%	84%	98.3%	91.0%	+7
Males	91.9%	86.9%	93.8%	94.4%	+2.5
Foster Youth	66.7%	85.7%	85.7%	75%	-8.3
Economically Disadvantaged	92.8%	94.1%	94.2%	94%	+1.3
Student with Disabilities	100%	88.9%	90.9%	84%	-16

Moving towards open education resources (OER) in most of our courses has reduced the financial burden students experience 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.

**Goal:** Increase completion rates for Foster Youth and Students with Disabilities. In collaboration with Counseling, faculty can identify strategies to increase course completion among these groups. Implementing Foster Youth and DSPS services in the prison sites would increase access to assist our incarcerated students in achieving increased course completion.

### **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 long-term 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 receive a degree pathway checklist and IGETC map to help self-monitor progress towards an award.

ISEP students are enrolled in the COLL C101-Foundations for Success in College and Life course during their first semester and as part of the course, students are provided a long-term education plan to guide them in reaching degree completion. They are given a strong foundation in this course to reach their personal and academic goals.

Cerro Coso's Overall Degree Awards Conferred for each of the targeted equity groups is below. There is no differentiation between East Kern in the data, however there are equity goals in place to increase the number of degree/certificate completions.

<b>Degree Awards Conferred</b>	<b>AY2016-17</b>	<b>AY2017-18</b>	<b>AY2018-19</b>	<b>AY2019-20</b>	<b>% AY2016-17 to AY 2019-20</b>
<i>Cerro Coso Overall</i>	597	643	836	855	<b>+43%</b>
African American	15	15	30	22	<b>+47%</b>
Indians/Native Alaskans	11	9	25	14	<b>+27%</b>
Males	235	235	305	360	<b>+53%</b>
Foster Youth	18	15	33	22	<b>+22%</b>
Economically Disadvantage	226	292	427	504	<b>+123%</b>
Student with Disabilities	57	52	57	44	-23%

**Goal:** Ongoing support in the availability and timely hiring of instructors necessary to fulfill required IGETC courses is a critical component, as this will confirm course availability to accommodate student needs on an annual basis. Identifying gaps in course sequencing will be monitored and efforts to support recruitment and hiring of qualified faculty will be ongoing.

East Kern will continue to promote the degree pathways available at the on-site campus and through our dual-enrollment high schools. Through various outreach events and improving program media and communication, the East Kern site can increase student interest in degree/certificate completions for our area.

### **Transfer Rate**

Connecting our AD-T pathways to IGETC requirements for transfer improves the opportunities for students to transfer to local CSU or UCs. By establishing a partnership with four-year colleges in the prison education program, our transfer rates for incarcerated students will increase as the barrier to attend a four-year college is eliminated.

## **Annual Planning: Actions Taken**

### **Maximize Student Success – Incarcerated Student Education Program**

Cerro Coso Community College was able to fully implement a total of four Associate Degree for Transfer pathways inside our service area prison(s), a major success when working under the confines and requirements of another large state-wide institution (i.e. California Department of Corrections and Rehabilitation).

Administration (instructional and student services), faculty and staff all worked together diligently on targeting the four pillars of pathways (i.e. clarity, intake, support, and learning) and were able to implement programmatic additions/positive changes including

the following:

1. Creation and distribution of orientation folders that include information sheets on available AA-T and AS-T pathways, checklist of courses to follow the path, college catalog abbreviated packet, and a IGETC and transfer pattern education map.
2. The Director of East Kern created degree scheduling pathways that are shared with student services in order for students to complete degrees within 2 years. Scheduling now also takes into account student informed scheduling that identify interests and prison assignment time considerations.
3. Peer mentoring (PTK-Student Groups) was implemented to focus on support and learning.
4. Addition of Re-Entry program coordinator (COF) targets wrap-around educational services once an justice involved student paroles so that student can continue on the pathway to higher education.

Prior data revealed that during 2017-2018, ISEP course enrollments grew +122%, and that number continued to grow another +52% during the 2018-2019 academic year. As of fall 2018, CCCC incarcerated student population totaled 881 and during fall 2020, the student population was 1250. This above data provides verification that the above steps taken to maximize student success for our ISEP's students have assisted with the improvement and momentum towards course and milestone(s) completion, semester to semester persistence, and completion of student's end goals/degree completion (Strategic Goal #1 – Objective #2).

## **East Kern/KRV – Community Expansion**

Community expansion for both traditional and non-traditions students occurred. This initiative focused on a proposed expansion within the community of California City. California City dual enrollment program has been providing higher education opportunities to underserved and underrepresented high school students, but many community members have requested year after year that CCCC offer face to face courses within that community so that travel to Edwards AFB or Tehachapi is not necessary or a barrier to access.

Targeted Steps Taken to Reach the Goal of Community Expansion:

1. Director of East Kern attended City Council meetings in California City, along with provided information to local news outlets (after the Director of Marketing approved) to get the word out about the opportunities CCCC had to offer.
2. Prior to COVID, the East Kern team hosted events in collaboration with student services to get the word out about offering after school college classes at California City and Mojave.
3. Banners were placed in all rural communities advertising CCCC and college access opportunities.
4. Recently, with a collaboration effort of California City Chamber of Commerce President and CCCC Foundation member, Alexia Sevada, an East Kern/Edwards Facebook page was created. The page has been visited quite a bit and we are receiving excellent positive feedback.

East Kern was able to partner with the local high schools and offered a minimum of two classrooms within their facility (after-school) and met the goal of offering a minimum of four (non-dual enrollment) classes in California City to provide full-time college access to community members and high school students.

In regards to the community of Tehachapi, the East Kern team was able to expand access and educational opportunities at the physical college campus by targeting non-traditional students. The Director of East Kern and Campus Manager planned, created and implemented an Early College Model with Tehachapi High School. Tehachapi Unified School District Board of Trustees approved high school students taking ½ day college courses (concurrent enrollment) physically at a college campus during their high school day schedule. Collaboration efforts began with Tehachapi High School partners and the effort has paid off. This college model provided the college with the ability to coordinate with Tehachapi High School so that more students have access to concurrent enrollment opportunities at the Tehachapi on-site campus during and/or after their high school day, thus ultimately targeting high school yield, persistence, completion and expansion.

## **Kern River Valley Renovation Project**

The Kern River Valley's campus renovation was scheduled to begin back during the 2015-2016 academic year. This renovation was postponed every academic year since then.

Despite the dedication by the college, administration, faculty and staff, the enrollment at KRV has been in a near continual decline. In a recent quote from a press release by Dr. Marvin, he stated, "Some of it can be traced back to specific hits like the Erskine Fire of 2015 and some of it is because of long-term demographic trends like a population that largely does not fit well with the California Community College Chancellor's Office recent focus on degree and certificate completion over lifelong learning".

At this time, the KRV campus is beginning a new chapter and is transitioning to a smaller office space. This new venture is looked at as an opportunity to focus on and serve Cerro Coso Community College distance education students in the Kern River Valley, as well as still having the ability to serve and assist non-traditional dual enrollment high schools students on their pathway to higher

education.

## Initiatives for Next Academic Year

### Incarcerated Student Education Program (ISEP) – Comprehensive Staffing Plan

Is this part of a multiyear initiative?

Yes

#### Specific Action Steps to be Taken:

The Incarcerated Student Education Program (ISEP) continues to grow each year, providing vital access and opportunities for disadvantaged students, along with assisting the college's fiscal needs.

With continued growth and once we get to a level of sustainability, the need for staffing support is critical so that the program can 1. Continue to be at a level of excellence and 2. Prevent any stress or burnout of the small group that is performing the duties and tasks on a daily basis.

Below is data that provides the reader with a clear picture of **East Kern's (EK) FTES growth over the past four years**. EK's total FTES has increased **245%** since AY 2016-17 and has potential for more growth in the future within all three areas of on-site, dual enrollment and incarcerated student programs.

	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
<b>EK Total FTES</b>	<b>245.0 (+175%)</b>	<b>520.6 (+112.5%)</b>	<b>796.8 (+53%)</b>	<b>844.1 (+6%)</b>
<i>Incarcerated Student Course</i>	107.5	317.9	531.9	542.9

**ISEP Staffing Comparison:** A staffing comparison was conducted between our sister college, Bakersfield College and Cerro Coso Community College. Cerro Coso Community College ISEP FTES was equal too BC's program during the 2016-2017 academic year, but since then has continue to surpassed Bakersfield College in regards to FTES, student headcount, enrollment, programs offered and class offerings.

See below for Enrollment Comparison Data:

FTES – Incarcerated Programs	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
<b>Cerro Coso FTES -Incarcerated Student Course</b>	107.5	317.9	531.9	542.9
<b>Bakersfield College FTES – Incarcerated Student Course</b>	107.3	214.0	377.3	438.5

To get a closer look at staffing at both colleges, below is a table that shows current positions and the percentage of ISEP dedication.

Staffing Comparison w/ Bakersfield College:

<b>Cerro Coso Community College</b>	<b>Bakersfield College</b>
Director of East Kern 25% Prison Focused	Program Director (100% Prison Focused)
Prison Program Manager 50% Prison Focused (COF – ENDS June 2021)	Program Manager (100% Prison Focused)
Re-Entry Program Coordinator 100% Prison Focused (COF –ENDS December 2021)	Program Manager (100% Prison Focused)

KRV Department Assistant III  (Assists w/ A&R and tasks)	Department Assistant III  (100% Prison Focused)
KRV LRC Technician  (Assists w/ prison program LRC/LAC tasks KRV)	A&R Tech  (hiring now - 100% Prison Focused)
2- Faculty Leads  (COF – Ends June 2021)	2- Faculty Leads  (Not sure if this is COF after June 2021)

As you can see, our comparison/sister college's ISEP group has positions that are 100% dedicated to their inmate scholar program. Cerro Coso Community College has been extremely resourceful using current staff at the sites to meet the needs of the program along with contingent on funding (COF) positions, but these position are ending in June 2021.

This initiative is to set up a three year staffing plan that changes contingent on funding positions to permanent positions along with adding a more diverse classified staffing groups (that are not management heavy as compared to Bakersfield College - our comparison college).

Also the below plan as FTES target goals to assist with the costs associated with each position.

- 2019-2020 – 549.9 FTES
- 2020-2021 – 650 FTES (Targeted Goal)
- 2022-2023 – 700 FTES (Targeted Goal)

#### Academic Year 2021-2022

1. Create a **Site Director of Prison Education OR change the Prison Program Manager** from COF to permanent. Potential funding streams include Strong Workforce Development (currently being used for the COF position).
  1. Position request is listed under "Staffing" on this current 2021-2022 section plan document.
2. Change the Re-Entry Program Coordinator to an **ISEP Program Coordinator**. This EK position would still include re-entry, but would also provide much needed ISEP assistance with programmatic duties. In regards to funding ideas, grant funds for July 1, 2021 through December 31, 2021 would be applied to partially fund the ISEP Program Coordinator position with the possibility of re-applying for the Re-entry grant, if available. Other funding sources may include Strong Workforce funding along with Adult Education funding (see proposed job duties below in staff section).
  1. Position request is listed under "Staffing" on this current 2021-2022 section plan document.
3. **Prison Education Faculty Lead Coordinators** (COF from BC Innovation Award ending June 2021). Continue with this much need faculty coordination. In regards to funding, the request is to reassign a .1 load for a full-time faculty member in Letters and Sciences, a .1 load for a full-time faculty member in CTE, and a .1 load for a full-time faculty member to take on the role as an ISEP Phi Theta Kappa coordinator.
  1. Position request is listed under "Staffing" on this current 2021-2022 section plan document

#### Academic Year 2022-2023

1. New position – **Department Assistant III**. This EK position would provide targeted and specialized ISEP position. It will provide variety complex and confidential clerical and secretarial services to college administrators, faculty and staff. This position would also provide information to the faculty, staff, students and public along with providing complex staff assistance to the Incarcerated Student Education Program.
2. New position – **A&R Technician I or II**. This EK position would focus on ISEP tasks, but also handle EK's large dual enrollment program A&R needs along with and EK campus A&R tasks. This would provide work that can be done throughout the entire academic year. Other tasks (not limited to) would include sending out grades to ISEP students, transcript tasks associated with the ISEP and dual enrollment programs along with petition to graduate duties.

#### Lead Measure of Success:

Gathering FTES data during 2020-2021 as a baseline.

**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:**

Data showing new hires for 2021-2022 and 2022-2023.

Using baseline enrollment data during 2020-2021 to compare it to FTES goal during the 2021-2022 academic year to see if funding growth was gained.

**Person Responsible:**

Director of East Kern and/or Prison Program Manager

**Other**

Addresses ISEP programmatic growth and sustainability goals (rather than program review goals/strategies).

**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

## **Kern River Valley (KRV) Campus Transition – Distance Education/Adult Education Prep Focus**

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

**Specific Action Steps to be Taken:**

The Kern River Valley campus will be in transition during the 2021-2022 academic year. The campus is downsizing to a 1000 square foot office space.

The transition will be from in-person courses/programs to a distance education and adult education prep program focus (i.e. GED Prep).

Due to COVID climate campus and the move being postponed until 2021, the previous year goals during 2020-2021 were not attainable. This initiative will also be incorporating the 2020-2021 "Growth of Online Enrollment at KRV" initiative aspects along with new targets.

KRV will focus on creating a visible and accessible 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 new space will also provide the team to focus on marketing the (with the assistance of the Marketing Director) GED prep course and assistance along with promoting successful college transitions from adult education programs (with Kern High School District) to our community college (connected to the EK Campus Manager 30 day increase staffing request to Campus/K12 Dual and Adult Education Manager).

NOTE: **Connects with position request** is listed under "Staffing" on this current 2021-2022 section plan document East Kern Campus Manager - Increase to a 12-month position Change title to: Campus and K12 Dual and Adult Education Manager

**Lead Measure of Success:**

Gather a baseline of online enrollment and GED prep enrollment for KRV zip codes from AY 2019-2020 to be compared to AY 2021-2022 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 2022.

**Person Responsible:**

Director of East Kern

**It addresses a gap in student equity**

Kern River Valley community members along with socio-economically disadvantaged students

**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

**Collaborative Leadership (East Kern/Kern River Valley)****Is this part of a multiyear initiative?**

No

**Specific Action Steps to be Taken:**

Collaborative leadership is a management practice that aims to bring administration and staff/faculty out of silos to work together. In collaborative workplaces, information is shared organically, team building and trust occurs and everyone takes responsibility for the whole.

The 2019 KCCD Climate Survey provided the college with very important data to focus on so that continuous quality improvement can occur at all levels. The KCCD Climate Survey revealed employee morale dropped negatively from 52.0% in 2016 to 28.7% in 2019. Trust between classified staff and management dropped from 55.0% in 2016 to 28.1% in 2019, and trust between faculty and management dropped from 62.0% in 2016 to 27.3% in 2019. Lastly, the statement of, "I feel valued as an employee" dropped from 75% in 2016 to 50.8% in 2019.

In connection with collaborative leadership, EK administration (specifically the Director of East Kern) will continue targeting the 2020-2021 initiative of "Workplace Well-being" into this 2021-2022 planning initiative due to the unexpected COVID campus virtual climate along with this topic connecting to the climate survey results. Please note that the COVID campus environment postponed the ability to connect in-person and complete the below targeted engagement opportunities.

Three areas that will be pursued for positive growth in East Kern/KRV will include team building/trust, and employee morale.

**Team Building/Trust:**



**Implementation of Strength Finder 2.0.** – As a team, reading this book and completing the online StrengthsFinder assessment will allow staff to discover their true strengths and talents, thus promoting team work and well-being

**(Budget Request must be approved to completed - Listed under Professional Development - \$220.00)**

- Team Building Activities – Every Tehachapi Committee Site Meeting "Get to Know Each Other" discussion meetings/luncheons "Check in" and "ice breakers" at site meetings.

Promotion and Support of Physical Activities – Minimum of 1X per month

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

Comfortable Collaboration Employee Space on Campus – To be completed by 2021-2022

The Director of East Kern will gather 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. This will be a space to relax and recharge during the work day. This room will create environment that promote physical, mental, and emotional well-being.

### **Morale:**

Improving morale can make a substantial impact on the future of your organization. In order to meet this goal, the Director of East Kern will due the below steps for all employee groups on campus.

- Communicate more often
- Check in with employees on a frequent basis
- Say "thank you" more often
- Champion work-life balance
- Walking meetings at the sites
- Promotion of physical activity during breaks Health breaks during the day - 15 minutes of mindfulness practices
- Employee Feedback Frequently gather and act on employee feedback

### **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? Do you have fun at work?

**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 2021 will be given again in June 2022 (post-test survey) to determine if initiative was successful or not.

**Person Responsible:**

Director of East Kern

**Other**

Addresses areas of the 2019 KCCD Climate Survey results targeting workplace welcoming, trust, value and morale.

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

Goal 1: Maximize Student Success, Goal 5: Strengthen Organizational Effectiveness

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## Resource Needs

### Facilities

**Tehachapi Campus:**

Additional Classroom Space at Tehachapi Campus – Art Program

There is a need for one additional permanent classroom space for Art courses (specifically drawing and painting courses). Art tables were purchased for the program, but based on the size and number of tables purchased, we do not have room to house them without taking up one permanent classroom space that is being used for a wide variety of liberal arts and CTE courses.

Photo/example of art desk that currently need designated/specific classroom space at the Tehachapi campus:



### Information Technology

**East Kern/KRV Technology Requests/Needs:**

1. **Wall mounted television** at the Tehachapi Campus
2. **Wall mounted television** at the KRV new office location

**Justification-** Provides the ability to connect, direct and engage with student via technology on an ongoing basis.

**NOTE:** These technology item is located at all other campuses **except** at the Tehachapi and Kern River Valley campuses

1. One **high capacity printer** for Edwards AFB Office, KRV new office and at the Tehachapi campus

**Justification** - EK/KRV has printer(s), but one large high capacity color printer that can do multiple functions and print at a high capacity level can elevate smaller printers and the challenges at a distance when printers break down or ink replacement is required.

## Marketing

The campus located at Tehachapi has the potential to be as large as the current IWW campus when looking at size, population and high school yield.

Marketing consultation, planning and implementation is a need in order to target and reach the potential students within this community.

Population Data:

- **Ridgecrest: 34,075**
  - Data retrieved from <https://www.bestplaces.net/people/zip-code/california/ridgecrest/93555>
    - Burroughs High School - 1453 Students (9-12th grade)
  - Data retrieved from <https://www.publicschoolreview.com/burroughs-high-school-profile/93555>
- **Tehachapi: 34,271** (including all zip codes - not just Tehachapi City)
  - Data retrieved from <https://www.bestplaces.net/people/zip-code/california/tehachapi/93561>
    - Tehachapi High School - 1299 Students (9-12th grade)
  - Data retrieved from <https://www.publicschoolreview.com/tehachapi-high-school-profile>

A comprehensive targeted plan is being requested. If this request is too large for current staff, a marketing consultant is being requested. Unknown cost associated with this request.

### Specific Targeted Campus Requests:

#### ***Facebook Advertising –***

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 logistical purposes, EK is requesting to be issued/assigned an East Kern/Tehachapi Cal Card to pay for the transactions.

**Amount requested: \$1200.00 (\$100.00 per month)** Please Note: This is repeat request from EK/KRV 2020-2021 Section Plan (not previously approved)

#### ***Campus Displays/Marketing –***

Tehachapi Campus – 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 \$1000.00.** Please Note: This is repeat request from EK/KRV 2020-2021 Section Plan (not previously approved)

## Professional Development

**Management/Faculty Leadership Development:** (Connected to 2021-2022 ISEP Targeted Initiative):

Conference attendance (if the budget permits) is extremely vital in regards to our non-traditional/special population programs.

- These conferences provide administration with the ability to present at the conferences so that state-wide and nation-wide, Cerro Coso Community College can be recognized for excellent work/programs, along with gathering information, data and ideas so that these programs can continue to grow and continue to positively impact the student with their success and completion along with the college fiscally.

Manager of East Kern and Tehachapi – Attend ACCA conference in 2021 and the National Alliance of Concurrent Enrollment Partnerships (NACEP) conference (typically out of state). Amount requested: \$1500.00.

Director of East Kern and Prison Program Manager to attend the Alliance for Higher Education in Prison 2021 conference (out of state). Amount requested: \$2500.00 (travel for two individuals).

- **Total requested: \$4000.00**

**Staff Development** (Connected to 2021-2022 Collaborative Leadership Initiative):

Request from 2019-2020 & 2020-2021 section planning cycle – Request was not approved/denied. Repeating this request based on the overall need and now specifically data that was obtained from the campus climate survey.

- 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 third 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).

This request is connected to one of our 2021-2022 EK initiative of "Collaborative Leadership".

## Research and Data

Enrollment has grown in East Kern. The chart below details EK growth trends in enrollment, headcount, and FTES each academic year and the percentage change from the previous year.

Cerro Coso Composition: Campus Growth Comparison AY2018-19 to AY2019-20

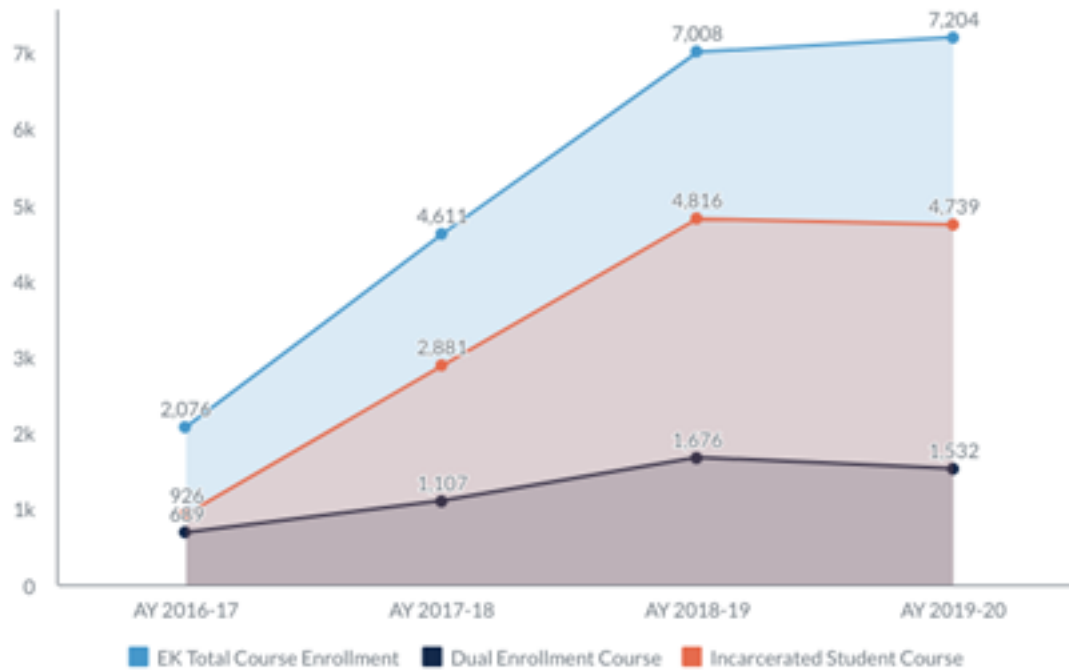
[Course Enrollment - Highest to Lowest]

CC Campus	AY2018-19 Enrollment	AY2019-20 Enrollment	Yr to Yr Change
Online	14,279	14,475	+1.4%
EK	7,008	7,204	+2.8%
IWV	6,093	5,019	-17.6%
ESCC Bishop	859	749	-12.8%
KRV	742	516	-30.5%
ESCC Mammoth	695	635	-8.6%

East Kern has the highest positive (+) percentage change in enrollment more than any other Cerro Coso campus between AY2019 and AY2020.

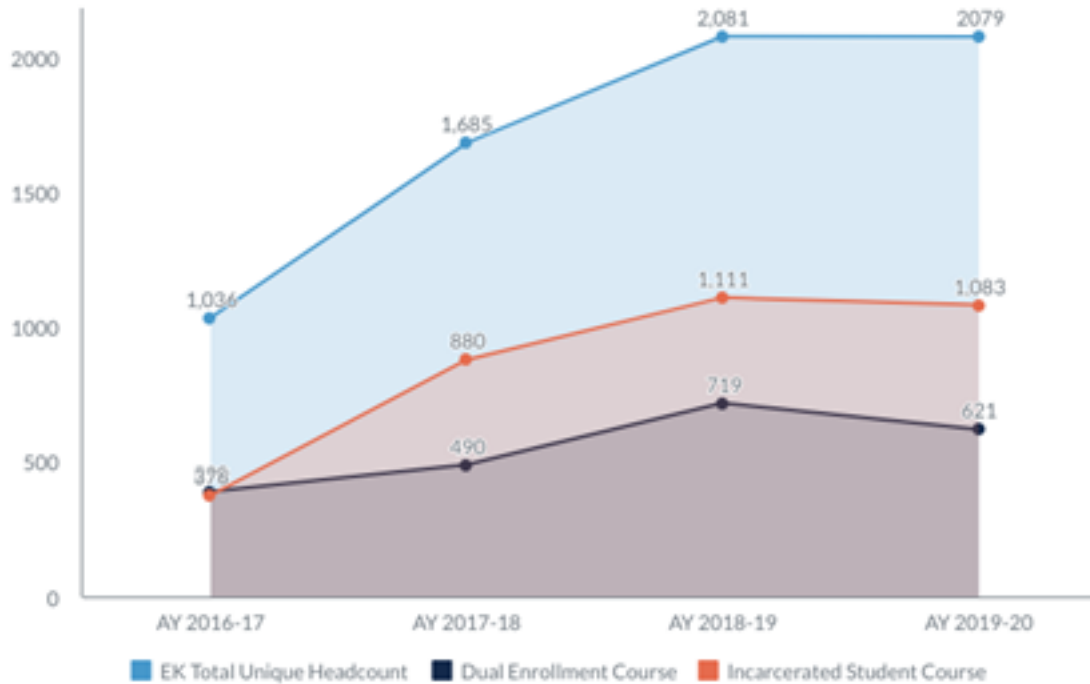
East Kern's Total FTES has increased **245%** since AY 2016-17 and has potential for more growth in the future within all three areas of on-site, dual enrollment, and incarcerated student programs.

### Trends: East Kern Enrollment by Academic Year



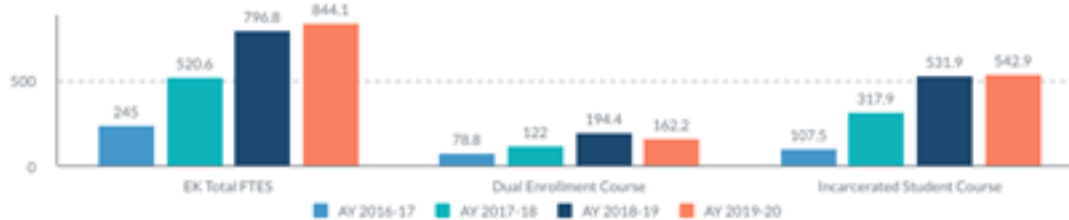
	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
<b>EK Total Course Enrollment</b>	<b>2,076 (+181%)</b>	<b>4,611 (+122%)</b>	<b>7,008 (+52%)</b>	<b>7,204 (+3%)</b>
<i>Dual Enrollment Course</i>	689	1,107	1,676	1,532
<i>Incarcerated Student Course</i>	926	2,881	4,816	4,739

### Trends: East Kern Headcount by Academic Year

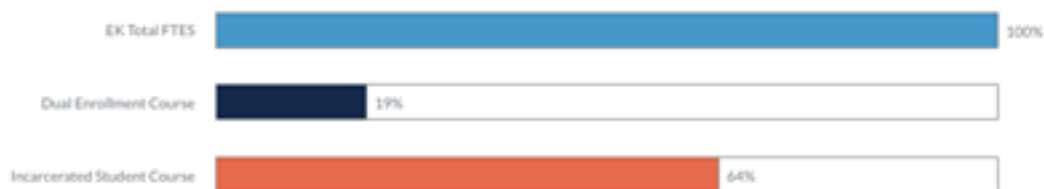


	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
<b>EK Total Unique Headcount</b>	<b>1,036 (+133%)</b>	<b>1,685 (+63%)</b>	<b>2,081 (+24%)</b>	<b>2079 (-0.1%)</b>
<i>Dual Enrollment Course</i>	390	490	719	621
<i>Incarcerated Student Course</i>	376	880	1,111	1,083

### Trends: East Kern FTES by Academic Year



### FTES % of East Kern AY2019-20



	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
<b>EK Total FTES</b>	<b>245.0 (+175%)</b>	<b>520.6 (+112.5%)</b>	<b>796.8 (+53%)</b>	<b>844.1 (+6%)</b>
<i>Dual Enrollment</i>	78.8	122.0	194.4	162.2

Course				
Incarcerated Student Course	107.5	317.9	531.9	542.9

#### ISEP Re-entry Data (during 2020-2021)

	Paroled		
	CAC	CCI	Transferred
July	37	101	61
August	2	4	0
September	1	5	3
October	29	40	1
Subtotals	69	150	65
Total Paroled 7/1/20 - 10/14/20			219
Total Transferred 7/1/20 - 10/14/20			65
Total Reentry Materials Received			125

## Staffing Requests Not Already Listed In Unit Plans

### 1000 Category - Certificated Positions

#### Reassigned Time - Prison Education (3) Coordinators (.3 load total)

##### Location:

EKC Edwards/Cal City, EKC Tehachapi

##### Justification:

##### Justification:

The BC Innovation Award funding is coming to an end June 30, 2021. This award funded monthly hours for three prison faculty leads in the areas of Letters and Sciences, Career Technical Education and Phi Theta Kappa ISEP coordinator.

This request is to ask for reassigning a .1 load for a full-time faculty member that focuses on/targets California City Prison site, a .1 load for a full-time faculty member that will focus/target California Correctional Institution (Tehachapi) site, and a .1 load for a full-time faculty member to take on the role as an ISEP Phi Theta Kappa coordinator at both prisons.

One reason why our ISEP program is so successful is due to the efforts and participation of our current faculty leads. Moving forward, in order for this program to grow and remain sustainable, there is a great need for continue faculty involvement (from both the Letters and Sciences and CTE areas) to assist with planning, analysis, identification of gaps, faculty support, and overall program review/evaluations, and this effort should be compensated.

Providing this reassigned time and a multi-year commitment to co-coordinators will assist with the growth and sustainability of this growing and thriving program. Overall, this requests targets the college's commitment to the mission and ACCJC standards (III and IV).

#### Below are a few identified responsibilities of the co-coordinators reassigned time:

1. Adjunct coordination and review (possibly evaluation assistance)
2. Adjunct hiring process/partner and recruiting
3. Liaison between Education Coordinators at the prison and Cerro Coso Faculty
4. Counseling with faculty over issues related to faculty in the prison
5. Main contact point between the Director of East Kern and other faculty
6. Course instructional design
7. Prison classroom management advisory Developing a handbook for incarcerated students
8. Developing a handbook for practices and policy for faculty teaching in the prison
9. Work collaboratively to establish a scalable model of prison education
10. Report, interpret, and implement data based solutions for student and program success
11. Provide mentorship for new adjunct or new-to-prison faculty
12. Assist with development of course scheduling and future program development
13. Represent CCCC in the academic community and local community
14. Report to administrative personnel on all matters of prison education as needed
15. Remain up to date and implement appropriate changes in law and policy that impact prison students
16. Conduct faculty training as needed
17. Tehachapi located, constant on site visits with the ability to interact with all necessary stakeholders face to face

2021-2022 East Kern College Center Annual Section Plan 14 ACCJC Standards Targeted: Standard III: Student Learning Programs and Supportive Services

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Standard IV: Leadership and Governance - Decision Making Roles and Processes

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

## 2000 Category - Classified Staff

**East Kern Campus Manager (current 11-month employee) - Increase to a 12-month position (30 day increase)**

**Location:**

EKC Edwards/Cal City, EKC Tehachapi, Kern River Valley

**Salary Grade:**

B

**Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:**

**Justification:**



## **Change title to: Campus and K12 Dual and Adult Education Manger**

### **Justification:**

This position is currently an 11-month fully funded and benefited position. East Kern is not asking for a new position, but merely asking for the college to **add 30 days** to this position.

*VERY Important* - The current Dual Enrollment/Prison Program Manager position (COF) is ending in June 2021.

Dual enrollment continues to increase due to course scheduling considerations and strong partnerships local high schools in our service areas. Accomplishments include growing course offerings in five separate high school districts that serve 11 separate high schools in East Kern. These high schools include Kern Valley High School, California City High School, Boron High School, Desert High School, Mojave High School, Tehachapi High School, Delano High School, Caesar Chavez High School, Robert F. Kennedy High School and Highland High School.

The EK campus manager current position encompass all of EK dual enrollment and early college program planning and daily activities.

- This **30-day position increase** would add time so that this position could take on dual enrollment planning and tasks in other school districts that are not associated with EK (i.e. Sierra Sand Unified School District, Trona Unified School District, etc.) along with adding an adult education component to the position.

EK would like to expand the role of this position (by increasing the position to 12-months or an additional 30 days) to a Campus and K12 Dual and Adult Education Manger.

- Adult Education/Dual Enrollment Connection & Growth - This **30-day position increase** would reach out to all high school districts adult education programs to see what adult education courses can be converted to dual enrollment classes through adult education.
- By doing so, this position would focus promoting successful college transitions from adult education programs (with the high school districts that we already have strong partnerships) to our community college.
  - This task would including the planning and coordination efforts of adult education to community college outreach, working with student services so that coordination efforts of academic counseling and possible peer mentoring would be more accessible to our local adult learners, along focusing on what programs are a need for our EK areas (i.e. GED preparation and/or English (ESL) classes to help students learn and excel in English).

All listed ideas and activities are not being done thus far; therefore, just **adding 30 days to an already fully funded position** that has the ability, knowledge and partnership contacts provides a pathway of both college growth and student success.

### **Funding:**

General funding **is not** being requested for this request. EK understands the budgetary fiscal impact the community college and district are working through. The request for the position to increase to one month/30 days could/would be paid from categorical funding. Two sources of funding that can be used based on current and expanded job duties are the California Adult Education Program (CAEP) formerly known as the Adult Education Block Grant and/or Strong Workforce Development funding streams. Currently, a Dual Enrollment/Prison Program Manager position is being fully funded through Strong Workforce Development funding, and this position's funding ends June 2021.

## **Site Director of Prison Education OR Incarcerated Student Education Program (ISEP) Program Manager**

### **Location:**

EKC Edwards/Cal City, EKC Tehachapi

### **Salary Grade:**

D

### **Number of Months:**

**Number of Hours per Week:**

40

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

We are requesting that this position is no longer/not contingent on funding (COF).

**VERY IMPORTANT** – Currently, EK has a Prison/Dual Enrollment Program Manager position that is solely contingent on funding through Strong Workforce Development funding, and this position is ending June 2021. This position is vital to the ongoing success of ISEP; therefore, the current position is being requested to keep this position going.

**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 its own area; therefore, the need for a site director is present.

- East Kern Site Director - Oversees the Tehachapi Campus, Edwards AFB and Kern River Valley sites, and EK dual enrollment programs
- Eastern Sierra Site Director - Oversees Bishop Campus and Mammoth Campus
- **NEW** Prison Education Site Director **OR** Prison Program Manager- Oversees California City Prison and Tehachapi Prison Campuses
  - Program Director position would report to VP of Instruction **OR** Prison Program Manager would report to the Director of East Kern

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 **OR** Prison Program Manager 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

## **Incarcerated Student Education Program Coordinator**

### **Location:**

EKC Edwards/Cal City, EKC Tehachapi

### **Salary Grade:**

42.5

### **Number of Months:**

12

### **Number of Hours per Week:**

40

### **Salary Amount:**

### **Justification:**

#### **Summary and Justification**

The Incarcerated Student Education Program (ISEP) Coordinator position allows for continued ISEP program growth by increasing efficiency and performance to better serve our students. Due to projected growth for the ISEP program, there is a need for a full-time program coordinator position.

This proposal includes a full-time ISEP Coordinator effective July 1, 2021. This position would assume some administrative and coordination duties of the current ISEP Program Manager, allowing for the proposed Prison Education Director to focus on budgeting, program fund management, reporting, and outreach. Additionally, the ISEP Program Coordinator would assume the duties of the Reentry Program Coordinator. Currently, the Reentry Program Coordinator is funded through the Reentry Grant, for 19 hours per week, 12 months per year. The Reentry Grant concludes December 31, 2021.

#### **Current duties of Reentry Coordinator**

- Continually research and evaluate reentry needs as they evolve
- Conduct Reentry Workshops for upcoming parolees. Provide Reentry packets with personalized social and educational resources for nonprofits statewide, as well as how to continue with Cerro Coso (currently done by sending packets to prisons with student correspondence and/or US Mail due to COVID)

- Collect Voluntary Contact Forms from ISEP students and input parole/outside contact information into Reentry database
- Establish relationships and coordinate student application process for Project Rebound programs at 14 CSU campuses state-wide.
- Maintain connection with paroled ISEP students via mail/email, in person, and the Coyote Scholars Facebook group.
- Actively recruit paroling ISEP students to continue with Cerro Coso and aid/coordinate their application and financial aid process, as well as additional needs through counseling and student services.
- Stay informed of current ISEP student incarceration status and confirm paroles with CDCR educational coordinators
- Alert ISEP faculty as needed to ISEP student issues, delays, transfers, paroles, and drops within the semester, applicable to their students
- Coordinate with ISEP faculty and student to complete course via distance learning if paroling within the semester
- Produce active student lists each semester to move students from waitlists to registration

#### **Additional duties in full time position**

- Point-of-contact for CDCR staff and educational coordinators
- Coordinate ISEP orientation, registration, materials distribution and collection, at CAC and CCI
- Coordinate directly with CDCR adult education (GED program) to engage GED students and create direct pipeline of incoming ISEP students at CAC and CCI, through workshops and presentations
- Coordinate with Cerro Coso CTE to establish pathways for ISEP students to obtain a combination of marketable skills and certificates for employment during reentry while completing degrees at Cerro Coso online
- Coordinate with Kern County Parole/Probation to obtain active participation in PACK meetings, creating additional pipeline of students
- Establish and implement processes and procedures to streamline communication between CDCR, ISEP staff, and Cerro Coso faculty and support services.
- Participate in statewide calls and meetings pertaining to higher education in prisons
- Collect student correspondence from prisons, answer questions directly as much as possible
- Coordinate with counseling, admissions and records, student services, and faculty to address ISEP student needs, unrelated to parole

#### **Why This Position Cannot Be Assigned to Current Staff**

The Reentry Program Coordinator has already begun to assume some of the duties mentioned above; however; due to limited hours, efficiency and output have been impacted both in reentry and ISEP. The current staff simply cannot continue to accommodate for and manage projected program growth.

#### **Describe the impact on the college if the position is not filled**

The current ISEP staff have proven to successfully accept and adapt to new challenges as the ISEP program has grown; however, not without risk of burnout and decreasing morale. By having existing staff take on more duties, the program loses opportunities to scale up, improve processes and procedures, effectively perform outreach services, and address student needs.