

Tehachapi H/S	2	1.1%	17	1.4%	-1	-0.3%
Trona H/S	1	9.1%	14	11.0%	0	-1.9%
Grand Total	31	4.4%	439	8.0%	-25	-3.6%

Strategies:

Focused strategies to decrease the enrollment gaps with African American high school students will include actions taken in the areas of logistics (i.e. admission/enrollment process), communication (techniques) and financial assistance (overcoming financial barriers).

Last Year's Initiatives

Incarcerated Student Education Program (ISEP) – Comprehensive Staffing Plan

This initiative was successfully completed. The Incarcerated Student Education Program (ISEP) now is a separate department that employs a Program Director, Program Technician and Department Assistant II. As the program continues to grow staffing will continue to be a need in order to maintain growth and sustainability.

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

KRV focused and created a visible and accessible space that currently draws current and potential students to learn about, apply and enroll in CCCC online programs and courses. The space that has been created to provide academic and student services support student learning and success.

Collaborative Leadership (East Kern/Kern River Valley)

Collaborative leadership is a management practice that aims to bring administration and staff/faculty out of silos to work together. In collaborative workplaces, information is shared organically, team building, and trust occurs, and everyone takes responsibility for the whole. EK administration (specifically the Director of East Kern) targeted the 2020-2021 initiative of “Workplace Well-being and was able to make specific individual and group connections in-person. This initiative was successfully completed and overall provided a positive experience for all staff and administration.

Initiatives for Next Academic Year

Early College Program – Department Creation & Comprehensive Staffing Plan

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Cerro Coso Community College Early College program requires support to meet the goals of the College and District. Data reveals that the Early College population is connected and engrained into our Cerro Coso Community College culture. It continues to grow and provide vital educational for special admit K-12 students along with greatly supporting the College’s fiscal needs.

With the creation of a stand-alone college-wide Early College department requires a comprehensive staffing plan. We are defining Early College as dual enrollment and concurrent enrollment.

Early College is a program that is fully supported by both KCCD and the College. This support comes with an expectation of

growth and long-term sustainability. Specifically, within the Cerro Coso Community College's Enrollment, Student Success with Equity Targets and Tactics document (dated June 30, 2022), the document focuses tactics that reverse enrollment declines by focusing on specific enrollment populations, one being our Early College student population.

This initiative supports a creation of a college-wide department and identifies the initial composition of this stand-alone department. As time and growth occurs, please note that this composition will need to have additions made as any successful program does.

Below is data that provides the reader with a clear picture of Early College FTES over the past five years:

FTES

	2017	2018	2019	2020	2021	2022
BC	825	953	1276	1784	1710	2541
CC	189	252	312	317	325	317
PC	125	118	145	218	292	306

Staffing Request

During the past ten years, the job duties that directly connect with growth of our college-wide Early College program were completed by one person/position with varied support from other college-wide positions that are not directly connected to early college areas.

Below are positions being requested to support department growth and sustainability. More details about position requests (i.e., justification and job duties) are written in the position request section of the EK section plan. **To keep fiscal impacts at a minimum** and to strategically use current staffing resources that are already in place, the proposed staffing plan includes changing/reclassifying/reassigning and solidifying current positions that are currently assisting with the day-to-day operations of our Early College program.

Cerro Coso Community College, East Kern is extremely resourceful when using current staff at the East Kern/KRV sites to meet the needs of the programs. As the reader will see in the below staffing plan request, the plan incorporates that model. ALL below positions are currently funding/benefited and only will require a small increase in funding due to the reclassification or reassigning time. Based on FTES brought into the college from the Early College program, the cost of positions (changing) is extremely minimal and should be very easily covered by that funding stream.

Position Requests:

Director, Early College - 12 Month Position (formerly Dual Enrollment Campus Manager - reclassification)

Program Coordinator, EK & Early College - 12 Month (formerly EK/KRV LAC Technician - reclassification)

Faculty Coordinator, Early College - 12-month (Reassigned time - .1 load)

Department Assistant III, East Kern - 12-month (not a new position request only title change and one month added to current position)

Educational Advisor, Outreach & Early College - 12 month (EK supports this position that is listed in the Counseling & Outreach AUP)

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

Gathering FTES data during 2023-2024

Does the department request help developing these instruments?

Yes

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

Data showing position that were approved and started new fiscal year 2023-2024.

Person Responsible:

Lisa Stephens (Director of East Kern)

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections, Goal 5: Strengthen Organizational Effectiveness

Returning the Community to our Community College (Tehachapi Campus)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

As challenging as COVID-19 has been for all students and our college, creating and maintaining partnerships with our communities we serve will be the most important relationships needed in this pursuit. Our communities appear to be eager and ready to engage and bring back, “the community to community college”. The first step that has been identified to begin this process is offer enrichment opportunities and events as we once did in the past.

Exploration: The Tehachapi campus team will be focusing on bringing the community, current and new students back to the campus by exploring different types of on campus enrichment opportunities that draws, connects and engages both students and the community. We will look at what are other colleges are doing to see if we duplicate those activities at the East Kern campuses. Some initial thoughts in this area would be creating robust community education courses, non-credit course/certificate programs, hosting cultural events, speaker’s forums, offering and celebrating diverse focused events and activities that inspire the desire for higher education.

Planning/Creation: This phase will take the entire effort of all team members at the East Kern campus locations. Brainstorming, input, data, and feedback will be taking place to produce goals, ideas and a plan to implement the activities and events. The idea of creating a monthly college event calendar for the community will be discussed/planned. Recruitment of community education partners will also take place at this time.

Implementation: Multiple enrichment opportunities will take place each semester. We will try to create the college as a community and cultural hub within Tehachapi/East Kern.

Evaluation: Continuous evaluation and quality improvement must occur. This step will determine success on what to repeat or to change to meet our standard of success (which will be determined by the Tehachapi team).

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

Produce 2-3 enrichment activities to implement at the Tehachapi campus via community education or events by December 2023.

Does the department request help developing these instruments?

No

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