

Student Services Department

ADP for Academic Year 2021-2022

January 2021

Executive Summary

Executive Summary

The Student Services Division has been actively engaged in ongoing initiatives to progress on a variety of goals to improve the student experience and student achievement outcomes, particularly completion. Many of these goals are carry-over goals because, while we have seen improvement and progress, there remain gaps. Additionally, the disruption and redirection of focus and resources due to COVID-19 has impacted the progress in a number of areas. An intensely increased area of focus across multiple programs became reducing student need barriers both pre-existing and rapidly emerging due to the pandemic. Monthly food distributions from Hunger Free Campus continued, but added has been a wide scale ongoing distribution of grocery cards. Immediate procedures were put in place for distributing federal and state emergency funds, distributing technology, addressing gaps in wifi, providing comprehensive resource guides for local, county and state resources, maintaining childcare and to address wellness and mental health support via implementation of Coyote Tele-health and Wellness Central. Other than a brief closure, the Child Development Center stayed open and maximized care availability with substantial safety, cleaning and sanitizing protocols. Additionally, the Centers provided activities, materials and books via drive-thru and Zoom to Center children and siblings during the pandemic. Prior to this, the Child Development Centers achieved a 4 star rating and again was awarded the Quality Rating and Improvement System (QRIS) grant. Additional, substantial increases in equity and access have been accomplished with movement towards comprehensive student support services to the Rising Scholars- incarcerated student populations, catching up with the rapid growth in these programs. Work continues to establish and scale support for Rising Scholars-re-entry students. Navigate has continued to be expanded and scaled, including for enrollment purposes. With COVID-19 and the sudden remote transition, Early Alerts submitted were up substantially, at the same time the average final GPA of students receiving alerts and on “watch lists” went up from 1.35 to 1.65, demonstrating the value of these interventions. All programs have been developed and implemented in the Academic Planner and electronic education plans are being completed within Navigate, with comprehensive education plans up 12%. In partnership with Outreach, the unit focused heavily on enrollment with a series of email/text campaigns along with a substantial expansion into coordinating social media campaigns. In addition to the Outreach enrollment campaigns, the Navigate appointment campaigns resulted in success in engaging students to re-enroll as high as 78%-83%. Student Services has continued to facilitate progress in other areas of Guided Pathways implementation- multiple inquiry groups have resulted in the implementation of strategies for improving communication, proactive interventions and supporting completion. Data associated with Guided Pathways continues to show areas of improvement in year to year: Degree Completion has increased 11% (with AD-T/AS-Ts increased 25%), students Completing English and Math in the First Year and 30 units in the First Year continue to show year to year improvement, but also show there is still work to do in these areas. At 77.62 as the average number of units of an Associate degree earner, this is substantially lower than the system average. Athletics has achieved substantial stabilization, fielding 5 teams through to season completion and growing overall numbers of athletes and an average athlete GPA increasing from 2.29 to 2.46.

Review And Planning

Equity

The college/division have failed to make progress on some consistent equity gaps, particularly for Black/African American students. At all levels of the system, including at our local level as a direction from the Board, equity has been identified as a critical priority. The division, along with counseling, continues to support the Umoja program with a dedicated counselor, program coordinator, and the offering of COLL C101 as an Umojafied class. Umoja course offerings continue to be expanded. Engagement in the program was disrupted with the remote transition, but activities, textbooks, and financial support continue to be provided. Anti-racism guides were developed in partnership with the library, and representation of Black and African American students has been an intentional focus along with other populations of students. The division annually participates in the A2MEND, HACU, and Umoja conferences along with the HBCU tour, a number of which were attended by students and staff remotely in the spring.

Low-socio economic and first generation students also continue to be a focus. Financial Aid has made a series of changes to rely more heavily on professional judgment than prescriptive policy when considering decisions on appeals, awarding of aid, etc. This

has been recommended by the Chancellor's Office and takes into account the individual student's circumstance when considering barriers, identified path to completion, and show of improvement. Additionally, the unit has begun using unmet need versus Expected Family Contribution (EFC), which is often not an accurate reflection of support a family can realistically supply. This has expanded the number of students who can receive awards, such as SEOG.

Additionally, as described in detail in Prior Year Initiatives, the unit has been heavily focused on developing and expanding basic needs support. Text reserves and writing and math lab hours continue to be supported annually.

Spanish language materials and presentations have been a focus and increased throughout the division, particularly in Financial Aid, where there has been a 37% increase in Hispanic and Latinx students receiving some form of aid. Enrolled Hispanic and Latinx students have become the largest enrolled population at the college.

Athletics has focused heavily on supporting women's sports to ensure equity in opportunities for competition.

The division has developed a calendar of recognition and awareness events and of programming to promote and celebrate these. Ranging from Pride Month to Black History, Native American Heritage to Disability Awareness and Undocumented Awareness week and well-beyond, the division develops a calendar of recognition, celebration, educational, and awareness activities.

The division has been focused on supporting the district and college effort on Accessibility. Several members serve on the district committee, and the division works with the Director of Distance Education in particular. The division has had members trained in every unit to monitor the accessibility of web content, forms, and other student material. Additionally, the division has been working incrementally on universal design--for example, ensuring that all student-use computers have large screens and basic adaptive tools installed.

While the division has focused on improving equity and addressing equity gaps, these types of discreet strategies have not resulted in systemic change, particularly in areas of consistent gaps, like for our Black and African American students whose success rate remains approximately 20% below other groups and, after some initial gains, it has, in fact, declined. Given that our Black and African American student population is the third largest at 1,100, without the incarcerated and Post populations, this is a large population being consistently underserved.

[Graphic]

This is even more stark in online classes and represents a gap for Hispanic and Latinx students, as well.

The division will focus heavily on the recommendation of the Vision for Success Diversity Equity and Inclusion Integration Plan as a framework for cultural change:

1. Focus relentlessly on a student's end goal
2. Always design and decide with the student in mind
3. Pair high expectations with high support
4. Foster use of data, inquiry and evidence
5. Take ownership of goals and performance
6. Enable action and thoughtful innovation
7. Lead the work of partnering across systems

And on the State Academic Senate's Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges

https://asccc.org/sites/default/files/Equity_Driven_Systems.pdf

Given the call to action as a system-wide priority and the lack of progress so far on any systemic change, the division recommends rehiring the Equity Director position to have at least one position with achieving equity as its primary focus and to dedicate 100% of its time and effort to coordinating and supporting the work towards institutional change. The college receives funds for this work and needs a position dedicated to making progress on these system priorities.

Program Review

Program Review is an area in which the division needs to catch up. There has been recent progress in the Student Services Division in this area with the completion of the ACCESS program review. The most overdue program review is in the area of the Child Development Center. There have been substantial internal (multiple staff vacancies being backfilled by the program director) and external (a gap in agency leadership being backfilled by the program director and substantial changes in program regulations)

barriers, which was prior to the impacts of COVID-19. The Center is additionally responsible to substantial planning and reporting for its various Title funded programs. For the Admissions and Records and the Financial Aid program reviews, because the programs are overseen by the same director, permission was given to separate the two PRs. Though due in 2020, the Financial Aid Program Review will be completed during the 20-21 year and the Admissions and Records Program Review will be completed in the 21-22 academic year. The only other outstanding PR for the division is the Student Government/Activities PR. These were programs previously combined under a single director, though have always been technically distinct programs. The programs are no-longer aligned under a single director, but there will be a coordinated effort to complete the PR in 20-21. In order to support this effort, the VPSS serves on the Program Review Committee and the Program Review Committee has instituted ongoing support sessions to assist those responsible for completing PRs.

Prior Year Initiatives

Implement further strategies for reducing barriers for students based on needs (S Goals 1-3)

This goal was set prior to the pandemic, so what was considered an important goal at the time, became an exponentially more important focus due to substantially increased student need due to the effects of COVID-19. Student services has stabilized and grown the Hunger Free Campus Program, including monthly distributions at the IWV campus with the calendar of distributions communicated to students a year in advance. Additionally, at IWV we established an ongoing pantry including food, basic household and hygiene products and outfitting the pantry with the equipment necessary to scale inclusion of large quantities of perishable items. The pantry was initially delayed due to the earthquake and subsequently closed due to the pandemic. In addition to food pantries and “kitchens” established at each campus according to the recommendations of campus directors, sites have established partnerships with county and local food distribution and implemented campaigns and for substantially increasing CalFresh/SNAP enrollment and participation with trained liaisons to assist. As a result of COVID-19, grocery cards are now available by request through the studentservices@cerrocoso.edu email and distributed by request to all campuses to supplement food distributions and off-cycle food pick-ups. Depending on family size, cards are limited in number of distributions per year. The division will maintain this as a resource for students.

The Child Development Centers always prioritize care for students, particularly low-income to provide free or low-cost childcare. At the start of the pandemic, the Centers stayed open to continue to provide this care after the college transitioned to remote delivery. It only closed after directed by Chancellor Burke. Through the work of the Program Director and Program Manager to establish comprehensive protocols for reopening, the Centers re-opened before the college reopened for any on-ground activity providing critical childcare and have remained open through diligent attention to safety and cleaning protocols. Throughout the spring (and beyond), the Centers have provided curriculum and activities for pick-up for their Center children, their siblings and other families in need.

As a result of survey results indicating mental health support as the primary need for students, an escalation during the pandemic, the division substantially augmented its approach to supporting health and wellness. Initially, ACCESS worked with various units to implement Wellness Central for the college, a comprehensive popular resource for students. After as Chancellor’s Office Master Service Agreement was established, the division implemented Timely MD/Coyote Telehealth. Plans are in progress for stabilizing an ongoing funding support for this services.

Financial resources and support have been similarly scaled and augmented. A process for administering CARES funds was quickly developed and implemented. Additionally, direct student grant funds were administered through EOPS and funds set up for direct grants from SEA, Umoja, CalWorks and CalPromise. The Promise Program continues to provide funding for enrollment fees, books and other costs of attendance. The 19-20 year had 95 Promise Awards. Financial Aid awards are up in all categories of aid year 2018 to 2019 by 13% overall, with areas like grants and scholarships up substantially. We expect this to continue for 2020.

Counseling engaged in the OER process with text and materials cost having been entirely alleviated in some courses and cut by 50% in other in PDEV/COUN/COLL courses. Additionally, counseling and ACCESS help students to identify and take courses with free or reduced texts costs where possible and appropriate.

Additional basic need support implementations included:

- Free immigration legal services in partnership with the United Farm Workers Foundation offered twice per month
- Laptop and other technologies loan process
- Development of comprehensive resource guides for each site ranging from food to unemployment and housing resources at the local, county, state and national level where appropriate

Finally, the division has partnered with the library and cross-functionally inquiry team on the development of a comprehensive basic needs website- CC Cares. The website has been designed and developed and is awaiting the new web-developer position to fully implement.

Continue to implement the principles and best practices associated of the Guided Pathways framework. (S Goals 1-5)

Cross Functional Inquiry is one of the primary approaches under Guided Pathways to problem-solving. Inquiry groups are not new for Cerro Coso, but a more formalized process and consistent approach has been developed in the GP framework. We have had a few cross functional inquiry teams (or CFITs) focused on two primary areas program clarification and student communication.

Program CFIT - In spring semester 2019, the Clarifying the Path CFIT team members reviewed the Cerro Coso website for academic, major, and class information. The team led two student focus groups in early in the process. In these groups, students reviewed academic information on both the Cerro Coso website and other college websites, comparing the two, and provided insights and made recommendations. Departments redefined their pathways, including the long-term schedule. The end result was using more accessible language in college navigation pages (“Major,” not “Program”), developing splash pages that are more visual than text-based so the different programs are more innately understood and easy to search, revising program pages to include tab navigation instead of the accordion format for better presentation of information, integrating counseling, Financial Aid and department contact information and linking every page directly to the application process with a big “Apply Now” button. The included these pathways integrated into Navigate for students and counselors to build electronic education plans.

As a result of discussions in SSSP, the division engaged with Interact on a series of projects for researching and improving on student communication and support. The first study was a series of live interviews with 60 students who had stopped out of the college. This research has been used to inform a variety of strategies for both addressing the reasons for students to stop out and for encouraging students to return. The other was a media preference survey to inform students’ preferences for accessing/receiving various communication. This in part led to the formation of the Student Communication CFIT. Additionally, it informed strategies employed by outreach in the enrollment and communication process.

Student Communication CFIT - has had discussions on and recognizes the need for a coordinated approach to the communications and the modes of those communications throughout their cycle as a Cerro Coso student. An integrated communication plan associated with this cycle— Pre-enrollment to Census, First Semester Experience, etc. will help ensure communication at key points that is just in time and not overwhelming. The work of this committee is continuing. These communications have been scaled. Additionally, an acceptance letter to be emailed and mailed to students and retention communication for weeks one and two have been developed and will be piloted in spring. To keep the campus informed about the work of SSSP and Guided Pathways, a comprehensive report has been developed and will be updated once per term.

Maximize the elements of the funding formula (S Goals 1-5)

The division partnered with outreach on a series of communication campaigns in the enrollment process focused on prompting students on next steps in the enrollment process. Campaigns developed were:

- Started, but not completed application
- Applied but not registered
- Registered in prior two terms, but not current term
- Registered, but no FAFSA

Counseling additionally employed email and text campaigns via Navigate to proactively reach out to students on appointment campaigns to get students registered. Response to these campaigns have been initially positive and the student action outcomes are tangible.

Companion to these email and text campaigns, the division implemented related social media campaigns- Instagram, Facebook and YouTube. Data shows positive reach and response to these campaigns. Related data is included in the attached report.

Stabilize, systematize and ensure sufficiency of services at all sites and delivery modes (S Goals 1-5)

Responding to COVID-19 had a substantial impact on this goal, with attention shifting to transitioning all services to remote delivery. This was consistent with the goal of expanding and improving service support to online students. This was a direction set to scale real-time interactions for online counseling. We were fortunate that this had already been identified as a priority and was largely in progress before the remote transition was required. This has now been scaled substantially and will continue beyond the return to campus.

This has largely been effectively accomplished with extensive use of Zoom, including for workshops and other types of presentations. This will continue to be used as a strategy for maximizing student access even after returning to campus. Because of COVID-19, the divisions Student Experience Survey was not administered in spring 2020. It is being revised and will be administered spring 2021. Strategies have been in place for several cycles for maximizing students fully matriculating, particularly our incarcerated students. After some upward trends, data shows a comprehensive increase in all SSSP core component

requirements - 8% orientation, 8% counseling, 12% comprehensive student education plans, 4% fully matriculated. Support for dual/concurrent enrollment continues to be a priority and included the development of a comprehensive parent and student handbook to clarify and improve the process. Data shows that dual and concurrent enrollment a substantial source of enrollment, with dual enrollment alone representing 1,890 enrollments in 19-20 and concurrent-enrollment 2013, which represents an 11% increase from prior year. A variety of improvements were made for various special student populations, including- Substantially revised website according to the Immigrants Rising Checklist for Strengthening your Website for Undocumented Students guidelines, an increase in Spanish language materials and presentations, expansion of Umoja courses, a substantial increase in representation of a diverse population of students in all student services materials a substantial focus on accessibility training for those developing forms and materials in the division units and the development of a process for students to identify a preferred first name in systems including Banner and Canvas.

In addition to substantial work to catch up with the growth in the incarcerated students program in matriculating and providing education plans, other processes have been revised to remove barriers. This still requires additional focus, particularly in the area of support for transition services.

The division has been engaged in multiple strategies for improvements to the student experience and outcomes using the Guided Pathways framework:

- Develop and implement a comprehensive student communication plan
- Substantial progress has been made on this goal
- Continue conducting and implement recommendations of the Cross Functional Inquiry Teams for Onboarding and Program/Pathway information
- Implement program improvements informed by student inquiry and input specific to sites and modes of delivery
- Incorporate yield of information from profile to improve enrollments and experience at the IWV Campus
- Develop strategies for increasing the number of faculty and staff involved in Guided Pathways implementation
- Fully implement requirements of AB 705
- Scale up marketing and outreach for local Promise

Athletics has experienced numerous challenges as a result of the transition in spring, but continues to be one of our primary sources of both full-time students and student engagement outside of the classroom. A primary focus last year was systematizing a case management approach to supporting, intervening and moving athletes through to completion with counseling, financial aid and learning supports.

Improve and increase awareness and use of student services among faculty and students, with a particular focus on proactive communication. (S Goals 1-2)

Communication has been a substantial focus within the Guided Pathways framework, in the division and among the various units. Within the Guided Pathways work the division has been working on a coordinated student communication plan, currently focused on pre-enrollment through census, but will continue to be developed over the life of the student experience. This represents a layered approach and a focus on communication that is “just in time” and specifically relevant to the student whenever possible. Student services has with Rebecca Pang to ensure that key information, programs and resources are available within Canvas. Communication streams have been increased and refined to reflect student preferences. Navigate messaging is used to ensure communication is just in time and relevant to the student. Nudges and messages are refined to particular student populations, programs and demographics. Outreach has redeveloped the student planner/handbook with critical dates and service information and provided to both students and faculty. The Faculty Resource Guide

Student Success/Momentum point data for the fall 2019 cohort is largely up both in one year and over the 5-year trend data. While attempted 12 units in 1st term is up 3.7% in one year and 19.8% for the 5-year trend data, 12 units completed in the 1st term is down .5% year to year. While the 12 units completed in the 1st term is up overall, this suggests an area for intentional focus. Both attempted 30 units in one year and completed 30 units in one year are up year to year and over the 5-year trend data, so the trend is headed in the right direction. However, the numbers are still low and will require intentional strategies to continue to make progress on numbers of students achieving these momentum points. Persistence fall to spring and fall to fall are up 6% and 2% respectively year to year, with 5-year data also on an upward trend. These are all promising signs for the continued work on improving and clarifying the student experience and proactive student supports. English and Math completed in the 1st year is also up, but, again, based on relatively small numbers. With the full implementation of AB 705 and intentional strategies for directing students early to these courses and providing intrusive supports, hopefully we will begin to see a steeper upward trend.

One of the areas where progress is less consistent is overall successful course completion in the 1st year (up by 4% year to year, down by 3% over 5-year trend data) and completion of an award or transfer in 3 years (down by 2% year to year, down by .5% over 5-year trend data). While these numbers represent a much larger population of students, so change is harder to achieve, and there has not been time to realize some of the Guided Pathways impacts, like clarifying and refreshing pathways and long-term schedules

and dramatic increases in the development of long-term education plans, these are two critical indicators where a continued focus on momentum is needed.

Next Year Initiatives

1. Continue to implement strategies for progress on Vision for Success Goals, particularly narrowing equity gaps, and particularly for Black students (Strategic Goals 1-4)

- Design and implement Finish Line Scholars program.
- Support implementation and systematization of Credit for Prior Learning
- Focus on student and learning supports online, with particular strategies for Black and African American and Hispanic/Latinx students.
- Scale substantially the materials, forms and presentation in Spanish. This process needs to be systematized.
- Develop a series of CFITs for the implementation of the recommendations of the Diversity, Equity and Inclusion Integration Plan and focusing on the equity consideration identified on the Guided Pathways Scale of Adoption.
- Hire an Equity Director to focus on making effecting cultural change
- Provide funding for faculty to redesign curriculum to be more culturally responsive/relevant, with a priority for online.
- Continue to focus on unconscious bias training for all student services staff, faculty and managers.
- Continue to expand student communication plan to incorporate communications, nudges and prompts through a student's program to support completion.
- Scale series of retention and momentum messages to be sent by faculty in the 1st, 2nd, 5th, 11th of the term being piloted this spring.
- Identify benchmarks for identifying students who are on the path, in danger of veering of the path or who have demonstrated that they are off the path and associated recognitions or interventions.
- Systematize milestone recognitions.
- Review with units in the division the RP Group's Through the Transfer Gate Study and implement recommendations to improve transfer outcomes.
- Work with outreach and IR to develop a 5-year overview of enrollment patterns and demographics and an associated enrollment management plan for addressing trends and gaps.

2. Improve communication, connection and transparency within the division and to the broader institution (Strategic Goal 5)

- Continue to conduct two ALL Staff meetings per semester while working remotely, once per semester when back on campuses.
- Provide Student Services Newsletter campus-wide
- Produce Guided Pathways/SSSP report once a semester
- Ensure staff meetings are happening consistently within units.
- Ensure all division categorical plans/reports are available college-wide
- Ensure timely completion of planning and reporting
- Improve transparency for all units and input to categorical budgets where appropriate
- Increase transparency and input in decision-making
- Visit campus locations once per semester
- Continue to have one SSEC meeting once per semester focused on site needs

3. Stabilize, systematize and ensure sufficiency of services at all sites and delivery modes (Strategic Goals 1-5)

- Evaluate and ensure proactive, effective support for Rising Scholars Program, both in the prisons we serve and re-entry, at all levels of student services.
- Use the results of the Student Experience Survey to evaluate gaps and adjustments needed to address satisfaction and sufficiency of student services.
- Develop a version of the Student Experience Survey to administer to incarcerated students.
- Develop front-end hard to escape career exploration tied to program mapping, so that students can explore options at Cerro Coso before applying starting with a career in mind.
- Develop strategies and resources for addressing the digital divide.
- Initiate Holistic Student Services with ATD
- Implement a health fee to ensure that Timely MD can be maintained for students.
- Complete contract for Community Action Partnership of Kern to scale available amount and types of foods, particularly fresh and perishable.
- Continue to develop strategies for promoting and expanding the college's Promise Program.
- Develop strategies and resources for addressing student transportation challenges, in particular working with local, public

transportation options.

- Continue to expand scholarship opportunities for students and promote applying.
- Use Navigate to prompt students who have not completed FAFSA application.
- Further develop and promote financial literacy resources and workshops, integrate into COLL and PDEV curriculum.
- Scale transfer articulation of courses in Banner so that student's prior course work is applied to student transcripts.
- Engage in process to move forward Measure J athletic complex

Resource Needs

Facilities

ACCESS Programs

- A concern I have regarding the facilities is the access to the copy machines in the one-stop. It seems unsafe for staff to climb the shaky stools to make copies, fax, or scan a document. I see the setup now as a safety hazard.
- Secondly, I would request a space in Tehachapi to place a Special Services Assistant. Most likely, cubicle walls, a desk, and a chair would be needed.

I support both requests, though believe they can be accomplished without additional funding and using existing furniture/equipment.

Admissions & Records

- Nothing extra

Athletics

Major renovations will be covered in the Measure J facilities plan.

Interim Department Offices:

- Athletic Director and Department Assistant Room 405
- Baseball Coaches Room 417
- Basketball Coaches Room 413B
- Softball Coaches 413B
- Volleyball Coaches Room 415
- Soccer Coaches work from open space in room 413

Competition Facilities

- Outdoor Beach Volleyball Court
 - Resurface the court with competition grade beach sand
 - Renovate/upgrade the court in preparation for collegiate competition
- Soccer Field
 - Update Stadium to include school logos and color
 - Additional benches for players
- Softball Field
 - Improve entrance area to become more welcoming
 - Improve spectator seating
- Baseball Field
 - Repair and Replace Batter's Eye (Included in replacement plan)
 - Replace backstop netting. This has become a safety concern for spectators
 - Landscape behind outfield fence needs attention. It has been requested
- Gym Court
 - 3 point line needs to be installed (scheduled 12/20)
 - Update paint scheme to match school colors and branding
 - Replace yellow wall padding with school color and branding

Transportation

- There is a need for additional transportation to be shared within the department for athletic trainer to work events, and regular daily hauling needs. The request is for a Club Car, or John Deere Gator, estimated cost \$12,000.

I support what can be accomplished via Measure J projects and those items that may not be, but reflect a safety concern. I support the transportation request generally, but only this year if it can be accomplished by sale or trade-in of existing carts.

Child Development Center

At IWV:

- There is still an issue of security at the front door and the front office being hidden from the lobby.
- There needs to be staff at the front desk or some other locking mechanism that allows only those who are supposed to be at the center in the center when children are present.
- The parking lot does not have painted parking lot stalls or colored curbs indicating temporary parking for drop off and pick up.
- While there is parking lot lights, there is a lack of lights upon exiting the Center. Due to shape of the outside foyer this creates a darker area and increased concern for safety at night.
- The preschool has lost 90% of its shade as trees were removed from the yard. Shade need to be replaced.
- The fencing at all three centers needs to be tightened. Privacy slats at IWV need to be replaced.

At RPU:

- The outside vent coverings need to be secured appropriately. The carpet is starting to bunch in spots.

Because all items requested represent a health or safety concerns, a number that have been ongoing, I support them regardless of funding source.

Counseling

- Nothing

Financial Aid

- Need a workstation for a student employee.

I support this and believe it can be accomplished with existing furniture.

Outreach

- Continued support of services as events continue and increase here on campus.
- The student center would like to hang the "Graduation" Banners in the center, support on hanging those banners to highlight graduation through the years and provide motivation for students as they enter the center.
- Also, frame and hang the annual 5th grade day banners as well and place in student's center.
- Outreach would also like to create a space where we can showcase the 5th grade banners from the past 2 years and add to the space annually. The importance of the 5th grade day banners is for someday future CC students can see their names on the banners they signed as a pledge so many years before.

I support all of these requests and expect that the costs would be minimal. However, to the extent there is cost, the division can cover.

SGCC

- SGCC kiosk/desk in the student center - a place that students can go to voice concerns/issues/suggestions they are having as well as a place students can go to learn more about student clubs and activities on campus.
- This is not a new conversation - it's simply being placed here so it is not forgotten in the madness that is 2020.

Supported- again, can likely be accomplished without cost, but if needed can be supported via categorical funding.

Information Technology

ACCESS Programs

Access Programs will continue to need IT support for upgrades and issues that arise with current software and hardware.

Upcoming Needs supported by categorical funding –

- Monitor for visually impaired students available for the sites if needed (\$1200.00)
- Software upgrades and licenses - Kurzweil(\$4000.00), Zoom Text (\$3500.00), Inspiration (\$1200.00), Sonocent (\$280.00), Firefly (\$3000.00)
- Glean
- Video Remote Interpreting for hearing impaired students - 30 hours at \$70.00, (\$2100.00)
- Kurzweil 1000 scan and read software for blind or visually impaired students (\$3000.00) (Note - Kurzweil 3000 and Kurzweil 1000 both offer similar functionality in that they are both reading/writing tools that provide OCR (Optical Character Recognition) and TTS (Text To Speech) utility. However, while Kurzweil 3000 provides a graphical user interface (i.e.: toolbars with buttons), Kurzweil 1000's navigation is intended to be more accessible to users who are visually impaired. This means that Kurzweil 1000 provides many keyboard shortcut commands while removing the graphical user interface. A starting point to determine which is best for your circumstances is to consider: Does the end-user access the computer using point-and-click with a mouse? If the answer is "yes", then Kurzweil 3000 may be indicated.)

Other than IT support, will be funded with categorical funding.

Admissions & Records

- Continue support for Degree works and departmental scanning.
- Develop phone tree.
- Embrace Navigate appointment system.

Athletics

- We will need the support of IT to have the capacity to live stream events from all athletic venues.
- The primary need will be the ability to connect to the Internet.

This will be accomplished with the Measure J construction project- budgeted in scope

Child Development

At IWV:

- The Child Development Center classrooms need to have strong enough WIFI for the CHDV department Swivl classroom video tools to work.
- The classroom phones need to be in working order in for emergency notifications and emergency use.

At RPU:

- The site needs WIFI access in order to utilize the assessment tools and complete required paperwork.

Supported regardless of funding

Counseling

- Wireless mice and keyboards

Supported on categorical funding

Financial Aid

- Campus Logic

Supported on categorical funding

Outreach

- Outreach is requesting to purchase (2) Apple iPads (10.2-Inch, Wi-Fi, 32GB) at \$328.41 each as well as (1) Verizon Jetpack Mi 8800XL Hotspot for \$99.00, 2-year contract. These items will be used in order to provide access to students in the community who may not have availability to use a computer. Also to provide students direct assistance with applying to CC at outreach events. The iPads will also be used to administer surveys and for potential new students to send a request for more information. Continued support of services as events continue and increase here on campus

Supported on categorical funding

SGCC

- Nothing

Marketing

ACCESS Programs

- Access Programs will need the continued support of marketing to develop and print informational brochures and fliers for in-reach and outreach.
- Also, website and social media support and marketing will be needed for events and information regarding registration.

Either indirect support with no identified costs or supported on categorical funding.

Admissions & Records

- Work closely with counseling and recruitment on attracting students and their parent's participation.

Integrated funding from categorical sources.

Athletics

- Continued marketing efforts will resume through the Athletic Website with a focus on reaching high school recruits by marketing our athletic programs in ways that are relevant to the demographic.
- The athletic programs will also strengthen the effort to market individual sports and bring high school recruits on to campus before their high school graduation date. This will require support from print shop in terms of flyers, media guides, posters.
- The athletic department will also continue to strengthen the relationship with the Coyote Club in an effort to improve marketing throughout the community.
- The athletic department is currently improving its effort to increase the social media presence. This is done with an emphasis to promote Cerro Coso athletic programs within the region and state to create an awareness around the Coyote athletic programs.
- An area to target is to get the Cerro Coso brand into larger and higher visible areas, such as billboards and in front of the community.

Supported- depending on real dollar costs and whether this represents an increase for marketing. Possibly could identify alternative funding

Child Development Center

- Advertising materials specific for the sites need to be created and developed to meet the clients of the communities they serve.
- Marketing materials that can be given out at events need to be created and purchased.

Supported regardless of funding source

Counseling

- General marketing for Counseling to continue to expand core services, Navigate use among students and faculty, and awareness of events and activities.

Supported on categorical funding

Financial Aid

- Develop strategy for effective marketing materials.
- Financial Awareness workshops.
- No course cancellations. If we get a heads up that an instructor is to be absent, rather than cancel the course, one of our professional staff could conduct a session on financial aid, scholarship strategies, etc.

Either indirect support with no identified costs or supported on categorical funding. Some more outreach related and will be coordinated with that unit.

Outreach

The Public Information Officer and the Director of Outreach continuously collaborate on marketing strategies for upcoming events on and off-campus.

- Outreach participates in several events throughout the year in order to promote the campus and the programs we provide, I am requesting access or availability to work with marketing directly in order to provide pictures of events CC is involved with on and off campus.
- I believe if we show more Cerro Coso involvement on our social media platforms as the events are happening we can draw more followers and support for Cerro Coso. I am requesting to work on a procedure for providing content and photos for this to occur more which supports Marketing and Outreach collaboratively.

Supported- no costs associated

SGCC

Nothing

Professional Development

ACCESS Programs

Access Programs would like staff to participate in the following –

- EOPS/CARE/NEXTUP webinars supported by the Chancellors Office
- EOPS Statewide Conference supported by CCCEOPSAA
- CAPED Continued Accessibility Training
- 1st generation training

Admissions & Records

- Attend professional organization webinars and conferences when available.

Supported on categorical funding

Athletics

A need for the continued development of intersection between athletic recruiting/admissions/financial aid/counseling needs to be considered to become better aligned and put Cerro Coso in a position to continue to improve our service to incoming students. Dan Tudor, Tudor Collegiate Strategies ranging in cost from \$1000-\$3000, can provide an example of on campus PD.

Supported on categorical funding

The Athletic Department needs the ability to stay current in best practices leadership development by sending 2 coaches (or 1 coach and 1 trainer) to their respective professional development conference or clinic at the Regional or National Level each year:

- NCAA Coaching Development (Basketball)
- ABCA Coaching Development (Baseball)
- NSCAA Coaching Development (Soccer)
- USAVA Coaching Development (Volleyball)
- NATA or FWATA Annual Conference (Meets mandatory CEU requirement for Athletic Training annual certification)

- NACDA Athletic Leadership Development (Athletic Director)

Support

Child Development Center

- Staff will need to become familiar with any new requirements that the Teacher Commission puts out regarding the requirements for renewal of permits.
- Staff will continue to take advantage of the multitude of free online webinars available.
- Staff will be share what they have learned with others as they each plan mini trainings based on the trainings they have taken

Supported with CDC funding

Counseling

- Generally covered under SEA funding

Financial Aid

- Present at local conferences.
- Participate at state and national conferences with peer institutions

Supported with categorical funding

Outreach

- Attend the RNL National Conference 2021 July 8-10th in Chicago, IL. This conference covers annually topics pertaining to Enrollment Management, student recruitment, student success strategies and multichannel outreach within communities.
- Attend AACROA 2021-Strategic Enrollment Management Conference.
- Attend UPCEA (University Professional and Continuing Education Association) Marketing and Enrollment Management Seminar, December 2021.

Supported depending on COVID in-person or virtual with categorical funding.

SGCC

- Nothing

Research and Data

ACCESS Programs

- Support an EOPS/CARE student survey
- Support a DSPS state survey

Admissions & Records

- Access to Tableau

Athletics

- Nothing

Child Development Center

- Nothing

Counseling

- Student Services Trend data by campus, non-CC zip codes, and for prisons needed annually

- Placement data for Program Review 2-year Strategy 4 (evaluate effectiveness of placement methods)
- Need assistance with Outcome Assessment Gaps identified (Assessment methods for AUO 3 & 4)

Financial Aid

- Work on creating Cognos reports as required.

Outreach

- Continued support in the CC recruitment and retention process. IR has supplied data for Student Services and Outreach in conjunction with the interact campaign will continue to run reports at each semester for "Applied but not registered" and "Stop Outs."
- The need to continue these data lists each semester will improve overall efforts to increase enrollment.

SGCC

- Nothing

Staffing Requests Not Already Listed In Prior Plans

1000 Category - Certificated Positions

2000 Category - Classified Staff

Director of Equity and Inclusion

Location:

Ridgecrest/IWV

Salary Grade:

H

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

\$94,302.56

Justification:

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

The college previously had a Director of Student Equity, which was vacated in 2018. Subsequently, the position was advertised twice, both times with a insufficient pool in response. During the vacancy, the Vice President of Student Services has partially backfilled some of the work of this position, particularly as it has to do with the state's integrated planning, the Equity budget and related programs such as Umoja. This period of vacancy has also been an opportunity to evaluate the needs for addressing student equity, diversity and cultural competence at the college, as well as equity as it relates to Guided Pathways implementation. In this context, there have been other positions reorganized to better address a variety of student services needs at the college. This context and analysis has resulted in the position proposed in this justification, which is the Director of Equity and Inclusion. This

position maintains the substantial focus on Equity, but includes a more explicit component of student life and activities, as well. This is also in recognition of the important connection between student life and activities in developing and maintaining engagement, retention and a culturally competent climate at the college. Currently, there are components of this area of coordination and oversight being partially backfilled by other positions. However, assessment has made it clear that there must be a position with primary responsibility in order for the college to make substantial progress on its Equity goals and the integration of a focus on improving Equity and cultural competence at the college.

There has been an increased focus, funding and clear direction from the Chancellor's Office with the addition of the Veteran's Resource Center, Mental Health Awareness, Hunger-Free Campus, UMOJA as a categorical program- just to name a few. This is in addition to the original Student Equity Program. The expectations for focusing on and making progress in all areas of equity and meeting students' diverse and basic needs are only increasing. The college has already struggled to minimally address and make progress in these areas, particularly for African American students.

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

The college's most recent strategic plan includes a large number of metrics and targets associated with improving student achievement. The college will not be able to achieve these targets without a focus on improving outcomes for disproportionately impacted students. It is the primary focus of this position to support this work at all levels and programs throughout the institution. This requires the focused, intentional effort and a commitment of resources, including a position with the expertise and dedication to this work on addressing equity gaps.

Without this position, the college will continue to have substantial gaps in providing leadership for achievement of student equity goals and also in supporting a program of engaging and inclusive student life at the college.

Both of these areas have direct impact on the funding formula and ultimately funding for the college

Is a temporary employee currently performing the work of this position?

No

How is the work assigned to this position presently accomplished?

While this combination has not previously existed in a single position, this is not new work. Under previous organizational structures this work has existed within other positions. However, with the current organizational structures these areas are not covered. Currently, positions such as the VPSS and Director of Outreach are attempting to fill some of this gap. However, this is entirely insufficient and is leaving substantial gaps in both Student Equity and Student Life, both critical for student engagement, retention and completion.