Back to APR Directory	**Data Tables**	Charts/Visualizations	**Definitions**	**Download PDF**	**Download .xlsx**	**Quickstart Guide**

KCCD Program Review FTES Dashboard
College: Cerro Coso Community College by: Section College

Step 1: Select College & Count Type

Cerro Coso Community College

FTES

Step 2: Select Disaggregation Characteristic

Section College

Step 3: Apply Student Attribute Filters

Show Student Attribute Filters

Step 4: Apply Course Attribute Filters

Show Course Attribute Filters

Step 5: Include/Exclude Students with a Fraud Hold

Exclude Students with a Fraud ..

		2018-19	2019-20	2020-21	2021-22	2022-23
Total	**Cerro Coso Community ..**	213	180	177	152	270
% of Total	**Cerro Coso Community ..**	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	**Cerro Coso Community ..**	45.9%	-15.5%	-1.6%	-13.9%	77.7%
Total	**Total**	213	180	177	152	270
% of Total	**Total**	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	**Total**	45.9%	-15.5%	-1.6%	-13.9%	77.7%

what's new in Cognos Analytics, click More Info.

Course Book Summary
Retention and Success are calculated using the following definitions:
Retention = A,B,C,D,F,I,P,CR,NP,NC / A,B,C,P,CR,D,F,I,NP,NC,W,DR   Success= A,B,C,P,CR / A,B,C,P,CR,D,F,I,NP,NC,W,DR
Division: (All)Dept: (All), Subj: (All), Course: (All)

Acad Yr	Dean	Semester	Dual Enrl Ind	Dual Enrl Type	Campus	Div	Dept	Subject	Course
All ⌄	All ⌄	All ⌄	Y ⌄	All ⌄	All ⌄	All ⌄	All ⌄	All ⌄	All ⌄

Academic Year	CAMPUS_DESC	Academic Period	Sections	1st Day Enroll	Census Enrollment	Ending Enrollment	Students/Section	Actual FTES	FTEF	FTES/FTEF	Retention Rate	Success Rate
2023-2024	CC Bishop	Fall 2023	3	6	27	28	9.0	3.5	0.0		100.0%	96.4%
	CC East Kern	Fall 2023	59	170	1,145	1,131	19.4	129.1	0.4	322.8	98.7%	94.7%
	CC Kern River	Fall 2023	11	159	267	265	24.3	30.4	0.9	35.1	99.3%	90.3%
	CC Mammoth Lakes	Fall 2023	5	11	74	75	14.8	8.7	0.0		100.0%	100.0%
	CC Ridgecrest	Fall 2023	5	3	113	114	22.6	14.4	0.0		100.0%	98.2%
	CC Bishop	Spring 2024	4	34	52	52	13.0	9.0	0.0		100.0%	98.1%
	CC East Kern	Spring 2024	59	629	1,053	1,043	17.8	141.4	0.0		99.1%	94.2%
	CC Mammoth Lakes	Spring 2024	4	57	58	58	14.5	7.0	0.0		100.0%	98.3%
	CC Ridgecrest	Spring 2024	5	68	95	95	19.0	12.2	0.0		100.0%	100.0%
Total <AcadYr>			**155**	**1,135**	**2,884**	**2,861**	**18.6**	**355.6**	**1.3**	**280.9**	**99.1%**	**94.7%**
2022-2023	CC Bishop	Fall 2022	2	2	23	23	11.5	4.2	0.0		100.0%	100.0%
	CC East Kern	Fall 2022	47	193	840	828	17.9	97.3	0.2	486.6	99.0%	97.6%
	CC Kern River	Fall 2022	5	46	106	104	21.2	12.9	0.2	64.7	98.1%	98.1%
	CC Mammoth Lakes	Fall 2022	6	121	130	130	21.7	16.4	0.0		100.0%	88.5%
	CC Ridgecrest	Fall 2022	5	28	96	95	19.2	13.1	0.0		99.0%	93.8%
	CC Bishop	Spring 2023	3	35	51	48	17.0	9.4	0.0		94.1%	90.2%
	CC East Kern	Spring 2023	43	306	608	604	14.1	74.9	0.0		99.5%	96.4%
	CC Kern River	Spring 2023	4	16	45	45	11.2	6.8	0.0		100.0%	100.0%
	CC Mammoth Lakes	Spring 2023	6	105	104	104	17.3	12.7	0.0		100.0%	94.2%
	CC Ridgecrest	Spring 2023	4	54	61	61	15.2	8.1	0.0		100.0%	95.1%
Total <AcadYr>			**125**	**906**	**2,064**	**2,042**	**16.5**	**255.9**	**0.4**	**639.7**	**99.2%**	**96.2%**
2021-2022	CC East Kern	Fall 2021	38	246	621	618	16.3	47.9	0.0		97.5%	92.9%

**Early College Department
ASP for Academic Year 2024-2025**
November 2023

Description Of Section

Connection to College Mission

Cerro Coso Community College Early College Program is committed to providing dual and concurrent enrollment opportunities that enhance a college bound culture in our local service areas. Dual and concurrent enrollment will benefit students by providing them with both high school and college credit. This credit, at no cost to the students, can be an excellent way for students to get a head start on a college degree or certificate and can have a positive impact on a student's participation in higher education.

Within 18,000 square miles of service area, the early college program supports higher education opportunities in 10 high school districts and within 32 high schools. The Early college program provides courses connected to Career Technical Education(CTE) and Liberal Arts transfer degree course work.

Review And Planning

Performance and Equity Gaps Still to be Addressed

This section plan will look at equity gaps at Cerro Coso Community College's Early College Program. Information will be used to create and connect to the 2024-2025 section plan initiatives.

Background:

Data was requested and provided for this section plan by institutional research department.

The 2022-2023 headcount reveals that 53.1% of students identify as Hispanic/Latino, our largest student group, followed by 29.8% identifying as white students and 5.2% as African American students. We also have 65.3% women and then 33.1% men participating in the program.

College data identified a large gap with both African Americans and males. These two groups of students do not know what the Early College Program is about and for many they do not know that it exists. Both initiatives for 2024-2025 have been created in this section plan to create invention strategies in order to lower the higher education gap with both populations.

Ethnicity		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
% Total	African American	4.6%	3.7%	3.6%	3.6%	4.9%
	Hispanic/Latino	49.7%	49.9%	47.9%	44.6%	49.8%
	White	37.4%	34.9%	37.1%	42.5%	32.6%

Gender		2018-2019	2019-2020	2020-2120	2021-2022	2022-2023
% Total	Women	62.4%	63.3%	64.9%	63.0%	63.1%
	Men	35.2%	33.8%	33.2%	35.7%	35.2%

Last Year's Initiatives

No prior year initiatives to report on.

Initiatives for Next Academic Year

Early College Department Creation

Is this part of a multiyear initiative?

No

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 head count over the past five years:

Headcount		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Dual/Concurrent	1480	1491	1583	1191	1614

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.

Position Requests:

- **Program Coordinator, Early College** - 12 Month
- **Department Assistant III, Early College** 12-month

Detailed position information can be found in the 2000-catagory classified position section.

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

The early lead measure is the hiring and onboarding of two new staff members.

Does the department request help developing these instruments?

No

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

NA

Person Responsible:

Kristin Hanle, Program Director Early College

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Strategic Plan goal or objective, It addresses an Educational Master Plan direction

Strengthening Early College Communication and K-12 Partnerships

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

More Communication is still needed when discussing our Early College Program in the different communities we serve. The primary tool for this initiative is face-to-face meetings. To enhance communication is by holding information meetings at the different high schools where we invite both the parents and students to attend and learn more about our Early College program. Also to cover all K-12 partners in the Cerro Coso service area requires substantial travel which can amount to 15,000 miles per year, which has to this point been accomplished with little travel support from the the South Kern campus budget.

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

Look at the attendance of two high school meetings and make improvements as we move forward with hosting more of these events.

Does the department request help developing these instruments?

No

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

Look at five high school meetings and see if our improvements that were made in the beginning increased attendance.

Person Responsible:

Kristin Hanle, Program Director Early College

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Strategic Plan goal or objective

Resource Needs

Facilities

A college car based out of the Edwards Airforce Base campus to support the Early College Initiatives would greatly enhance our effectiveness.

Information Technology

Not at this time.

Marketing

The Early College is a new stand alone program. This requires new requests for marketing funding.

Budget Committee - Please refer to the Public Information/External Relations section plan for more detailed information on these funding requests.

5860 CI - requesting $10,000

5863 CI - requesting $5000

Professional Development

Dual/Concurrent Enrollment is constantly changing and evolving year after year. It is a requirement that the Early College Director provided funding to attend Programmatic Conferences and workshops during the academic year. A few examples are NACEP, CCEMC, and CADEP. Several of these conferences are out of state; therefore, cost to attend will be at a higher level. This program will continue to request funding for these conferences from CTE.

Other Needs

None

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

None

Location:

Justification:

2000 Category - Classified Staff

Program Coordinator, Early College

Location:

EKC Tehachapi

Salary Grade:

42.5

Number of Months:

12 months

Number of Hours per Week:

40 hours

Salary Amount:

Justification:

There is currently no classified staff directly assigned in the Early College Program. Early College continues to grow or it will decline due to students not getting the assistance they need when trying to enroll in college classes. This will impact student retention and persistence. There also is no temporary employees doing this work currently. The work is currently is being done by the LAC East Kern Technician. This employee is assigned to the East Kern sites, and not Early College.

Below are some job duties for the Program Coordinator, (but not limited to):

- Coordinate the administration of the Early College program throughout CCCC service areas; initiate and coordinate activities designed to achieve departmental/program goals.
- Coordinate and assist with dualenroll.com program/platform functions.
- Develop and coordinate orientations, seminars, outreach events and workshops designed to familiarize students with high educational and career opportunities.
- Assist in coordinating a public information and relations program to familiarize students with the services and programs at the College; develop and coordinate community outreach activities.
- Constantly monitoring K-12 student progress and perform follow-up surveys on programs, courses and student success.
- Advise and assist students with enrollment procedures, including dualenroll.com; promote student retention through support, encouragement and guidance; participate in coordinating programs with outside participating agencies.
- Advise and assist students in need with obtaining student services from campus and/or community resources through referral to these offices or agencies; support internship programs as assigned.

Department Assistant III, Early College

Location:

EKC Edwards/Cal City

Salary Grade:

38.0

Number of Months:

12 months

Number of Hours per Week:

40 hours

Salary Amount:

Justification:

There is no current classified staff assigned to the Early College Program. Early College continues to grow or it will decline due to students not getting the assistance they need when trying to enroll in college classes. This will impact student retention and persistence. There also is no temporary employees doing this work currently. The work is currently being done by the Department Assistant III in East Kern and she is assigned to the East Kern sites and not Early College.