

Eastern Sierra College Center Department

ASP for Academic Year 2021-2022

November 2020

Description Of Section

Connection to College Mission

ESCC's mission is to improve the life of every student it serves. Through traditional and distance delivery (interactive television (iTV)), ESCC brings transfer preparation, workforce education, remedial instruction, and learning opportunities that develop ethical and effective citizenry to the rural communities and unincorporated areas of Inyo and Mono counties. In doing so, ESCC promises clarity of educational pathways, comprehensive and equitable support services, and a commitment to equity. ESCC's mission mirrors the College's mission as it relates specifically to students and community members in Inyo and Mono counties. ESCC primarily offers the Cerro Coso General Education, IGETC, and CSU General Education patterns on ground. In addition to these general education patterns, ESCC offers 11 degrees/certificates and two programs that lead to state certification. ESCC also offers a range of community and contract education courses available to the public. ESCC hosts and co-sponsors events, programs, and courses, and rents out our facilities to support community events and programs. ESCC also offers the following student services on ground: Access Programs, Admissions & Records, Comprehensive Learning Support Services, Counseling, and Library Research. All other student services are provided online or via the IWV campus services.

Review And Planning

Performance and Equity Gaps Still to be Addressed

Performance Gaps

1. Limited and Declining Breadth of Curricular and Certificate/Degree Options at both Bishop and Mammoth Lakes Campuses. There is a significant need to increase curricular and certificate degree options at ESCC and to ensure that courses and programs are available on ground at both Bishop and Mammoth.

In the past few years, ESCC's certificate and degree options have decreased by approximately 50%. Programs that are no longer offered on ground include: HMSV Certificate/Degree, Studio Art AA-T, Art History AA-T, Kinesiology AS-T, CHDV, and HHA. In addition, LVN, CNA, CMA/AMA and POST Academy are only offered in Bishop and not in Mammoth.

One key reason these programs are not available on ground at ESCC is because adjunct faculty have not been retained or recruited at ESCC in numerous disciplines including: ANTH, ART, CHDV, HIST, KINE, POLS, and SOCI. Because of COVID-19 and an all-remote schedule for Spring 2021, only five of the 20+ ESCC on-ground adjunct received assignments, further impacting ESCC's ability to retain adjunct in other disciplines such as ART, BIOL, ENGL, MATH, PHSC, and PSYC.

Another key reason the programs are not available on ground at ESCC is because programs have been moved fully online (HMSV, CHDV) or have been unsuccessful offered iTV from IWV (where the instructor is not available in person at Bishop and Mammoth, such as CHDV and ADMJ).

It is critical for ESCC's sustainability to have a minimum level of course and program options. If the options are too few, students will opt to attend another community college or university; the more students who leave ESCC, the lower the enrollment. Thus, a vicious cycle ensues.

Maintaining a minimum level of courses and programs on ground is not only a sustainability issue, it is an equity imperative. As we saw during the COVID-19 transition to online learning, Latinx students were significantly, disproportionately, and negatively impacted. For example, when COVID-19 excused withdrawals are excluded, completion rates were relatively equal for White (93.7%), Latinx (93.5%), and Native American (94.7%) students. However, including COVID-19 excused withdrawals, significant equity gaps in completion occurred across White (90.0%), Latinx (83.6%), and Native American (86.6%) students. A similar trend is observed with success rates: excluding COVID-19 withdrawals, success rates were White (87.6%), Latinx (76.9%), and Native

American (78.7%); including COVID-19 withdrawals, success rates were White (84.1%), Latinx (68.8%), and Native American (72.0%). Economically disadvantaged students at ESCC also saw a significant, disproportionate, and negative impact from moving to remote learning (66.7% success, 85.1% completion). This speaks to the importance of on-ground courses for narrowing equity gaps.

The equity imperative is not only evident in success and completion rates, but also accessibility. With 25-35% of each of the ESCC campuses' student body being economically disadvantaged, it is important to offer a breadth of courses and programs at each site – driving over 80 miles round-trip twice per week (assuming students have access to reliable transportation) is prohibitively expensive and time consuming (infringing on study and work time) for a quarter to a third of our students. The Mammoth campus is particularly impacted because all but one of ESCC's on-ground CTE certificate programs are only available at the Bishop campus (CNA, CMA, LVN, and POST Academy).

It will be important coming out of the COVID-19 remote learning period to aggressively re-establish the ESCC adjunct pool to maintain the current programming, and to be more proactive in recruiting adjunct to add or reintroduce courses and programs. Further, as new CTE programs are introduced, efforts to offer the programs at Mammoth as well as Bishop will be critical. Lastly, maintaining current parity in all other course offerings, ensuring that they are offered equally on ground at both Bishop and Mammoth campuses.

<! **2. Lack of Spanish-Language Presentations and Promotional Materials.** There is a need for Spanish-language presentation and promotional materials at ESCC. Bishop and Mammoth High Schools, the largest schools in Inyo and Mono Counties, respectively, have a combined 934 students. In Bishop, 45% of the students are Hispanic (255) and in Mammoth, 55% are Hispanic (202) for a total of 457 Hispanic students. In comparison, Burroughs High School has 1,453 students, 26% of whom are Hispanic (378). This does not include the Hispanic students in the other 12 small, rural high schools in Inyo and Mono counties. In Mono County, the number and percentage of Hispanic students are increasing as indicated by Mammoth Elementary School having 62% Hispanic students. Many of the school districts in Inyo and Mono Counties have asked for college presentations in Spanish to better serve their Hispanic families, many of whom speak Spanish as their first language. The gap is evident particularly in access to concurrent enrollment for Hispanic students, although the gap has been narrowing. Anecdotally, ESCC has observed several Hispanic students over the past few years who were top 10% Mammoth High School graduates matriculate to CCCC without any Cerro Coso courses even though over half of Mammoth High School graduates have earned college credit while in high school. Fall 2020, 30% of concurrent and dual enrollment student in Inyo and Mono counties were Hispanic compared to 49% overall. ESCC's experience has been that parents often drive whether or not their students participate in concurrent enrollment opportunities. Parents who attend our concurrent enrollment presentations and learn about the benefits of concurrent enrollment are often very involved in their students participating in concurrent enrollment courses. We generally do not have many Hispanic parents attending the presentations as the presentations are only in English. When we did a college basics presentation in Spanish last year, we had over 40 Spanish-speaking parents in attendance. *Thus, it is our belief that in order to close the racial equity gap in concurrent enrollment as well as increase access to CCCC for Hispanic students, we need to have regular presentations in Spanish with Spanish-language materials available for Spanish-speaking families.*

Equity Gaps

Access for 25 – 39 Year-Old Students. ESCC's demographics with respect to age has shifted dramatically from 2002-03 with 38% of the student body 40 and older and 39% under 25 in 2002-03. In 2019-20, 14% was over 40 and 59% under 25. This shows a positive trend in that ESCC is increasingly serving the traditional aged college student - under 25 and not focused as much on individuals 40 and older. Yet, students 25-39 remained stable during that time, hovering around 20-25%. Recent environmental scans show that in both Bishop and Mammoth service areas, 25-44 year olds are a significant portion of the service area population at 20% and 33%, respectively, and that there is a significant portion of individuals in that age range who have not complete a college degree. Further, in Mammoth that population group is expected to grow in the next five years. *By focusing on this age group, ESCC will be attracting a new source of FTES. It is important that ESCC continue to develop and implement strategies to increase access for students who are 25-34 years old.*

Success and Completion of Latinx Students. The success rates for Latinx students at ESCC declined slightly from 2017-18 (77.6%) – a five year high – to 2019-20 (76.9%) and the gap between Latinx and White students has widened from 5.5 percentage points to 10.7 percentage points over that time. If excused COVID-19 withdrawals are included, Latinx student success rates for 2019-20 falls to 68.8% and the gap between Latinx and White students increases to 18.8 percentage points. The completion rate for Latinx students reached a 5-year high in 2019-20 (93.5%) and the gap between Latinx and White students has nearly closed to 0.2 percentage points. However, if excused COVID-19 withdrawals are included, Latinx student completion rates falls to 83.6%, an eight-year low, increasing the gap between Latinx and White students to 16.7 percentage points. *Given that 2020-21 will be nearly entirely remote learning, and the significant disproportionate negative impact of remote learning on ESCC's Latinx students, ESCC will need to enhance focus on supporting Latinx students.*

Success of Economically Disadvantaged Students. The success rates for ESCC's economically disadvantaged students

declined from 2017-18 (73.6%) to 2019-20 (71.9%) and the gap between economically disadvantaged and not economically disadvantaged students increased over that time from 11.8 percentage points to 14.4 percentage points. Including excused COVID-19 withdrawals, economically disadvantaged students success rate was 67.8%. *It will be important to focus on supporting economically disadvantaged students success rates.*

Access for Male Students. ESCC has fewer male students than female students. The gap has closed over the past five years. In 2015-16 36.71% of the ESCC student body was male; by 2019-20 42.97% of the ESCC student body was male. One possible reason is that our CTE programming is more focused on programs that are in traditionally female fields such as health careers and human services. In addition, the percentage of total male enrollments has also increased from 38.55% to 42.27%. *It is important to continue to develop programming that will attract more male students.*

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

Throughout the planning and review cycle, ESCC focuses on gaps that influence SLOs. The performance and operational gaps above, if not addressed, will lead to a negative influence on SLOs. Ensuring equity in access for older students and male students and equitable outcomes for Latinx and economically disadvantaged students will be important for closing equity gaps. Working toward closing equity gaps means that ESCC is focused on bringing in new groups of students and supporting their success, which requires achieving SLOs.

Annual Planning: Actions Taken

Initiative #1: Increase outreach to 25-34 year olds in order to increase FTEs at ESCC (See Equity Gaps)

This is a multiyear initiative spanning Fall 2018 to Fall 2021 and incorporating the following action steps: partner with key employers and organizations that serve this demographic, promote and develop programs and services that appeal to this demographic, and attend and host information tables that are attended by this demographic. This initiative addresses ESCC equity gaps.

ESCC focused on targeting 25-34 year olds through CTE programming. As such, ESCC's CTE Liaison has taken the lead on initiating outreach, hosting information tables, and developing partnerships with employers and organizations. ESCC's Director, in partnership with the CTE Dean focused on developing programs and services that may appeal to this demographic.

Outreach was extended at the following events and with the following organizations:

Organizations

Alpine Counseling Center

Bishop Annual Chocolate Art Walk

Bishop Chamber of Commerce

Bishop Fair Grounds

Bishop Fire Department

Bishop First Friday

Bishop Paiute Tribe

Bishop Police Department

Bishp Care Center

Blake Cat (Bishop)

California Highway Patrol
CalTrans
Independence Annual Art Fair
Inyo Council for the Arts
Inyo County
Inyo County First 5
Inyo County Health and Human Services
Inyo County Public Health
Inyo County Sheriff
Inyo County Veterans Services
Inyo Mono Advocates for Community Action
Inyo Mono Association for the Handicapped
KMART (Bishop)
LA DWP
Lee Vining Chamber of Commerce
Lone Pine Chamber of Commerce
Looney Bean (Bishop)
Looney Bean (Mammoth)
Mammoth Hospital
Mammoth Lakes Chamber of Commerce
Mammoth Lakes Farmer's Market
Mammoth Lakes Fire Department
Mammoth Lakes Police Department
Mammoth Mountain
Mammoth Parks and Recreations
Mono County
Mono County First 5
Mono County Health and Human Services

Mono County Public Health

Mono County Sheriff

Northern Inyo Hospital

Open Arms Referral Service

Owens Valley Career Development Center

Pioneer Home Health

Platinum Senior Living

Smart and Final (Bishop)

Stellar Brew (Mammoth)

Symon's ambulance

The Village at Mammoth

Toiyabe Indian Health Project

Town of Mammoth Lakes

U.S. Army

U.S. Forest Service

U.S. Marine Corps

Vonns (Bishop)

Wild Iris (Bishop)

Events

Movie Night at the Village

Independence Art Day

Bishop Community Art Fair

Tri-County Fair

Paiute Tribe Career Day

High School Career Day sponsored by Bishop Paiute Tribe

Mammoth High School College and Career Day

Inyo County Health and Human Services Training Day

Bishop First Friday

ESCC was planning to offer the Private and Proprietary Security Certificate Program in last half of the Spring 2020 semester. However, because of the campus closure due to COVID-19 in mid-March 2020, the program was postponed. Discussions with Mammoth and Bishop High Schools about partnering to offer welding courses were initiated in Spring 2019 and continued in Fall 2019. However, due to changes in administration at both districts (new principal and superintendent at both high schools) in July 2019, and then school closures in March 2020, discussions and planning were postponed. ESCC worked with local area employers, high schools, and the CTE Dean to request and support development of an Entrepreneurship Certificate Program, a Drug and Alcohol Counseling Certificate Program, and additional certificate programs under the Medical Assisting umbrella to provide more CTE options for students in the ESCC service area to serve needs of local employers and align with high school programs. Once these CTE programs were developed and approved, ESCC's Director worked with OVDC to include all of these new programs in their Native American Career Technical Education Program (NACTEP) Grant. OVDC supports Native American students funding enrollment fees, books, supplies, and equipment for CTE courses at CCCC. OVDC's students are predominantly in the 25-34 year old demographic. ESCC worked with the Public Services Department to expand Administration of Justice courses on the ESCC campus, establish courses at the Owens Valley Conservation Camp (OVCC), and maintain the Peace Officer Academy on the Bishop campus. ADMJ C101 and 105 are now incorporated into the ESCC long term schedule as iTV courses between Bishop and Mammoth. The first course at OVCC began at the end of February 2020 and continued by correspondence after the COVID-19 shutdown through the beginning of April 2020. Additional courses were planned for OVCC in Fall/Winter 2020 but have been postponed due to the shutdown. The Public Services Department is planning to continue offering the Peace Officer Academy on a three to four year rotation on the Bishop Campus.

There has been a slight increase in number and percentage of 25-34 year olds at ESCC over the past three academic years: 2017-18: 89 (20.5%); 2018-19: 89 (20.8%); 2019-20: 90 (21.0%).

Initiative #2: Increase learning support at ESCC to increase completion and close achievement gaps.

This is a multiyear initiative spanning Fall 2018 to Fall 2021 with one action step to increase ESCC Learning Assistance Center (LAC) adjunct faculty staffed hours from 26/week to 52/week. This initiative was also identified as operational gap #1 for ESCC and addresses ESCC equity gaps.

In Fall 2018, LAC adjunct faculty staffed hours was 26 hours/week. ESCC Director worked with the Donald M. Slager Sunset Foundation to increase the amount of their annual donation to ESCC's LAC from \$20,000 to \$30,000 to support a STEM adjunct in the LAC. In December 2018, the Sunset Foundation donated \$30,000 to fund adjunct faculty in ESCC's LAC. In addition to the existing LAC adjunct staffed 26 hours/week, a STEM adjunct was hired for Spring 2019 and assigned 20 hours/week in the ESCC LAC. In Spring 2020, the STEM adjunct was assigned a MATH course and was eligible to provide up to 6 hours/week in the ESCC LAC funded by the MATH LAB and another 7 hours/week as LAC hours. Another STEM adjunct was hired and staffed 13 hours/week. Total LAC adjunct faculty staffed hours for Spring and Fall 2020 was 52 hours/week (which includes the 6 hours/week of MATH LAB).

The ESCC LAC contact hours were negatively impacted by COVID-19 in Spring 2019. Thus, LAC contacts declined from 2018-19 (1542) to 2019-20(1285). Assuming that 1285 reflects only 9 of 16 weeks of the Spring 2020 semester, adjusting for a full 16 weeks, the estimated contact hours for 2019-20 would likely be closer to 1645, reflecting an increase year over year.

ESCC Success Rates have increased from 2018-19 (78.6%) to 2019-20 (81.9%), excluding excused COVID-19 withdrawals. COVID-19 had a disproportionately negative impact on Latino students. When including excused COVID-19 withdrawals, the success gap between Latino (68.8%) and White (84.1%) students increased from 9.3 to 15.3 percentage points.

ESCC Completion Rates have increased from 2018-19 (91.6%) to 2019-20 (93.6%). And, if excused COVID-19 withdrawals are excluded, then the completion gap between Latino (93.5%) and White (93.7%) students is nearly eliminated. However, COVID-19 had a disproportionately negative impact on Latino students. Including excused COVID-19 withdrawals, the completion gap between Latino (83.6%) and White (90.0%) students is greater than it has been in the past five years.

Initiative #3: Sustain ESCC Kinesiology Transfer Degree and Implement Cross Country Team

This is a multiyear initiative spanning Fall 2018 to Fall 2021 and incorporating the following action steps: research and develop a plan and budget for establishing a CCCC track team with training in Mammoth, work with community partners to develop resources for and interest in a cross country athletic team. Hire or assign a full-time kinesiology faculty and part-time cross country coach for ESCC, and promote and recruit for the kinesiology program and cross country team. This initiative was also identified as operational gaps #3 and #4 for ESCC and addresses ESCC equity gaps #1, #2, and #3.

A plan and budget were developed and submitted to the Athletic Director in Fall 2019. Local resources and interest through Mammoth Lakes Foundation, Mammoth Track Club, and Mammoth Hospital were identified in Fall 2019. An adjunct kinesiology faculty was hired for Spring 2020; COVID-19 resulted in an all online schedule for Fall 2020 and the ESCC adjunct kinesiology

faculty was not assigned any load. No further action was taken regarding CCCC support or approval for the plan due to COVID-19.

ESCC has not been able to offer PHED courses until Spring 2020 due to lack of adjunct faculty. Once an adjunct was hired in Spring 2020, COVID-19 impacted the ability for ESCC to offer PHED courses for the Kinesiology AS-T degree. Nevertheless, Kinesiology majors have not been deterred! In Fall 2019 there were 10 kinesiology majors; in Fall 2020, there were still 10 kinesiology majors. ESCC headcount increased from 2018-19 (542) to 2019-20 (554); however, enrollment declined from 2018-19 (1554) to 2019-20 (1384). Supporting a kinesiology degree and cross country team would likely attract students who are not currently attending ESCC and are students who would be enrolled in 12 units or more.

Initiative #4: Expand CTE Programs at ESCC

This is a multiyear initiative spanning Fall 2018 to Fall 2020 and incorporating the following action steps: introduce a welding certificate at ESCC, and introduce the security guard certificate at ESCC. This initiative addresses ESCC equity gaps #1, #2, and #3.

Discussions with Mammoth and Bishop High Schools about partnering to offer welding courses were initiated in Spring 2019 and continued in Fall 2019. Both Mammoth and Bishop High Schools have welding sites. However, due to changes in administration at both districts (new principal and superintendent at both high schools) in July 2019, and then school closures in March 2020, discussions and planning were postponed.

ESCC has hired a security guard adjunct faculty and was planning to offer the Private and Proprietary Security Certificate Program in last half of the Spring 2020 semester. However, because of the campus closure due to COVID-19 in mid-March 2020, the program was postponed.

ESCC also worked with local area employers, high schools, and the CTE Dean to request and support development of an Entrepreneurship Certificate Program, a Drug and Alcohol Counseling Certificate Program, and additional certificate programs under the Medical Assisting umbrella to provide more CTE options for students in the ESCC service area to serve needs of local employers and align with high school programs. Once these CTE programs were developed and approved, ESCC's Director worked with OVCD to include all of these new programs in their Native American Career Technical Education Program (NACTEP) Grant. OVCD supports Native American students funding enrollment fees, books, supplies, and equipment for CTE courses at CCCC. ESCC worked with the Public Services Department to expand Administration of Justice courses on the ESCC campus, establish courses at the Owens Valley Conservation Camp (OVCC), and maintain the Peace Officer Academy on the Bishop campus. ADMJ C101 and 105 are now incorporated into the ESCC long term schedule as iTV courses between Bishop and Mammoth. The first course at OVCC began at the end of February 2020 and continued by correspondence after the COVID-19 shutdown through the beginning of April 2020. Additional courses were planned for OVCC in Fall/Winter 2020 but have been postponed due to the shutdown and extreme fire season. The Public Services Department is planning to continue offering the Peace Officer Academy on a three to four year rotation on the Bishop Campus.

Initiatives for Next Academic Year

Initiative #1: Increase outreach to 25-39 Year-Old and Male Students to increase FTEs at ESCC (See Equity Gaps)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Progress in 2020-21 is expected to be limited due to COVID-19 closures and online programming. Thus, this initiative is extended for another year. Outreach to employers and organizations has been initiated.

The step to be taken in 2021-22 is to develop plans to establish partnerships with some of these employers and organizations to recruit students and develop career pathways.

ESCC only has a few on-ground CTE certificate programs: clinical medical assisting, emergency medical technician, and vocational nursing. In order to attract older students in the 25-39 year old range and male students, other CTE certificate programs are needed on-ground at ESCC such as ADMJ, POST, PPSA, drug and alcohol counseling, entrepreneurship, and wildfire.

Lead Measure of Success:

1. Partnerships with additional organizations in Mammoth and Bishop have been established by December 2021.
2. An action plan for outreach to 25-39 year-old and male students has been developed with each additional partner by December 2021.
3. The action plan has been implemented by June 2022.
4. Work with CTE faculty to increase on-ground programs at ESCC.

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

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. The percentage of 25-39 year-old students and male students attending ESCC has increased from Fall 2018 to Fall 2022.
2. The number of 25-39 year-old students and male students attending ESCC has increased from Fall 2018 to Fall 2022.

Person Responsible:

Site Director, ESCC

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 3: Ensure Student Access

Initiative #2: Increase Success and Completion Rates and Narrow Equity Gaps for Latinx and Economically Disadvantaged Students (See Equity Gaps)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Develop and implement high school to college transition workshops in English and Spanish for Latino students.
2. Develop college-high school student and parent mentoring program for Latino students.
3. Develop and implement a parent college workshop series for Latino parents.
4. Enhance support for Latino students through ESF and MLF scholarship programs.

COVID-19 delayed implementation of these programs due to inability to meet in person and in groups.

Lead Measure of Success:

1. Transition workshop has been developed by December 2021.

2. Mentoring program has been developed by December 2021.
3. Parent college workshop series has been developed by December 2021.
4. Recommendations for enhanced scholarship support have been developed by December 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:

1. Latino student success, and completion has increased from Spring 2020 to Spring 2022.

Person Responsible:

Site Director, ESCC

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

Initiative #3: Maintain and Increase On-Ground Curricular and Program Options at Both Bishop and Mammoth Campuses (See Equity Gaps)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Adjunct Faculty Recruiting and Advertising. ESCC has had difficulty recruiting and hiring adjunct faculty to ensure sustainability of programming. Most applicants for ESCC adjunct faculty pools are from out of the area. In the near term adjunct faculty in VPA, speech, English, anthropology, kinesiology, child development, and Spanish are needed. COVID-19 has negatively impacted the ESCC adjunct pool as many ESCC adjunct did not receive assignments for Spring 2021 and some adjunct courses for Fall 2020 were cancelled.

Work with CTE faculty to increase courses and programs offered on-ground at ESCC.

Lead Measure of Success:

1. ESCC has maintained and increased adjunct faculty available to teach courses on ground.
2. Additional CTE courses and programs are planned to be offered on ground at ESCC.

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

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. ESCC on-ground curricular and program options at both Bishop and Mammoth are maintained.
2. ESCC on-ground curricular and program options at both Bishop and Mammoth are increased.

Person Responsible:

Site Director, ESCC

It addresses a gap in student equity

Which strategic goal does this initiative address?

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

Resource Needs

Facilities

All ESCC Facilities requests are included in the Facilities/M&O Unit Plan

Information Technology

All ESCC information technology requests are included in the Information Technology Unit Plan.

Marketing

Post Card Mailings \$6,000. ESCC would like to continue mailing matriculation postcards each semester. Reaching out to all residents in the ESCC service area is the primary way to reach our target population of 25-34 year-old individuals in the community. ESCC does not have a partner/place we can go to reach this population as we do with high school students. Cost includes printing of postcards \$2500 and mailings \$3500.

Billboard \$4,000. ESCC would like to rent a billboard on northbound 395 for 6 months per year. The billboard will attract new FTES from outside of the service area. The target population of 18-35 year-old individuals who have not completed a college degree or who would like to re-train and who are attracted to the Eastern Sierra for recreation drive up to Bishop and Mammoth from Southern California regularly to snowboard, climb, fish, and mountain bike.

ESCC requests the same level of funding from the 2020-21 academic year for 2021-22 for radio and print advertising for our Open Houses each semester and for registration just prior to the start of the semester. These marketing methods are also very important to reach our target 25-34 year-old population.

Professional Development

ESCC requests \$1,500 for professional development for two administrators and/or staff to attend the 2022 American Association of Hispanics in Higher Education. We believe that once disaggregated data for ESCC is available, we will find equity gaps in completion, success, and retention. We would like to attend the conference to start planning strategies to better support our Latinx students.

Research and Data

ESCC needs support in identifying gaps and measuring outcomes. The following data is requested:

Graduation (certificate and degree) for Inyo and Mono county students, number and percentage of unduplicated students

Transfer-Ready report for ESCC Bishop/Mammoth and Inyo/Mono counties (number and percentage of unduplicated students who are transfer ready each academic year)

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

2000 Category - Classified Staff