

Progress Report Visit

Cerro Coso Community College
3000 College Heights Blvd.
Ridgecrest, California 93555

A Confidential Report Prepared for the Accrediting Commission
for Community and Junior Colleges

This report represents the findings of the evaluation team that visited

Cerro Coso Community College

on

November 1, 2007

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Date: December 7, 2007
To: Accrediting Commission for Community and Junior Colleges
From: Shirley J. Kelly, Team Chair
Subject: Report of Progress Visit
Cerro Coso Community College, November 1, 2007

Introduction:

A comprehensive visit was conducted to Cerro Coso Community College in October, 2006. At its meeting of January 10 – 12, 2007, the Commission acted to require of Cerro Coso Community College a Progress Report and visit. The visiting team, Dr. Shirley J. Kelly and Dr. Troy Sheffield, conducted the site visit to Cerro Coso Community College on November 1, 2007. The purpose of the visit was to validate the Progress Report prepared by the college and to determine if sustained, continuous, and positive movement toward institutional good practice had occurred. The team concluded that the college has made substantial progress toward meeting the recommendations. The team also found a spirit of cooperation and willingness to do what is needed to improve the college and meet the recommendations. Several persons noted the improved morale at the college.

The team found that the college had prepared well for the visit by arranging for meetings with the individuals agreed upon with the team chair and by assembling appropriate documents in the meeting room used by the team. In addition, on the day of visit staff was available for meetings as needed and additional documents were provided upon request. The team met with the President of the College; the Vice President, Student Learning; the Vice President, Student Services; the Dean, Career and Technical Education; and the faculty members serving as the Academic Senate President, the SLO coordinator; the Curriculum and Instruction Committee Chair; the Chair of the General Education Program; and the Chair of Counseling.

The Progress Report and visit were expected to document improvement in the following areas:

District Recommendations

Recommendation 1: The team recommends that the colleges, working with appropriate district leaders and with consideration of the unique conditions of each of the four sites in the district, complete the development, implementation, and assessment of the budget allocation model. (III.D:1.a-d; IVB.3.c)

Recommendation 2: The team recommends that the colleges, in conjunction with district leaders, complete an organizational map that clearly delineates the roles and responsibilities between the entities and identifies an evaluation process that will provide for ongoing improvement. (IV.B.3)

Recommendation 3: The team recommends that the board adopt and implement the self

evaluation process being developed and routinely administer the process. In addition, the current ethics policy should be revised to include a procedure for dealing with violations of the policy. (IV.1.g & IV.B1.h)

Recommendation 4: The team recommends that to ensure a coordinated and integrated approach to achieving the goals and priorities adopted by the governing board, a District Strategic Plan be used to direct the colleges' strategic focuses and Educational Master Plans. (II.A.1, II.B.4, II.C, IIID.1)

Recommendation 5: The team recommends that the colleges follow the Kern Community College District Policy 7D by evaluating adjunct faculty in a consistent, timely manner with procedures that assess current performance and promote improvement. (III.A.1.b)

Recommendation 6: The team recommends that the colleges, with appropriate district wide input, develop a written code of ethics for all employees. (III.A.1.d)

College Recommendations

Recommendation 7: The team recommends that the college develop and implement college-wide planning that

- a. Includes all sites (IB);
- b. Is driven by the college mission and goals (IA.4);
- c. Integrates and outlines a flow chart of interactions of all aspects of planning, evaluation and resource allocation (including appropriate staffing, impact on staff time and staff development) within the college, between the college and its sites and between the college and the district (IB.2, IB.3, IB.4; IB.6; IIA.1; IIB.4; IIC.2; IIA.4; IIA.6; IIIB.2b; IIIC.2; IIID.1a; IIID.2g; IIID.3; IVA.5; IVB.2b);
- d. Includes a technology plan that evaluates, supports and plans for the future of instructional, student services and administrative functions across the college's sites (IIIC.1c; IIIC.2);
- f. Relies on involvement of college employees from different groups and sites (IB.4; IVA.1; IVA.2; IVA.3);
- g. Incorporates measurable data outcomes (IB.3; IIA.2f; IIC.2);
- h. Guides decision-making (IA.4; IB.3; IIID.1c);
- i. Is well-documented and widely disseminated (IB.4; IB.5);
- j. Is periodically reviewed to assess the process and progress (IB.6; IB.7).

Recommendation 8: The team recommends that the College fully implement its program review process and ensure that every program completes this process on an established timeline and that the college develop a clear process through which the results of program review are then used in institutional planning and resource allocation. (II.A.2.e; II.A.2.f; II.A.2.i; II.C.2; II.A.2.e; II.A.2.i; II.B.4; II.C.2.)

Recommendation 9: The team recommends that the college progress in its development and

implementation of student learning outcomes and their assessment, evaluate the outcomes and use the results for improvement and to inform institutional planning and resource allocation. (II.A.1.a, b, c; II.A.2.c,d; II.B.4; II.C; II.C.2)

Recommendation 10: The team recommends that the college carefully identify the needs of its diverse communities. The college must then develop and deliver appropriate educational programs and services that are consistent with the educational preparation of students and the diversity, demographics, and economy of the community. (II.A.1a; II.A.2d; II.B.3; II.B.3.a; II.C.1; II.C.1c)

Recommendation 11: The team recommends that the college establish a staffing model that includes:

- a. self-examination using similar or like institutional models;
- b. the assessment of program objectives;
- c. minimum staffing levels by functional area; and
- d. criteria for the establishment of high-quality instructional programs that culminate in identified student outcomes (II.B.1; II.B.3.c; II.B.3.d; II.C.1.c; III.C.1.c; III.A.2; III.A.6).

Recommendation 12: The team recommends that the College establish and implement a written policy, inclusive of all five sites, that clearly maps the institutional decision making process and defines the roles and responsibilities for all campus constituents. The role of leadership and the institution's governance and decision-making structures and processes must be regularly evaluated to assure their integrity and effectiveness (IV.A.2a).

District and College Responses to the Team's Recommendations:

District Recommendations

Recommendation 1: The team recommends that the colleges, working with appropriate district leaders and with consideration of the unique conditions of each of the four sites in the district, complete the development, implementation, and assessment of the budget allocation model. (III.D:1.a-d; IVB.3.c)

The Kern Community College District began the development of a new allocation model for its unrestricted general funds in fall 2006, completed the development of the model in March 2007, and adopted it in April 2007. The model, which closely follows the new State allocation model resulting from the passage of SB 361, was implemented in the development of the 2007-2008 budget.

The evidence provided to the visiting team outlined the budget allocation model. Among the components are the allocation model parameters and definitions, the different steps in the allocation process, and recommendations for critical support components. Included in the critical support components are a process to fund strategic initiatives and a process to evaluate the budget allocation model annually.

During the site visit, the team met with some members of the district Budget Allocation Model Committee. The members present were generally positive of the new allocation model and the manner in which it was developed and implemented. There was also evidence that the information regarding the budget allocation and development process was widely communicated in the district.

At the time of the team's visit, the district had begun identifying the process and timeline for the evaluation of the budget allocation model as used in the development of the 2007-2008 budget.

Conclusion:

The district is to be commended for the work it has done in a relatively short time to address this recommendation. The district has completed and implemented a budget allocation model. A review of the evidence and interviews with faculty and staff validate that there has been broad constituent participation in the process and that the budget process is becoming more transparent and widely understood. Once the district completes the evaluation of the model, it will fully meet the standard.

Recommendation 2: The team recommends that the colleges, in conjunction with district leaders, complete an organizational map that clearly delineates the roles and responsibilities between the entities and identifies an evaluation process that will provide for ongoing improvement. (IV.B.3)

The visiting team reviewed *A Process of Decision Making*, which was developed to clarify the

governance and decision making process at Kern Community College District. It includes an introduction and describes the process for creating or revising governing board policy and procedure and identifies the district-wide committee structure for participatory governance in decision making. In order to address this recommendation, the district reviewed several organizational/functional maps from other colleges and districts. The district adapted the model from West Hills Community College District in developing its own functional mapping document.

The district's executive council created a draft functional map for decision making in the Kern Community College District in July 2007, and began the consultation process in September 2007. The map identifies a function as centralized, decentralized, or decentralized with coordination from the district office, the service providers (i.e., district, Bakersfield College, Porterville College, or Cerro Coso Community College), and the name and title of the person responsible (lead) at each location. Although the matrix appears to delineate roles and responsibilities of the different functions, an evaluation process is not identified. The team did validate that the constituent groups are currently reviewing the document. The goal is to have a final document ready for district-wide dissemination by spring 2008.

Cerro Coso College has a college governance and committee matrix that identifies college committees, their purpose, their membership, their reporting structure, and the associated district committee, if any. The committees consist of primary governance recommending committees, college council committees, academic senate committees, operational advisory committees, and administrative advisory councils. The extent to which this matrix will be modified once the district functional map is completed remains to be seen.

Conclusion:

The district and college have made progress in addressing this recommendation. However, in order to meet the requirements of the standards, the functional map will need to be completed and adopted by the constituent groups. Additionally, an evaluation process needs to be identified.

Recommendation 3: The team recommends that the board adopt and implement the self evaluation process being developed and routinely administer the process. In addition, the current ethics policy should be revised to include a procedure for dealing with violations of the policy. (IV.1.g & IV.B1.h)

The Kern Community College District Board of Trustees committed to conducting an annual self-evaluation at its annual retreat in January 2006. The Trustee Evaluation Procedure allows each individual board member to self evaluate a particular factor of board knowledge or behavior. It also provides the board member an opportunity to evaluate the perception of the knowledge or behavior of the board as a whole. The Board of Trustees approved Board Policy 2E—Board Self-Evaluation and Board Policy 2F—Standard of Good Practice at its October 4, 2007, meeting.

At the time of the team visit, board members had already completed the self-evaluation and the information was being tabulated for review and discussion at their next annual retreat in January 2008. The results will be used to determine needs for board training.

The Board of Trustees also revised its statement of ethics (Board Policy 2G) to include a procedure to address any violations of the standards of practice (Board Policy 2G1 and Board Policy 2G2). The revised policy was also approved at its October 4, 2007, board meeting.

The board members interviewed by the visiting team are committed to ensuring that the board self-evaluation process is completed on a regular basis. Furthermore, since September 2007, the policy on ethical expectations is provided to all trustees at each meeting to ensure a continuing awareness of ethical expectations of board members.

Conclusion:

As a result of the review of the evidence provided to the team and interviews with members of the Board of Trustees and the chancellor, the team has validated that the district has fully addressed this recommendation.

Recommendation 4: The team recommends that to ensure a coordinated and integrated approach to achieving the goals and priorities adopted by the governing board, a District Strategic Plan be used to direct the colleges' strategic focuses and Educational Master Plans. (II.A.1, II.B.4, II.C, IIID.1)

The Kern Community College District's (KCCD) Strategic Plan was approved by the Board of Trustees on September 7, 2006. Since then, KCCD distributed a brochure with the District's Vision, Mission, Values, Initiatives and Strategies to all district employees. The district also held a district-wide workshop on Management and Strategic Development for all district managers. The workshop included addressing Kern Community College District strategic initiatives, forming teams, and creating action plans. As a result of the workshop, initiative teams composed of faculty, staff and administration were formed for each of the six KCCD initiatives. The initiative teams have been meeting since spring 2007.

Cerro Coso completed its College Strategic Plan in May, 2007. This plan was accepted by the Board of Trustees in June, 2007. It was then distributed to the entire college community prior to the start of the 2007-2008 academic year. The planning committee's work was guided by the Kern Community College District Strategic Plan and by the recommendations from the accreditation team. The new Educational Master Plan also reflects these goals and strategies. The Cerro Coso plans specifically reference the goals of the District Plan.

Conclusion:

The team concludes that Cerro Coso has met the requirements of the recommendation.

Recommendation 5: The team recommends that the colleges follow the Kern Community College District Policy 7D by evaluating adjunct faculty in a consistent, timely manner

with procedures that assess current performance and promote improvement. (III.A.1.b)

During the site visit, the team confirmed that the issues that were identified in the progress report were resolved. The Public Employees Relations Board (PERB) ruled that as of April 4, 2007, adjunct faculty are represented by the full-time faculty association (CCA/CTA/NEA). Additionally, the Kern Community College District and CCA mutually agreed that Board Policy 7D would be followed for the remainder of the current contract (through June 30, 2008) while negotiations on a successor contract take place.

The task of evaluating adjunct hourly faculty was discussed at the Cerro Coso Community College's Faculty Chair Meeting. The faculty chair role, per the CCA contract and the Board Policy 7D, was reviewed and direction for completing evaluations of those identified adjunct faculty in the respective areas was provided. Cerro Coso completed approximately one-third of its adjunct evaluations during the 2006-2007 academic year and the remainder are scheduled to be completed during the fall semester of 2007.

Conclusion:

The college has made substantial progress in addressing this recommendation. In order to do so fully, the remaining evaluations must be completed.

Recommendation 6: The team recommends that the colleges, with appropriate district-wide input, develop a written code of ethics for all employees. (III.A.1.d)

The visiting team validated that considerable opportunity for discussion and input is taking place in regards to the employee code of ethics. The draft Proposed Revision to Board Policy 11E – Code of Ethics was submitted to the chancellor in July 2007, and introduced at the Chancellor's Cabinet at its meeting of September 18, 2007. The cabinet includes faculty, classified staff, management and students from each of the three colleges as well as representatives of the district office. Cabinet members were directed to present and discuss the draft with members of their constituency and to collect comments and recommendations.

At the time of the team's visit, the faculty association (CCA) and the classified bargaining unit (CSEA) were reviewing the proposed revision. They have expressed concerns about enforcement of the policy, progressive discipline, nepotism, and other areas related to what both groups consider working conditions.

Conclusion:

The district has made significant progress in addressing this recommendation. The visiting team was able to validate that there has been considerable constituent discussion and participation in revising the existing board policy on ethics. In order to fully address this recommendation, the governing board will need to adopt the revised policy in May 2008 according to the timeline.

College Recommendations

Recommendation 7: The team recommends that the college develop and implement college-wide planning that

- a. Includes all sites (IB);**
- b. Is driven by the college mission and goals (IA.4);**
- c. Integrates and outlines a flow chart of interactions of all aspects of planning, evaluation and resource allocation (including appropriate staffing, impact on staff time and staff development) within the college, between the college and its sites and between the college and the district (IB.2, IB.3, IB.4; IB.6; IIA.1; IIB.4; IIC.2; IIA.4; IIA.6; IIIB.2b; IIIC.2; IIID.1a; IIID.2g; IIID.3; IVA.5; IVB.2b);**
- d. Includes a technology plan that evaluates, supports and plans for the future of**
- e. instructional, student services and administrative functions across the college's sites (IIIC.1c; IIIC.2);**
- f. Relies on involvement of college employees from different groups and sites (IB.4, IVA.1; IVA.2; IVA.3);**
- g. Incorporates measurable data outcomes (IB.3; IIA.2f; IIC.2);**
- h. Guides decision-making (IA.4; IB.3; IIID.1c);**
- i. Is well-documented and widely disseminated (IB.4; IB.5);**
- j. Is periodically reviewed to assess the process and progress (IB.6; IB.7).**

The college concluded a strategic planning process in May 2007 which included input from all of the sites. The use of video conferences allowed personnel from all sites to participate at meetings. Furthermore, College Council, which has delegates from all the locations, evaluated the plan and made additions and changes.

The Educational Master Plan was revised during the 2006-2007 academic year. Faculty Chairs from instructional programs and Student Services programs, the directors from the Eastern Sierra College Center and Kern River Valley, and representative from South Kern were involved in the process. The 2007 Annual Plans, which are a component of the Educational Master Plan, were developed not only for each department, college program, and college service, but also for each site.

The mission, vision, and values statements, which were revised in Fall 2006, provide direction for the planning process. The KCCD Strategic Plan provided direction for the formation of college goals. Each of the Kern Community College District goals, which were developed in a collaborative process, is specifically referenced in the Strategic Plan for Cerro Coso College. College staff noted that the KCCD goals are in accord with Cerro Coso values.

The college developed a flow chart which shows the relationship of the district and college to the various plans. The College Strategic Plan drives the Educational Master Plan. The Educational Master Plan also includes information from community analyses, Program Review results, and the Annual Unit Plans. The Technology Planning process, the Staffing Plan, and the Facilities Master Plan are all derived from these plans. The outcomes become recommendations

for the Annual Budget. Interviews with college staff confirmed that the flow chart accurately represents the planning process. Staff noted that, although the chart is not intended to represent the decision making process, this latter process does closely parallel the chart.

A Technology Plan which outlines the college's strategy for the replacement of computers on a four-year cycle has been developed. Funding has been set aside to accomplish the goals. The college is currently seeking a leader for Information Technology. This person will work on developing a comprehensive technology plan.

The team found that the college relies on the involvement of college employees from different groups and sites. The College Council includes representatives of administration, faculty, students, staff and a representative from the East Sierra and Kern River Valley sites. The College is the body that develops College Strategic Plan.

In spring 2007, faculty chairs and directors prepared Annual Unit Plans designed to update the Educational Master Plan and to supplement the six-year cycle of program reviews. Annual Unit Plans include: a) the unit's relation to the college mission and strategic goals; b) previous year's accomplishments and proposed activities for the coming year; c) future developments and strategies based on an evaluation of course enrollment and productivity data; d) projected resource requirements for facilities, equipment, instructional materials, and staff; and e) trends and their potential impact. Data for the Annual Unit Plans was gathered from the Operational Data Store (ODS), the district's management information system, through FTES and productivity reports prepared by the district Director of Institutional Research. The college considers the recommendations from the Annual Unit Plans in developing the budget.

The planning process guides college decision-making through the use of the College Strategic Plan which drives the Educational Master Plan. And, as noted above, the Educational Master Plan includes the Annual Unit Plans.

The Strategic Plan and the Educational Master Plan are available on the college website. The Strategic Plan has also been given to each college employee and to key community members and groups in a small booklet form. This allows individuals to keep track as the college progresses through the strategies and activities, provides information throughout the college community, and promotes ownership across the college and amongst the communities served by the college.

The college intends to evaluate the Strategic Plan each year, and prepare a new plan every two years. Through the Annual Unit Plans, which are done by every academic department, college service unit, and college site, the Educational Master Plan will be updated each year. An important component of the Annual Unit Plans is the "Closing the Loop" section, which looks at the previous year, assesses progress, and, using this information, the direction of the coming year is set. The Annual Unit Plans that are developed in spring of 2008 will all have the "Closing the Loop" sections.

Conclusion:

The team concludes that the college has made very substantial progress towards meeting this recommendation. The college needs to continue to develop the Technology Plan (7.d) in order to fully address the recommendation. In addition, plans should include benchmarks or targets associated with the goals and strategies. However, the team is concerned that, as these plans continue to develop and are genuinely used as the basis for college activities, more research results will be necessary. The current allocation of research time will not provide the needed information for college use (7.g).

Recommendation 8: The team recommends that the College fully implement its program review process and ensure that every program completes this process on an established timeline and that the college develop a clear process through which the results of program review are then used in institutional planning and resource allocation. (II.A.2.e; II.A.2.f; II.A.2.i; II.C.2; II.A.2.e; II.A.2.i; II.B.4; II.C.2.)

Each college operational group, including instructional departments, college service units, and college sites has developed an Annual Unit Plan, the college's first step in the program review process. The groups will be gathering information needed for their upcoming program review.

The Academic Senate has adopted Program Review Guidelines which call for a six-year cycle of reviews. The President of the Academic Senate stated that the Senate believes that it has responsibility for the program review process. The Guidelines require that programs respond to the following areas: relevance, appropriateness, achievement of student learning outcomes, currency, and future needs and plans. Programs are expected to provide supporting documentation. Each program has been assigned a time during which its review is to be conducted on a six year cycle. However each program is expected to complete annual unit plan. Thus far, the General Sciences and General Education programs are complete or near complete. During the current year, fourteen additional programs will be reviewed.

In the summer of 2007, the Student Services Executive Council supported using the guidelines for their reviews. The model as modified to meet the needs of student services, is currently being reviewed by Curriculum and Instruction Council (CIC). Two programs, Financial Aid and Student Activities, are using the model and are scheduled to complete program review this academic year.

Conclusion:

The team concludes that the college has progressed with this recommendation. The college needs to ensure that programs continue to complete their reviews according to the review cycle and to ensure that these reviews are consistent with other college plans. The college should consider a program review cycle that is shorter than six years.

Recommendation 9: The team recommends that the college progress in its development

and implementation of student learning outcomes and their assessment, evaluate the outcomes and use the results for improvement and to inform institutional planning and resource allocation. (II.A.1.a, b, c; II.A.2.c,d; II.B.4; II.C; II.C.2)

Defining of student learning outcomes has been underway at Cerro Coso College since Fall 2002. New and revised courses are reviewed by the Curriculum and Instruction Council (CIC) to ensure that outcomes are well-written. During 2006-2007 academic year, CIC began to work on student learning outcomes assessment. Assessments of SLOs are required for all new Course Outlines effective Fall 2007. At present, faculty are planning which SLOs to first assess. The analyses of these outcomes will direct curricular changes, additions, or deletions to assure student success.

A faculty coordinator for student learning outcomes has been appointed and has written a Student Learning Outcomes Assessment Handbook, which was reviewed and approved by the Curriculum and Instruction Council (CIC). The handbook provides a definition of the role of the Student Learning Outcomes Coordinator, explains the phases of student learning outcome implementation, establishes a timeline for implementation, and explains how progress will be tracked. The Coordinator also provides on-going training and mentoring to assist faculty with the entire scope of student learning outcome implementation. The coordinator and the chair of the CIC have also presented workshops to the faculty.

Currently 43% of the college's course outlines have defined student learning outcomes, and 45% of the college's programs and degrees have programmatic learning outcomes defined and mapped to courses. Eight discipline areas have student learning outcomes defined for their entire inventory of courses: Business Office Technology, Counseling, Economics, Education, Film, Paramedics, Reading, and Theater. Currently, outcome assessments are defined for 13% of programs and degrees and approximately 1% of courses. To date, Child Development has begun to collect assessment data. Assessment activities have begun in fifteen courses. Assessment data will be reflected in the next Annual Unit Plans and used in the next planning and budget development cycle.

In the area of student services, each program has identified SLOs. At present, two programs are beginning the assessment process.

Conclusion:

The team found that the college has made substantial progress in meeting this recommendation. However, several staff members expressed concern about their ability to make progress with the assessment phase without additional research assistance. The team concurs with this concern. Faculty will need aid in developing reliable and valid assessment measures and in interpreting the data (both quantitative and qualitative) obtained.

Recommendation 10: The team recommends that the college carefully identify the needs of its diverse communities. The college must then develop and deliver appropriate educational programs and services that are consistent with the educational preparation of

students and the diversity, demographics, and economy of the community. (II.A.1a; IIA.2d; II.B.3; II.B.3.a; II.C.1; II.C.1c)

The college undertook needs assessment starting in the 2006-2007 year. The newly-appointed Dean of Career Technical Education worked with the Kern County Economic Development Corporation to assess local business needs. The Kern Community College District has applied for and received a grant to fund further assessment efforts in Cerro Coso's wide-spread service region. An additional assessment is under way through the district's contract with Jess Carreon and Associates to study economic and workforce development needs throughout the KCCD region and comparing that study to the current services of all three colleges.

In the 2006-2007 year, the Dean of Career Technical Education also actively worked with the Region IX Center of Excellence, Employment Development Department, employers, high schools, and agencies to determine the needs of Cerro Coso's diverse communities. Additional efforts by the site directors, counseling staff, the job developer, and high school administrators also provided valuable inputs. As a result of this work, environmental scans, labor market research, and inputs from the business communities and educational institutions, Cerro Coso Community College pursued the development of new programs and re-development of dormant programs to fill the needs in the diverse service area. On September 14, the college hosted an Employers' Summit in areas of mining, engineering, and alternative energy. Discussions were held to determine a core of learning skills needed by all employers, followed by discussion of skills sets particular to each industry.

Partnerships with the several of the high schools have been formed in the past year through articulation conferences. These partnerships have yielded articulation agreements which will provide students seamless transition from the secondary to post secondary levels. During the current academic year, outreach to the Kern River Valley and South Kern high school areas will include articulation conference meetings and offering of the Virtual High School program. A pilot of this program was offered through the Owens Valley Career Development Center in Bishop. This project was also offered to the Indian Wells Valley secondary schools and provided students the opportunity to explore careers and the online college learning environment while earning college credit.

As a result of environmental scans and high school and industry partnerships, Cerro Coso Community College was awarded a SB70 Strengthening Career Technical Education grant. The purpose of this grant is to develop pre-engineering, engineering technician, and renewable energy programs. These programs are consistent with the needs assessment information gleaned from the environmental scans and the high school and industry inputs. One of the activities of this grant was the Employers' Summit which gathered leaders in these three industries to identify skill sets critical to hiring their future workforce in the Cerro Coso region. The framework of a core curriculum was formed, with specialty requirements to follow.

Other new programs which are also in process as a result of the environmental scans and community needs include the development of a Certified Nurse Assistant and Licensed Vocational Nurse program at the Eastern Sierra College Campus. A Human Service program is

also being developed to meet the needs of the Cerro Coso service area.

One of the strategic initiatives of both the Kern Community College District and Cerro Coso Community College is focused on better serving the needs of the under prepared student. The College has been analyzing the needs of this population throughout its service area and is moving to address the need through a number of different initiatives. Mojave Adult Education Consortium, which serves the southern part of the Cerro Coso service region, has requested that the College work with them in providing for the needs of the under prepared adult learners spread throughout the small towns in the region. The College is working with this agency to provide a Virtual Adult School which would allow students to get GED preparation, basic skills, and ESL via an online environment which would allow students easy access to these services. Currently there is a six-month waiting list for these programs, and many adult learners have no way of getting to the services because of lack of public transportation.

The College is also working with the communities of Kern River Valley, Bishop and Mammoth to address the needs of the adult learners in these service areas. Bishop and Mammoth also have growing ESL populations which have specific unmet needs. Noncredit programs are being developed to address the needs of these populations.

Student services staff work with the directors at the sites to determine what services are needed for the students. They also work closely with the instruction division to identify student needs.

Many individuals cited the importance of the outreach to the local communities now being done by the College President as assisting the effort to determine what these communities need.

Conclusion:

The team concludes that Cerro Coso Community College has fulfilled this recommendation. However, without continuing research assistance it will be difficult for the college to continue to assess the needs of its various communities. The college is reminded of the requirement to work with the Commission's Substantive Change Committee as it plans new programs in response to community needs.

Recommendation 11: The team recommends that the college establish a staffing model that includes:

- a. self-examination using similar or like institutional models;**
- b. the assessment of program objectives;**
- c. minimum staffing levels by functional area; and**
- d. criteria for the establishment of high-quality instructional programs that culminate in identified student outcomes (II.B.1; II.B.3.c; II.B.3.d; II.C.1.c; III.C.1.c; III.A.2; III.A.6).**

A Staffing Priority Plan has been developed for all managerial and classified hiring. Criteria used to develop the priorities include minimum levels needed to serve students and to carry out the mission of the college.

Additional staff has been added to the Eastern Sierra College Center. Teaching Assistants will serve the iTV classes to facilitate learning and a Site Operations Coordinator oversees facilities as well as the grounds and custodial care of both campuses. There are additional positions listed as priority #1 in the Staffing Priority Plan that will provide assistance with registration and relief for the full time clerical staff.

Faculty hiring follows a separate process. In the fall, the Academic Senate recommends its priorities to the president for adding new faculty positions. To replace a faculty member who retires or resigns, recommendations come through the Faculty Chairs to the Vice President of Academic Affairs. The number of new and replacement positions to be filled is determined at the district level and depends on the requirements for full-time faculty set at the state level.

The college is studying how each center can best serve its particular community. This study, part of the annual planning process, will be in the format of a business plan and will drive faculty and staff decisions for each center. Staffing will be based upon programs, the complexity and needs of those programs, and the enrollment growth of the center.

The college is evaluating other model staffing plans in an effort to develop one that will address needs at all campuses.

Conclusion:

In order to fully comply with this recommendation, the college should continue to review its staffing at the various sites and should develop procedures for determining appropriate levels of staff. A systematic method for determining the allocation of staff should be developed.

Recommendation 12: The team recommends that the College establish and implement a written policy, inclusive of all five sites, that clearly maps the institutional decision making process and defines the roles and responsibilities for all campus constituents. The role of leadership and the institution's governance and decision-making structures and processes must be regularly evaluated to assure their integrity and effectiveness (IV.A.2a).

The college identified this recommendation as part of its Strategic Plan (4.A.2) and has produced a draft document entitled *Participatory Governance Model – Governance and Procedures Handbook – 2007-2012* which clarifies the structure, methodology, and role of College Council. Sections also include the purpose and value of participatory governance, the committee and governance structures, budget development and a description of the responsibilities of the various college constituencies. Appendices include material on several committees, the flow chart for the planning process, templates for agendas and minutes, and appropriate information from the Brown Act and Title V.

Conclusion:

The team concludes that substantial progress had been made on this recommendation. The college must complete the adoption of the draft document and incorporate procedures for the evaluation of the decision making structures and processes to assure their integrity and effectiveness and to fully address the recommendation.

