



Describe Department/Unit

Connection to College Mission

The Bishop and Mammoth Lakes Campuses Support the Cerro Coso Community College Mission

The Eastern Sierra College Center (ESCC) Bishop and Mammoth Lakes campuses actively advances Cerro Coso Community College's mission to improve the life of every student by prioritizing equity and supporting educational attainment. ESCC accomplishes this through accessible programs, innovative delivery methods, and comprehensive support tailored to the unique needs of rural communities.

Prioritizing Equity & Access

- **Rural and Remote Access:** ESCC brings high-quality education to beautiful, but geographically isolated communities, ensuring students in Inyo and Mono counties have local, affordable pathways to college.
- **Dual Enrollment & Early College:** Partnerships with over 10 regional high schools reduce barriers for first-generation, low-income, and rural students by providing early exposure to college, no to low cost tuition opportunities, and clear degree pathways.
- **Support for Diverse Populations:** The Bishop campus houses the collegewide Native American Student Support & Success Program, offering culturally relevant support to Native students and their families.

Supporting Attainment of Educational Goals

- **Transfer & Degree Pathways:** ESCC offers transfer preparation, GE patterns (local & transfer patterns), certificates, and terminal

degrees that align with student goals and regional workforce needs.

- **Non-Credit Education:** With several non-credit courses from ceramics to music to Guard Card training, ESCC supports lifelong learning and personal development for all community members.
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Innovative and Flexible Delivery Methods

- **Technology-Enhanced Learning:** Zoom rooms, hybrid instruction, and online support extend educational access across vast rural distances.
 - **In-seat, Hybrid, and Online Options:** Students may choose from multiple delivery modes that align with work, family, and transportation realities common in rural areas.
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Comprehensive Student Support Services

- **On-Ground Services:** ESCC provides Admissions & Records, Access Programs, Advising Services, and Basic Needs through local on-ground staffing.
 - **Expanded Support Connections:** Students also access IWV's online services, ensuring consistent, equitable support regardless of location for Financial Aid, Library Services, and Tutoring.
 - **Community-Based Support:** Events such as Mexican Consulate visits reduce the need for local students and their family to travel for their document and travel services. Local scholarship programs (e.g., Eastern Sierra Foundation and Mammoth Lakes Foundation) reduce financial and logistical barriers. Annual donations from Slager-Sunset Foundation also help enhance our student experiences and provide added supports.
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Developing Ethical and Effective Citizenry

- **Community and Cultural Enrichment:** ESCC hosts Indigenous Peoples Day celebrations, history conferences, wildlife rescue events, evening astronomy talks, CC Pride Club, and community band and choir performances, strengthening civic engagement and cultural appreciation.

- **Local Workforce Development:** Programs in health careers, digital media, social work, addiction studies, early childhood education, wildland fire and more align with regional employers to prepare students for meaningful local careers.
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Summary

Through accessible education, strong community partnerships, innovative delivery, and equity-centered student support, the Bishop and Mammoth Lakes campuses embody Cerro Coso's mission. ESCC ensures students in the Eastern Sierra have the tools, opportunities, and support needed to reach their goals and become engaged, ethical members of their communities.

Review and Planning

Student Equity

Equity Gaps - ESCC Bishop & Mammoth Lakes

ESCC continues to expand enrollment, diversify instructional modalities, and serve high-need and underrepresented students. Strong participation from first-generation, Hispanic/Latino, and Native American students remains a core strength. Current equity gaps center on low male student enrollment at ESCC Bishop and low hybrid course completion/success at both Bishop and Mammoth Lakes.

Equity Gap #1: Male Students - Enrollment, Success, & Completion (Bishop)

Male enrollment has grown from 9.9% in 20-21 to 36.6% in 24-25 a 270% increase. Although progress is significant, men remain underrepresented compared to women (36.6% vs. 60.6%), affecting persistence and access to high-wage career pathways.

Strengths

- Male enrollment more than tripled in five years
- Hybrid growth strongly supports male participation

- High interest in EMS, Fire Tech, Digital Media, and Outdoor Recreation
- Strong employer partnerships (fire, SAR, hospitality, public lands)
- High first-gen and economically disadvantaged representation

Equity Goal

Increase male participation to 40% of ESCC Bishop enrollment by 26–27.

Recommended Strategies

1. **Career-Aligned Outreach:** Partner with fire, SAR, public lands agencies, hospitality, and auto shops for direct recruitment and promotion of stackable certificates.
2. **Flexible Scheduling:** Expand evening, weekend, hybrid, and 8-week options aligned with rural work patterns.
3. **Strengthen High-Interest Pathways:** Grow EMS, Fire Tech, Outdoor Recreation, Digital Media, and other male-aligned programs.
4. **Targeted Financial Aid Outreach:** Deliver FAFSA/CADAA workshops at worksites and create simplified “How to Pay for College” materials for men.
5. **Visibility & Marketing:** Highlight male Native American, Latino, first-gen, fire/EMS, and SAR alumni and student success stories.

Expected Outcome

Male enrollment reaches 40% by 26–27.

Equity Gap #2: Hybrid Course Completion & Success (Bishop & Mammoth Lakes)

Hybrid courses now represent 40.4% of total enrollments, demonstrating strong demand. However, completion and success rates remain below those of traditional in-person classes. This reflects statewide trends where hybrid/online formats create barriers for first-generation, low-income, Native American, and Latino students.

Strengthening hybrid instruction is essential to improving equitable outcomes across both locations.

Recommended Strategies

1. **Consistent Hybrid Course Design:** Establish a clear, student-friendly model outlining what occurs in class (or Zoom) versus online.
2. **Purposeful Use of In-Person Time:** Focus on activities that cannot be replicated online (labs, collaboration, applied learning).
3. **Expand Technology Support:** Increase Basic Needs tech lending, hotspots, and digital skills mini-training for hybrid learners.
4. **Faculty Training:** Offer faculty-led professional development in hybrid pedagogy and equitable course design.

Expected Outcome

Increase hybrid course completion/success by 10% or more by 26-27.

Last Year's Initiatives

Name: Increase Enrollment for Native American Students in the ESCC Service Area for On-campus/Online/Hybrid

Action Plan

Use CTE Liaison and new NASSSP Program Coordinator to coordinate with our local tribal organizations and Native American liaisons at the high schools to help identify and assist Native American students in our service area. Use the Liaison and Program Coordinator staff to introduce/orientate Native American students to our college, staff, and services.

Lead Measure of Success

IR is working on expanding the search in CCC Apply to better identify our current Native American students within the college. Currently it just uses the first box students check when the application asks for ethnicity. We want to be able to track the application/registration/enrollment/completion/success data for this population of students.

Lag Measure of Success

Enrollments

American Indian 105 69 112 615

IR is working to improve this number since some students will select more than one ethnicity. We want to have an accurate representation of all our Native American students collegewide. The on campus numbers have trended down due to the pandemic and OVCDC losing their funding for college support. The hope is with us getting the Native American student success grant we can reconnect with local students that want to pursue college.

Certificate/Degree Graduation Data

DEGREE_DESC	Graduation Year				
	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts for Transfer		5	5	6	6
Assoc in Science for Transfer	1	4	4	4	3
Associate in Arts	6	7	13	13	13
Associate in Science	6	1	3	7	4
Cert of Achievement >1 <2 yr	6	5	5	11	8
Cert. of Achievement < 1 yr	5	5	7	4	1
Job Skills Certificate	3	2			2
Grand Total	22	21	24	29	28

Above are our current award and graduation rates for Native American students.

Once IR finds a method to identify how many Native American students we actually have, we can see if those numbers are increasing year to year. We can also see if awards/degrees/completion rates are increasing over time.

Initiative Status

Completed

Summarize actions taken on this initiative

Native American students represent 6–8% of enrollment and grow in both headcount (11 → 32) and percentage (6.4% → 7.6%). However, these numbers are not accurate. Corrected Native American numbers below:

- 2020–21: 83
- 2021–22: 64
- 2022–23: 99
- 2023–24: 91
- 2024–25: 93

Native American enrollment at ESCC Bishop increased from 83 students in 2020–21 to 93 students in 2024–25, representing an overall 12% growth over five years, with notable year-to-year fluctuations but a strong long-term upward trend.

Name: Expand on and Increase CTE Offerings

Action Plan

Incorporate CTE programs as much as possible/feasible on campus at our ESCC sites. Promote hybrid and online CTE to our ESCC students. Our local Eastern Sierra Foundation and Mammoth Lakes Foundation local scholarships have lifted the requirement of full-time on campus classes. They will accept part-time students that are taking online classes as long as they have an approved long term education plan done by Counseling. IR has done a great job of popping out our service area students, so we can better connect with our online ESCC students.

Start conversations with BC about Dual Enrollment in Agriculture (for Lone Pine and Bishop high schools), and Culinary for Mammoth High School. Down the road we might be interested in creating our own programs, but we will test the waters with high school first.

We have a professional expert that can also help us develop an Outdoor Recreation/Leisure and Recreation/Recreation Management studies certificate/degree program. It would likely be a good fit for our service area with two national parks on either end (Death Valley and Yosemite), and endless amounts of forest and recreation land.

Other community colleges offering Recreation Management type programs: Sierra College, College of the Canyons, American River College, El Camino College, Fresno City College, Cuesta College, Allan Hancock College, Feather River College, and Diablo Valley College.

Lead Measure of Success

Local employers continually ask for qualified workers in child development, law enforcement/guard card, health careers, forest service workers, recreation workers, people that can work in the tourism industry (food/hotels/tour guides and rangers), and wildland fire. All a good fit for CTE training, but not always the best paying employment.

There is a huge need for industrial type workers for CalTrans, LA Department of Water and Power, Mammoth Mountain, and others. They are looking for heavy equipment operators, mechanics, welders, engineers, etc. These are better paying jobs with benefits, but harder for ESCC Bishop and Mammoth campuses to build and support over time. We would need to definitely forge some partnerships.

Both the Mammoth and Bishop Chamber of Commerce request employees for tourism industries on the regular. The one program I can certainly see us develop is Outdoor Recreation. That brings in a lot of different types of training that could lead to quality employment for our students.

Lag Measure of Success

Over time we can see if more students are enrolling in CTE programs and connect them employers as they request people. Knowing who our students are will make it easier for students/employers to connect. We can also better promote CTE programs if we know what employers are actually looking for.

Initiative Status

In Progress

Summarize actions taken on this initiative

ESCC (and East Kern) currently has three new programs progressing through the curriculum process:

- Wildland Firefighting & Technician (Certificate)

- Outdoor Recreation (Certificate & Degree)
- Forestry Technician (Certificate & Degree).

All three pathways align closely with the Eastern Sierra's workforce needs and natural resource economy, and each represents an excellent fit for the Bishop and Mammoth campuses. These programs will strengthen local employment pipelines, support partnerships with federal and state land management agencies, and provide high-value career opportunities for students interested in fire, forestry, recreation, and public lands management. Once approved, these certificates and degrees will significantly expand ESCC's ability to serve regional employers and offer place-based, high-demand career pathways for Eastern Sierra residents.

We currently have professional experts and faculty assisting us with curriculum development for:

- Agriculture (likely Dual Enrollment in Inyo High Schools)
- Hospitality (will be an online program)

New High School CTE Offerings:

- **Mammoth High School:** Dual Enrollment **Medical Assisting** Fall 2025.
- **Big Pine High School:** Dual Enrollment **Digital Media Arts** Fall 2025.

Coming Soon High School CTE Offerings:

- **Bishop High School:** Dual Enrollment **Medical Assisting** Fall 2026.

Name: Identify and Better Support 1st Year and 1st Generation Students with Completion/Success

Action Plan

Recruit the high schools, our Admissions and Records office, and our Counseling Team to ask students if this is their first college experience and ask if their parents/caretakers went to college. If they identify as 1st year college and/or 1st generation students, we can provide over and above services to them while they are with us. Counseling can make a list in Navigate to push out important messages, dates, and resources to them. We will also pay attention

to what the 1st generation task force is coming up with and implement what make sense at ESCC to support our students.

Lead Measure of Success

Mammoth Campus has a significant Performance Gap:

First-time student Completion Rate 65% and Success Rate 44%

Our strategy will employ what was mentioned above, but we will also recommend that our community college bound high school students take at least 1-2 concurrent enrollment classes and possibly a Dual Enrollment ENGL C070. Mammoth High School currently offers ENGL C101 and C102 to their transfer bound students, along with a plethora of other dual enrollment and concurrent opportunities. The seniors that graduate and come to us typically do not have any concurrent or Dual Enrollment classes on their transcripts, and they seem to struggle.

Lag Measure of Success

Each year we can look at the completion and success data to see if the percentage completing and completing successfully are increasing.

Initiative Status

Completed

Summarize actions taken on this initiative

For 24-25 Mammoth First-Generation Students had an 80% Course Success Rate and a 95% Completion Rate.

Initiatives for Next Academic Year

Increase Male Enrollment at Bishop Campus

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

1. Career-Aligned Outreach to Male-Dominated Sectors

Actions:

- Conduct onsite outreach at fire departments, SAR teams, tribal agencies, public lands agencies, hospitality kitchens, and Mammoth Mountain (ski resort), .
- Present short-term, stackable certificates (EMS, Fire Tech, Outdoor Rec, Digital Media, IT, etc.).
- Attend seasonal fire/SAR briefings with program flyers.

Early Observational Data, or "Lead" Measure(s)

- 4-6 employer outreach visits per semester
- At least 1 employer presentations each term
- Distribute 200+ program flyers at male-dominated worksites
- Create one "How to Start College" handout per year marketing towards men

Do you request help developing these instruments?

Institutional Performance Data, or "Lag" Measure(s)

- Increase in male applicants from targeted employers
- Semester-to-semester growth in male enrollment numbers
- Increase in the number of men enrolling in CTE courses/programs

Person Responsible

ESCC Director, Counseling, Outreach, & CTE

What unit gap or institutional goal does this address?

Improve Student Completion and Success in Hybrid Classes

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

Expand Technology Access

Actions:

- Increase laptop, hotspot, and accessory lending.

Early Observational Data, or "Lead" Measure(s)

Expanding Technology Access/Basic Needs Support:

- Number of Basic Needs messages sent to hybrid students
- Number of hybrid learners receiving food/tech/textbook support
- Number of Basic Needs referrals completed

Do you request help developing these instruments?

Institutional Performance Data, or "Lag" Measure(s)

Expanding Technology Access/Basic Needs Support:

- Fewer tech-related drops/withdrawals
- Higher completion rates for students who borrowed devices
- Decrease in incomplete/missing online assignments

Person Responsible

ESCC Director, Counseling, & Basic Needs

What unit gap or institutional goal does this address?

It addresses a gap in student equity

Increase Online Financial Aid Services to Mammoth Campus

Is this a multi-year Initiative?

Specific Action Steps to be Taken

Establish a Consistent Virtual Financial Aid Presence for Mammoth

Actions:

- Create virtual Financial Aid Office Hours dedicated to Mammoth students (Zoom).
- Offer drop-in times plus appointment-based sessions.

Early Observational Data, or "Lead" Measure(s)

- Number of virtual office hours that could be offered by Financial Aid
- Increase number of Mammoth students attending virtual sessions
- Count number of Zoom appointments completed per month

Do you request help developing these instruments?

Institutional Performance Data, or "Lag" Measure(s)

- Increase in FAFSA/CADAA submissions from Mammoth students
- Increase in number of Mammoth students awarded aid
- Reduction in "no activity" or incomplete aid files

Person Responsible

ESCC Director, Financial Aid Director, ESCC Counseling, ESCC Access, & ESCC A&R

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective

Requested Resources

#96 Facilities: New Furniture for Bishop Room 120

Is this a one-time request or an on-going request? One-Time

Amount Requested 50000.00

Is this request supported in your initiatives or elsewhere?

None

This is supported in M&O's ongoing multiyear initiatives to replace ESCC/LRC furniture.

Description/Explanation

The existing classroom furniture at ESCC Bishop and/or Mammoth is old, outdated, heavy, and no longer meets the needs of modern instruction. Many pieces are over a decade (or more) old, difficult to move, and not designed for flexible, student-centered learning environments. The heaviness and bulk of the current tables and chairs limit the ability to reconfigure classrooms for hybrid teaching, small-group work, tutoring, or technology-supported activities. In addition, several items show visible wear, loose hardware, and inconsistent heights, making the classrooms appear dated and less functional.

Supporting Facts/Data

- **Furniture age:** Much of the existing classroom furniture is estimated to be **10-20+ years old**, exceeding the recommended lifecycle for instructional furniture (7-12 years).
- **Weight and mobility:** Existing desks and tables require two staff members to move and cannot be rearranged quickly, preventing faculty from adapting layouts to course needs. I only have one M&O staff person to help both sites.
- **Safety and condition issues:** Staff have reported peeling surfaces, and chairs that no longer support proper posture, creating potential safety risks and discomfort for students.
- **Hybrid and group-learning needs:** Current furniture does not support the flexible configuration required for hybrid, HyFlex, or active-learning environments, limiting instructional effectiveness.
- **Student feedback (informal):** Students have shared that the chairs are uncomfortable for long classes; some tables are too large for laptops and materials. Reduces useable space in the room.

- **Operational inefficiency:** M&O and faculty spend time adjusting, tightening, or moving heavy furniture, reducing instructional and operational efficiency.

Impact on the Department/Unit

- **Limits instructional flexibility:** Faculty cannot redesign spaces to support group work, project-based learning, or hybrid teaching methods.
- **Reduces student comfort and engagement:** Outdated, uncomfortable furniture negatively impacts student focus, satisfaction, and persistence.
- **Creates barriers for DSPS students:** The current layout and furniture size/weight make accessibility adjustments difficult, and some seating does not accommodate ergonomic needs.
- **Discourages community use of campus facilities:** Outdated spaces do not reflect a modern, welcoming learning environment for prospective students or partners.

Impact on Operational Efficiency

- **Increased labor for M&O:** Staff must move and repair heavy furniture frequently, taking time away from other essential tasks.
- **Slower room turnover:** Rooms cannot be reconfigured quickly for different class types, lab setups, or community events.
- **Reduced capacity for hybrid expansion:** Flexible, lightweight, mobile furniture is essential for the college's growing hybrid and HyFlex instruction, but current furniture prevents efficient alignment with technology needs.
- **Higher long-term repair costs:** Aging furniture requires recurring maintenance and piecemeal fixes rather than a modern, durable replacement solution.

#97 Facilities: New Tables and Chairs for Mammoth Room 217

Is this a one-time request or an on-going request? One-Time

Amount Requested 50000.00

Is this request supported in your initiatives or elsewhere? Yes

This is supported in M&O's ongoing multiyear initiatives to replace ESCC/LRC furniture.

Description/Explanation

The existing classroom furniture at ESCC Bishop and/or Mammoth is old, outdated, heavy, and no longer meets the needs of modern instruction. Many pieces are over a decade (or more) old, difficult to move, and not designed for flexible, student-centered learning environments. The heaviness and bulk of the current tables and chairs limit the ability to reconfigure classrooms for hybrid teaching, small-group work, tutoring, or technology-supported activities. In addition, several items show visible wear, loose hardware, and inconsistent heights, making the classrooms appear dated and less functional.

Supporting Facts/Data

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- **Weight and mobility:** Existing desks and tables require two staff members to move and cannot be rearranged quickly, preventing faculty from adapting layouts to course needs. I only have one M&O staff person to help both sites.
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- **Operational inefficiency:** M&O and faculty spend time adjusting, tightening, or moving heavy furniture, reducing instructional and operational efficiency.

Impact on the Department/Unit

- **Limits instructional flexibility:** Faculty cannot redesign spaces to support group work, project-based learning, or hybrid teaching methods.
- **Reduces student comfort and engagement:** Outdated, uncomfortable furniture negatively impacts student focus, satisfaction, and persistence.
- **Creates barriers for DSPS students:** The current layout and furniture size/weight make accessibility adjustments difficult, and some seating does not accommodate ergonomic needs.
- **Discourages community use of campus facilities:** Outdated spaces do not reflect a modern, welcoming learning environment for prospective students or partners.

Impact on Operational Efficiency

- **Increased labor for M&O:** Staff must move and repair heavy furniture frequently, taking time away from other essential tasks.
- **Slower room turnover:** Rooms cannot be reconfigured quickly for different class types, lab setups, or community events.
- **Reduced capacity for hybrid expansion:** Flexible, lightweight, mobile furniture is essential for the college's growing hybrid and HyFlex instruction, but current furniture prevents efficient alignment with technology needs.
- **Higher long-term repair costs:** Aging furniture requires recurring maintenance and piecemeal fixes rather than a modern, durable replacement solution.

#105 Marketing: Tri-County Fair

Is this a one-time request or an on-going request? Ongoing

Amount Requested \$12000.00

Is this request supported in your initiatives or elsewhere?

None

We are moving ESCC marketing requests to Communications and Community Relations budget.

Description/Explanation

The Eastern Sierra College Center (ESCC) is requesting \$12,000 to continue and expand its marketing and outreach presence at the Tri-County Fairgrounds in Bishop, CA. This partnership provides year-round, high-visibility exposure to Inyo and Mono County residents and visitors. Current benefits include:

- A large vinyl window display featuring Cerro Coso programs and pathways.
- Banners and signage displayed prominently during high-traffic public events (Tri-County Fair, Mule Days, Home Show, community festivals, etc.).
- Access to booth space and the ability for ESCC staff to meet directly with prospective students, parents, and community partners during key events.

The requested funding maintains existing marketing assets and enhances our presence to better support enrollment growth, brand awareness, and community engagement across both ESCC Bishop and Mammoth Lakes campuses.

Supporting Facts/Data

- Tri-County Fairgrounds draws more than 40,000+ visitors annually across all events, representing the highest concentration of public traffic in the region.
- ESCC serves a vast rural region with limited centralized gathering spaces; the Fairgrounds is the primary community hub for Inyo and Mono counties.
- Rural students, adult learners, and working families often engage with the college first through in-person community events, making visibility critical for early connection and advising.
- ESCC's current window display and banners have already increased awareness, staff report inquiries at the Bishop campus from individuals who "saw us at the Fairgrounds."

- Local high school enrollment pipelines (BUHS, Lone Pine, Big Pine, Mammoth, and others) rely heavily on face-to-face outreach, which events at the Fairgrounds support. They also host Inyo County Office of Education's Inyo 5th Grade Day event.

Impact on the Department/Unit

- **Strengthens Enrollment for High-Need Programs**
In-person engagement at Fairgrounds events directly supports recruitment for:
 - Health Careers (MA, LVN, EMS)
 - Early College/Dual Enrollment pathways
 - Noncredit programs (ART, MUSC, Guard Card, etc.)
 - Career Technical Education
Consistent visibility ensures students and families are aware of program start dates, scholarship opportunities (ESF and MLF), and advising support.
- **Builds Trust and Community Presence**
ESCC's mission emphasizes equity and access. Fairgrounds presence positions us as:
 - A local, accessible institution
 - A college engaged in the community
 - A resource for lifelong learning
This is especially important for first-generation, Native American, and Hispanic/Latino students who benefit most from early, personal connections.
- **Supports K16 and Workforce Partnerships**
Fairgrounds visibility increases opportunities to connect with:
 - Local industry employers
 - Nonprofit partners
 - Tribal education programs

- Adult education and workforce training prospects
These relationships reinforce ESCC's regional leadership role.

Impact on Operational Efficiency

- Centralized Outreach Saves Staff Travel Time
Instead of multiple small outreach trips across a 200-mile service area, the Fairgrounds provides:
 - One regional hub where all community groups gather
 - Higher volume of contacts with fewer staff hours
 - More efficient promotion of Bishop and Mammoth Lakes programs simultaneously
- Reduces Long-Term Advertising Costs
Window displays and banners provide year-round advertising at a fraction of what ongoing print, digital, or billboard marketing would cost.
The Fairgrounds delivers persistent visibility without monthly ad fees.
- Streamlines Recruitment Workflows
Meeting prospective students face-to-face allows ESCC staff to:
 - Quickly identify enrollment barriers
 - Schedule counseling appointments
 - Connect students to FAFSA workshops, scholarships, and application assistance
 - Reduce back-and-forth communication and delays in application processing
- Improves Equity Through Accessible Outreach
By eliminating the need for students to travel to campus, ESCC reaches individuals who:
 - Lack reliable transportation
 - Work nontraditional hours

- Are disconnected from school or workforce systems
This aligns directly with the mission to provide equitable access across rural communities.

#106 Marketing: Bishop Mule Days Event - Marketing

Is this a one-time request or an on-going request? Ongoing

Amount Requested 1000.00

Is this request supported in your initiatives or elsewhere? Yes

We are moving ESCC Marketing efforts to the Communications and Community Relations budget.

Description/Explanation

The Eastern Sierra College Center (ESCC) is requesting \$1,000 to fund marketing and outreach at the annual Bishop Mule Days Celebration, one of the region's largest and most iconic events. This funding supports booth fees, banner placement, promotion during the event, and they feature us in their Mule Days magazine.

Participation in Mule Days allows ESCC to maintain a visible, community-centered presence, engage directly with residents and visitors, and promote Bishop and Mammoth Lakes campus programs, pathways, and scholarship opportunities. It's also an opportunity to market our online programs, which can be taken anywhere in the State of California.

Supporting Facts/Data

- Bishop Mule Days draws an estimated 30,000–35,000 attendees each year, including local residents, high school families, adult learners, workforce partners, and out-of-area visitors.
- Mule Days is the single largest multi-day event in Inyo County, offering unparalleled public exposure within ESCC's core service area.
- Community engagement research consistently shows that face-to-face outreach increases enrollment likelihood, especially among first-generation and rural students.

- Past ESCC participation has led to direct student inquiries, campus visits, and enrollment referrals from families and working adults who learned about programs at Mule Days.
- Many regional high school families attend this event, making it a prime opportunity to promote Dual Enrollment, Early College, and upcoming program offerings.

Impact on the Department/Unit

- Boosts Enrollment for High-Demand Programs
Staff can advertise:
 - Health Careers pathways (MA, LVN, EMS)
 - General Education and transfer degrees
 - Noncredit courses (ART, MUSC, and Guard Card)
 - Scholarships (Eastern Sierra Foundation, Mammoth Lakes Foundation)
- Reaches Hard-to-Access Populations
Mule Days attracts rural residents who may not regularly engage with campus but are prime candidates for:
 - Career changes
 - Returning-to-school opportunities
 - Dual enrollment options for their students
- Strengthens the ESCC Brand
Event visibility reinforces Cerro Coso as:
 - A trusted local education partner
 - An accessible, community-rooted college
 - A hub for workforce and economic development
- Supports Equity and Mission Alignment
Many families attending Mule Days include first-generation, Native American, and Hispanic/Latino students, groups historically underrepresented in higher education and central to ESCC's mission focus.

Impact on Operational Efficiency

- **High-Traffic Outreach in a Single Location**
Mule Days provides concentrated, high-volume engagement without requiring extensive travel or multiple outreach trips across Inyo and Mono counties.
- **Cost-Effective Marketing**
A \$1,000 investment delivers:
 - Multi-day exposure
 - Thousands of impressions
 - Opportunities for direct advising and recruitment
This is significantly more cost-efficient than traditional advertising (billboards, print campaigns, etc.).
- **Streamlines Recruitment and Intake**
Staff can immediately:
 - Provide program information
 - Schedule appointments
 - Answer application or financial aid questions
 - Connect prospective students to ESF/MLF scholarships
This reduces processing delays and improves the speed of enrolling new students.
- **Enhances Cross-Department Coordination**
Mule Days allows Counseling, Outreach, NASSSP, and Student Services to collaborate on a unified, efficient recruitment effort, maximizing staff time and impact.

#107 Marketing: Bishop Twin Theater Advertising

Is this a one-time request or an on-going request? Ongoing

Amount Requested \$3000.00

Is this request supported in your initiatives or elsewhere? Yes

We are moving ESCC Marketing efforts to the Communications and Community Relations budget.

Description/Explanation

The Eastern Sierra College Center (ESCC) is requesting \$3,000 to continue advertising at the Bishop Twin Theater, one of the most heavily attended entertainment venues in Inyo County. This partnership provides year-round visibility through on-screen ads and lobby displays, promoting ESCC programs, pathways, and scholarship opportunities to the community.

Because the Bishop Twin Theater draws residents of all ages, including high school students, parents, working adults, and seniors, it functions as a high-impact public-awareness platform for ESCC. This investment ensures our presence remains strong, updated, and aligned with districtwide marketing goals.

Supporting Facts/Data

- The Bishop Twin Theater draws an estimated 3,000–5,000 visitors per month, with peak attendance during weekends, holidays, and movie release weeks.
- Movie theaters offer long-duration, captive audiences, increasing the retention of on-screen advertisements compared to print or digital ads.
- Rural communities have few centralized gathering places; the Bishop Twin Theater is one of the primary entertainment hubs for Bishop, Big Pine, Lone Pine, and surrounding communities.
- Theater advertising reaches:
 - Local families
 - High school-aged students
 - Adult learners seeking retraining
 - Workforce partners
 - Community leaders
- ESCC partners frequently report that community members mention “seeing Cerro Coso at the movies,” demonstrating measurable awareness and visibility.

Impact on the Department/Unit

- Enhanced Program Visibility
Promotes:

- Health Careers (MA, LVN, EMS)
- CTE pathways
- Transfer and general education programs
- Noncredit courses (ART, MUSC, and Guard Card)
- Early College and Dual Enrollment pathways
- ESF and MLF scholarship opportunities

- Reaches Key Demographic Groups
Theater audiences include:

- Teenagers considering college options
- Parents who make enrollment and scholarship decisions
- Adult learners exploring career changes
- First-generation students who benefit from early exposure

This aligns directly with ESCC's equity-focused mission to increase access for underrepresented and rural populations.

- Community Engagement and Trust
A consistent presence in a highly visible community space reinforces Cerro Coso's role as:

- A local, accessible educational resource
- A trusted community partner
- A leader in regional workforce and academic pathways

- Supports Enrollment Growth and Awareness
Theater advertising helps maintain top-of-mind awareness during peak registration periods (summer, fall, and spring), contributing to increased inquiries and campus foot traffic.

Impact on Operational Efficiency

- **Cost-Effective, Year-Round Advertising**

The Bishop Twin Theater provides one of the most affordable long-term advertising opportunities in the region. For \$3,000, ESCC receives:

- Continuous on-screen ads
 - Frequent daily impressions
 - Lobby visibility
 - Multi-generational audience reach
- In comparison, print ads or billboards would cost significantly more for far less sustained exposure.

- **Reduced Outreach Travel and Labor**

Rather than relying solely on in-person events, theater advertising:

- Reaches local residents during their regular routines
- Reduces the need for staff to attend multiple small outreach opportunities
- Delivers consistent messaging without additional labor costs

- **Supports Centralized Messaging Across Departments**

Theater ads allow ESCC to promote:

- Registration deadlines
 - Financial aid reminders
 - Scholarship opportunities
 - New programs and certificates
- without requiring separate campaigns for each department.

- **Improves Rural Access and Equity**

The theater is accessible to residents who may not frequently visit the campus or attend community events.

This ensures that:

- First-generation students

- Families without broadband
- Students not connected to K-12 schools still receive information about college pathways.

Faculty Position Requests

Locations

Justification

Classified Position Requests

Locations

Justification

Salary Grade

Number of Months per Year

Number of Hours per Week

Salary Amount

ESCC ASP Budget Request Worksheet for FY27

Fund	Org Description	Account Description	Program Description	Activity	Location	2025	2025	2026	2027	Notes	Increase?	If requesting increase of %5 or more		
						Adopted Budget	Actual Expenses	Adopted Budget	Request			In planning document	Data?	Relevance?
GU001	Bishop Campus	Non-Inst Supplies & Materials	Instnl Support/Academic Admin		CB	\$ 2,500.00	\$ 85.42	\$ 2,500.00	\$ 2,500.00		no			
GU001	Bishop Campus	Maint & Repairs Supplies	Instnl Support/Academic Admin		CB	\$ 200.00	\$ -	\$ 200.00	\$ 200.00		no			
GU001	Bishop Campus	Outreach Materials	Instnl Support/Academic Admin		CB	\$ 13,000.00	\$ -	\$ 3,000.00	\$ 3,000.00		no			
GU001	Bishop Campus	Employee Travel DO	Instnl Support/Academic Admin		CB	\$ 1,000.00	\$ 63.22	\$ 1,000.00	\$ 1,000.00	Convert car 1395 to ESCC campus car	no			
GU001	Bishop Campus	Food/Meetings	Instnl Support/Academic Admin		CB	\$ 500.00	\$ -	\$ 500.00	\$ 500.00	Change FOAPAL to GU001 415811 5231 601000 CB	no			
GU001	Bishop Campus	Institutional Dues/Memberships	Instnl Support/Academic Admin		CB	\$ 250.00	\$ 130.00	\$ 250.00	\$ 250.00	Chamber and add Rotary	no			
GU001	Bishop Campus	Disposal Services	Instnl Support/Academic Admin		CB	\$ 3,500.00	\$ 3,325.44	\$ 4,000.00	\$ 4,500.00	Increases every year.	no			
GU001	Bishop Campus	Pest Control	Instnl Support/Academic Admin		CB	\$ 800.00	\$ 776.00	\$ 900.00	\$ 900.00	Moving to M&O	no			
GU001	Bishop Campus	Oh Equipment Maint Agreements	Instnl Support/Academic Admin		CB	\$ 400.00	\$ 343.04	\$ 550.00	\$ 550.00	Varies year to year.	no			
GU001	Bishop Campus	Outreach Events	Instnl Support/Academic Admin		CB	\$ -	\$ 13,000.00	\$ -	\$ -	Marketing request will be in Tera's budget.	no			
GU001	Bishop Campus	Taxes - Licenses & Permits	Instnl Support/Academic Admin		CB	\$ 1,160.00	\$ -	\$ 1,160.00	\$ 1,160.00		no			
GU001	Mammoth Campus	Non-Inst Supplies & Materials	Instnl Support/Academic Admin		CM	\$ 1,500.00	\$ -	\$ 1,500.00	\$ 1,500.00		no			
GU001	Mammoth Campus	Maint & Repairs Supplies	Instnl Support/Academic Admin		CM	\$ -	\$ -	\$ 200.00	\$ 200.00		no			
GU001	Mammoth Campus	Employee Travel DO	Instnl Support/Academic Admin		CM	\$ 1,000.00	\$ -	\$ 1,000.00	\$ 1,000.00		no			
GU001	Mammoth Campus	Food/Meetings	Instnl Support/Academic Admin		CM	\$ 500.00	\$ -	\$ 500.00	\$ 500.00	Change FOAPAL to GU001 415811 5231 601000 CM	no			
GU001	Mammoth Campus	Institutional Dues/Memberships	Instnl Support/Academic Admin		CM	\$ 200.00	\$ 165.00	\$ 200.00	\$ 200.00	Chamber	no			
GU001	Mammoth Campus	Disposal Services	Instnl Support/Academic Admin		CM	\$ 5,000.00	\$ 4,217.40	\$ 5,500.00	\$ 6,000.00	Increases every year.	no			
GU001	Mammoth Campus	Pest Control	Instnl Support/Academic Admin		CM	\$ 800.00	\$ 424.46	\$ 800.00	\$ 800.00	Moving to M&O?	no			
GU001	Mammoth Campus	Oh Equipment Maint Agreements	Instnl Support/Academic Admin		CM	\$ 450.00	\$ 439.26	\$ 450.00	\$ 450.00		no			
GU001	Mammoth Campus	Taxes - Licenses & Permits	Instnl Support/Academic Admin		CM	\$ 500.00	\$ 480.00	\$ 500.00	\$ 500.00		no			