Incarcerated Students Education Program Department
ASP for Academic Year 2024-2025
November 2023

Description Of Section

Connection to College Mission

The Incarcerated Student Education Program (ISEP) is recognized state-wide as a thriving, full-service, face-to-face program. Currently, ISEP offers a variety of degree pathway college courses at California Correctional Institution (CCI -Tehachapi). The college program at CCI offers students access and opportunity to earn multiple AS-T's and AA-T's, including three CTE degrees, as well as an associate degree in Liberal Arts: Social and Behavioral Sciences and Arts & Humanities, through the IGETC and CSU general education patterns and established degree pathways.

Additionally, students at the facility are offered counseling and advising services, including education planning, various counseling led workshops, enrollment assistance, EOPS, DSPS, and transfer assistance. The ISEP program also facilitates enrollment assistance through admissions and records, financial aid assistance, and the distribution of course books and materials.

Overall, the ISE program is committed to serving the diverse population of incarcerated students who reside in the rural community we serve by being innovative in our efforts to continually provide equitable educational programming and student services, and ensuring that we provide our incarcerated students with as many opportunities as possible to be successful in their college careers and beyond.

Review And Planning

Performance and Equity Gaps Still to be Addressed

While there are a few equity gaps that exist within ISEP, such as the rate of female and Filipino students compared to the collegewide numbers, these aspects are controlled by the instructional environment, and there is little to nothing that we can do about it. The gap that we can make improvements upon is in student success.

<u>**Student Success:**</u>

	2018-19	2019-20	2020-21	2021-22	2022-23
Graded Counts	4,740	4,618	6,152	5,533	3,317
Measure Counts	4,205	3,994	5,214	4,295	2,710
Measure Rate	89%	86%	85%	78%	82%

Since the start of COVID, there we have seen a downward trend in student success within ISEP. Though this increased by 4% in 22-23, it could be reasonably assumed that the significant decrease in student population may have impacted these numbers.

To address the gap in student success, the reintroduction of tutoring services has begun. Upon returning to face-to-face instruction after COVID, we found it to be quite difficult to offer tutoring again since space and faculty availability are limited. We are actively working with our CDCR partners to find space for writing and math labs (to start with), and plan to introduce the peer mentorship program that was previously implemented at CAC.

Additionally, technology was recently introduced in the prison facility, when laptops were issued to the students. As students

now have more consistent access to their course content via Canvas, it is believed that they will have an easier time keeping up with their courses in situations where they may be on lockdown or in quarantine. Students also have access to various resources through the Library Canvas course.

Last Year's Initiatives

Continuous Departmental Development and Improvement

The ISEP staff have made strides in establishing and structuring the department. Some of the major accomplishments include establishing a new office site, restructuring the way that various aspects of the program are run, and establishing a well defined delineation of roles. Each person within the department has a clear understanding of what their duties and expectations are, which has allowed us the ability to continually improve processes and serve our students to the best of our ability.

With continued changes and improvements to the program, we will continue to restructure and delineate as necessary. One part of this initiative was also to complete a document that clearly outlines the roles of each position, which is in progress, but not complete.

Bachelor's Degree Consideration

There has been continuous work in the area of Bachelor's degree consideration, but it is currently at a standstill. Since the first BA program to be rolled out was Cyber Security, which cannot be offered in the prison, there is no reason to continue work in this area until there is a program established that CAN be offered in the prison.

There has been some discussion of submitting an application for an Addiction Studies BA, which we believe would be wildly successful in ISEP. We are working with our CDCR partners to determine whether or not CDCR would approve of this program being offered at CCI, since our MOU states that we cannot offer programs that duplicate or supplant those being offered by CCI (CCI offers two addition studies programs).

This is a continuing initiative.

Creation and Implementation of ISEP Student Handbook

ISEP's departmental portion of the handbook is nearly complete, but we still need to collaborate with Counseling, Admissions & Records, and Financial Aid to determine what they would like to include.

This initiative was continued in the 23-24 section plan, and will be finished by the corresponding concluding report.

Initiatives for Next Academic Year

Program Expansion Outside of CDCR

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Since the closure of California City Correctional Facility, ISEP is only serving students at California Correctional Institution and Owens Valley Conservation Camp. Though the remaining correctional/juvenile facilities within our service are sparsely populated, they should have the opportunity to access to higher education programming if desired.

The ISEP department will connect with the correctional and juvenile facilities within Kern and Inyo/Mono counties (within in our service area) to determine if they have a need and desire to partner with a higher education institution, and whether they have the proper facilities to do so. If a need is determined, a strategy will be put into place to offer educational programming accordingly. Since the populations are small (and time in facility short), this will not create large growth within ISEP, but it will create equitable access within our communities.

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

By the end of fall semester, contact will be made with each correctional and juvenile facility within our service area to determine need for and feasibility of offering college programming.

Does the department request help developing these instruments?

No

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

By the end of AY 24/25, ISEP will have expanded programming to at least one additional correctional or juvenile facility, providing consistent course offerings and student services.

Person Responsible:

Program Director, program staff, faculty leads

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Apply for Baccalaureate Degree

Is this part of a multiyear initiative?

Specific Action Steps to be Taken:

There is a large movement to bring universities into the CDCR system in order for our transfer ready students to continue their education; however, Cerro Coso's pursuit in seeking out a four-year partner has been met with resistance. To graduate our matriculated, transfer ready students, Cerro Coso is seeking approval of a Baccalaureate degree program which can be offered both on campus and in the prisons. This will not only benefit the students we currently serve, but it will make Cerro Coso's BA program the sought after transfer program statewide for incarcerated folks seeking to further their education.

Communication is underway about the acceptability and feasibility of offering a BA program in Addiction Studies at CCI, which should be widely popular among our student population. Once it has been determined that CDCR will allow the degree at their institution, and the degree pathway has been fully written, the application will be submitted to the Chancellor's Office for approval. After approval, the program will roll out at CCI.

This initiative connects with the position reclassification request for a program coordinator (see program coordinator request for more information).

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

All information requested by CDCR to determine acceptability will be obtained, and approval granted. Application for the BA program will be submitted to the Chancellor's office in the next application cycle.

Does the department request help developing these instruments?

No

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

Cerro Coso will receive approval for the Addiction Studies BA program for a fall 2025 rollout.

Person Responsible:

Addiction Studies faculty, Program Director, VP of Instruction, Dean

Unit gap or institutional goals addressed:

It addresses a gap in outcomes assessment, It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal, It addresses an Educational Master Plan direction

Create Cerro Coso Campus at CCI

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Cerro Coso has been granted 7 modular classrooms to be housed at CCI, which should be in place by no later than this time next fall. The addition of this space will allow for program expansion and support the ability to offer a BA program, by providing more classroom space and additional scheduling times. The modulars will need to be fully furnished, including desks, chairs, technology, storage, etc...

ISEP will consult with key faculty to determine classroom needs, and once a date is set for installation of the modulars classrooms, the department, in conjunction with other overseeing departments, will begin the process of ordering all necessary furnishings. The desire is to also create an overall campus feel to the area where the modulars will be housed, so the department will also work to purchase benches and signs for the outside area as allowed.

This initiative demonstrates need for the DA III reclassification request, as there is a large amount of purchasing throughout the year (not just for this initiative) that must be done for the department, and outsourcing these purchases to other departments creates unreasonable strain and lag times.

*All purchases for this project will be covered by RIGHT Grant funds.

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

By the start of the fall semester, modulars will be in place, and an inventory of needed furniture and equipment will be assessed. This is dependent on which yards CCI allows installation on, as they may start with one yard at a time.

Does the department request help developing these instruments?

No

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

By the end of the fall semester, all modular classrooms will be fully furnished and ready for use. By the end of the spring term, the outdoor space will be outfitted with benches and signs, if allowed by CCI. This is dependent on which yards CCI allows installation on, as they may start with one yard at a time.

Person Responsible:

Program Director, program staff, faculty leads, VP of Finance, Director of M&O

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Resource Needs

Facilities

Permanent campus:

The East Kern site has not had a permanent location for several years and has had to move multiple times. The latest move has separated the ISEP department from the campus site, which causes some difficulties when interdepartmental collaboration is required. It is vital to the success of this site and our department to have stability and permanence.

Cerro Coso's lease with Tehachapi Unified School District is up on June 30, 2025. A decision will need to be made on what the Tehachapi campus will look like regarding facilities.

ISEP supports the creation of a campus that provides the community of Tehachapi, East Kern, and the ISEP department with an independent location.

Information Technology

No requests at this time

Marketing

No requests at this time

Professional Development

Management/Classified Leadership Development: Conference attendance is extremely vital with regards to staying abreast of new and changing requirements associated with working with the incarcerated populations.

Program Director, Incarcerated Student Education and Program Technician, ISEP to attend the Alliance for Higher Education in Prison conference (out-of-state). Amount requested: $4000.00 (travel for two individuals).

This conference provides administration with the ability to present so that state-wide and nationwide, Cerro Coso Community College can be recognized for excellent work/programs. It also allows us to gather information, data, and ideas so that the program can grow and continue to positively impact student success and completion.

Faculty: Education is constantly evolving, and this is especially true for higher education in prison. It is important to keep our faculty up-to-date on the new and evolving practices of higher education in prison, as well as any changes that come from working with CDCR. Request is for $7200 to provide two ISEP faculty professional development days (one each for fall and spring) to provide updated trainings on ISE teaching practices for ISEP faculty.

*Note: this is an annual request and is currently budgeted. The only change is in the amount requested for faculty PD, as more faculty have begun to attend each training.

Other Needs

Department work schedule change request:

As the ISEP department is not student facing, only runs classes Monday through Thursday, and receives no visitors to the office on Fridays, ISEP is requesting to move to a remote work schedule on Fridays. Some other positions/departments who do not require public contact or access to equipment directly on campus have been granted the ability to work remotely over 50% of the work week. ISEP does not require any of the aforementioned on Fridays, and can easily complete the work required remotely, preventing commutes and childcare needs. If there is ever a need for the staff's physical presence on a Friday, exceptions can be made.

New budget requests:

Equipment Maintenance Agreement- 5686 CP

Effective July 1, 2023, the large Ricoh printer that was previously maintained under the East Kern budget was moved to the ISEP budget. As I was previously unaware that the department would be incurring this cost, I had to transfer funds from my paper account to cover it this year. *Amount requested: $3,000*

Maintenance & Repairs Supplies- 4315 CP

M&O has requested that ISEP maintain the college car by washing it. As we do not have the M&O facility here to maintain that for us, the program director has been paying to take the car through the car wash. The request is to pay for an unlimited monthly car wash pass to maintain the college car, at a cost of $21.95 per month. *Amount requested: $263.*

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

N/A

Location:

Justification:

2000 Category - Classified Staff

Department Assistant III, ISEP (Reclassification)

Location:

EKC Tehachapi

Salary Grade:

38

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

40,622.76 (increase of $3,820 from current)

Justification:

ISEP is currently assigned a Department Assistant II; the request is to reclassify this position to more closely align with the job duties and needs of the department. This also more closely aligns with BC's Rising Scholars program, which has two Department Assistant III's, and most other campus departments, which are assigned DA III's.

Note: the additional funds required for the salary increase can be paid out of existing grant funds

As ISEP is a fully independent and specialized department, the department assistant provides specialized clerical support, requiring a broad knowledge of the program. Additionally, the department should be fully self-sufficient in ordering books and supplies (which are ordered often throughout the year), creating travel POs, and maintaining budgets. As it currently stands, we

are forced to outsource these services from the East Kern DA III, who works out of Lake Isabella; this often results in confusion, lag times, and frustration.

The current job duties of the Department Assistant II which align with a DA III include:

- Perform general secretarial and clerical work; schedule appointments and process CDCR personnel information; monitor, distribute and maintain office supplies; maintain and troubleshoot new equipment; receive and sort mail.
- Type and proofread a wide variety of reports, letters, projects and proposals; compose correspondence related to assigned responsibilities; assist in preparing and typing course catalog information including class schedule information.
- Participate in the planning, development and implementation of a variety of events and functions directly related to area of responsibility, including registration events and graduation.
- Assign work activities, projects and programs to student help; monitor work flow; assist in training student help.
- Perform a variety of work involved in student assistance including registering for classes; obtaining transcripts; process student requests through the appropriate departments; inform students of class cancellations.
- Organize and maintain filing systems; maintain a variety of files and record logs directly related to area of assignment including certificated and classified employee files, and general student files.
- Review materials for completeness and conformance with established regulations and procedures; apply applicable policies and procedures in determining completeness of applications, records and reports; provide information and forms to students, faculty, and staff; collect and process appropriate information.
- Serve as a receptionist; answer the telephone and provide information to students, other offices and the general public regarding the College's policies and procedures as required; provide programmatic information.
- Exercise functional and technical supervision over student assistants.

The job duties that the Department Assistant III will be able to perform, bringing them in-house, rather than outsourcing them from the East Kern DA III would include:

- Order office supplies and textbooks.
- Prepare a variety of reports and requests such as travel request forms and faculty request forms; report teacher absences; verify student assistants' time cards; issue, receive, type and process various applications, permits and other forms.
- maintain files and record logs directly related to budget information
- Receive and deliver supplies; verify incoming shipments for appropriate quantity and quality; record receipt of merchandise on purchase order; file purchase order; forward purchase orders to District office for partial or full payment; send District updated inventory list.
- Respond to supply and material delivery problems; identify shipping problems and return goods shipped in error to vendors.
- Participate in budget preparation and administration; prepare cost estimates for budget recommendations; submit justifications for budget items; prepare requisitions for supplies and equipment for all specially funded projects; monitor and control expenditures.

Program Coordinator- ISEP (Reclassification)

Location:

EKC Tehachapi

Salary Grade:

42.5

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

50,732.28 (increase of $4,771.32 from current)

Justification:

ISEP is currently assigned a program technician; the request is to reclassify the position to a program coordinator to better fit the needs of the department. Additionally, with the implementation of the BA program on the horizon, there will be a great need for a position that can assist the director with increasing responsibilities.

Note: This position has been requested in the last two section plans, but was modified to a reclassification this year. The additional funds required for the salary increase can be paid out of existing grant funds

Some of major programmatic duties related to this position include (but are not limited to):

- Assist with the coordination and implementation of the BA program at the prison facility.
- Seeking out new educational partners for potential expansion; make contacts and create relationships.
- Coordinating with Kern County Parole/Probation to obtain active participation in PACK meetings, creating additional pipeline of students.
- Acting as point-of-contact for CDCR staff and educational coordinators.
- Coordinating with CCI staff to ensure CC educational modulars are being maintained and utilized properly and efficiently.
- Coordinating directly with CDCR adult education (GED program) to engage GED students and create direct pipeline of incoming ISEP students at CCI, through workshops and presentations.
- Coordinating with Cerro Coso CTE to establish pathways for ISEP students to obtain a combination of marketable skills and certificates for employment during reentry while completing degrees at Cerro Coso online.
- Establishing and implementing processes and procedures to streamline communication between CDCR, ISEP staff, and Cerro Coso faculty and support services.
- Coordinating ISEP orientation, registration, re-entry workshops, and student materials distribution at CCI
- Participating in statewide calls and meetings pertaining to justice impacted education.

Director, Incarcerated Student Education (reclassification)

Location:

EKC Tehachapi

Salary Grade:

H

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

$100,045.59 (increase of $4,961 from current)

Justification:

ISEP is currently assigned a program director; the request is to reclassify the position to director.

Note: This has been requested in the previous two section plans. The additional funds required for the salary increase can be paid out of existing grant funds

The Program Director of ISE is currently serving in the same capacity as the other campus directors, with the responsibility of scheduling, staffing, maintaining a full course schedule at a site, and collaborating with the various departments to ensure student success. Additionally, the prison site has been assigned a separate campus code.

Working with over 500 students, approximately 30 faculty, and over 50 course sections each semester, the justification for the reclassification to a site director is clear. Even with the scaling down that happened when CAC and D yard shut down, the unduplicated head count, number of faculty teaching at our site, and course sections offered is still comparable to other campus sites.

ISE is not a program, but is a department functioning out of three separate sites (3 different yards), where the director must provide leadership and supervision for instructional, student, and administrative services. This role also requires a large amount of instructional supervision, which is a function of an educational administrator, rather than a classified administrator. The director functions as the main point-of-contact for ISEP faculty, facilitates faculty needs, schedules and serves as the administrator of record for all ISEP faculty trainings, approves ISEP faculty related budget expenses, and works with faculty to facilitate all ISEP scheduling needs. If the reclassification were granted, the director could also assist with faculty evaluations, as it is generally hard to cover the number evaluations that need to be done with the minimal number of individuals willing to enter the prison.

Additionally, with the installation of the modular classrooms at CCI, the director will be responsible for those campus classrooms as an individual site.

Examples of duties which align with a site director:

1. Development and administration of system impacted campuses and their programs.

2. Provide leadership and supervision for instructional, student, and administrative services.

3. Build and maintain effective working relationships with Cerro Coso College employees.

4. Develop, implement, and evaluate annual goals and action plans.

5. Develop, implement, monitor, and assess programs to meet curricular, student support, and service area needs.

6. Implement and maintain the established system to collect data for program evaluations, grant proposals, and reporting purposes.

7. Develop an annual schedule of courses and coordinate faculty assignments with academic chairs.

8. Develop programs and activities to increase student enrollment and student persistence.

9. Serve as fiscal manager, develop annual budgets, and monitor all expenses.

10. Facilitate use of and expansion of instructional space at site.

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

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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.

this results in continuous over load. The issue is the years long overload that has more than justified the position.b. The department productivity metric is higher than many other departments at 17.8 (some data still pending, see below forestimate).c. The FTEF for PUBS is currently at 12.68, but only three full time faculty exist within the program. d. 3 Current adjunct that are maxed out on workload or availability. e. certificate data unavailable as they were just approved at the state. Anticipated yearly output of the peace officer COA is 80, reserve officer COA is 20, and Corrections Officer COA is 80f. There is a 95% completion rate for PUBS courses. g. Core curriculum classes include ADMJ 101 (area 4 IGETC), ADMJ 105 (area 4 IGETC), ADMJ 160 (CSU Breadth US2), ADMJ 121 (Ethnic Studies)h. ACAD 070, 071, 072, 073, 80, 81, 100x, 101x, 102x, 200x, 201x, 202x. ADMJ 050, 051, 052, 053, 054, 055. ADMJ 62, 63, 140, 142, 143,144x.i. Reported on PR Data: Data not available from IR yet

2000 Category - Classified Staff

Program Coordinator

Location:

EKC Tehachapi

Salary Grade:

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

Justification:

1. We have no dedicated staff to CTE that are non-instructional and able to coordinate multiple sites

2. The impact is that we have classified personnel working out of their scope or classification. This results in "unofficial" processes that are personality dependent versus a structural support position that is needed.

3&4. The work is currently assigned as portions to other classified staff workloads. So the total workload assignment can be streamlined into one person.

Public Service: Administration of Justice Department
AUP for Academic Year 2024-2025
October 2023

Describe Department/Unit

Connection to College Mission

The mission of the Public Services department aligns with Cerro Coso Community College's overall mission for student success, equity and workforce training in our rural service area. Public Services department contains multiple programs. The Administration of Justice program serves as the core academic pathway for an Associate's of Science for Transfer (AS-T) Degree. The Academy (ACAD) pathways offers State of California Commission on Peace Officer Standards and Training (POST) and State Training for Corrections (STC) certified training for potential employment within the criminal justice field with industry matching certificates. The Fire Fighter Technician (FFT) training provides industry certification and employment placement assistance in the Eastern Sierra. The Bureau of Security and Investigative Services (BSIS) provides private security certification required for California security guards. The purpose of the Administration of Justice degree tract is to provide high quality courses required for completion of an AS-T degree, which will further a student's potential employment within the criminal justice system and transfer to 4 year universities. Through these programs students can gain the industry certificates and training required to apply for employment as police officers, detention/correctional officers, wildland firefighters, and private security officers. This program additionally strives to continually meet the in-service training needs of current law enforcement officers.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

During last academic year, the department indicated a desire to hire across the gender equity gap (the largest gap in our department), we were able to achieve more female instructor hires, but the reduction of the prison education programming during the 23-24 academic year came with instructor attrition where the majority of our female instructors worked. Despite that, our female student equity gap closed by 1.9% this year (from 25% to 26.9%). Since this gap was enumerated in the 19-20 academic year, the department actions have increased the population from 21.8% to 26.9%.

The ethnographic distribution of our students is more concentrated in some areas, for instance College wide data for Hispanic/Latino students is 46.5% vs PUBS 63.2%. For white students, College wide 34.8% vs PUBS 24.7%. These differing percentages both demonstrate a shift in department areas of focus and geographic locations, due to course offerings in the ACAD series being offered in Bakersfield through the KCSO partnership. From an ethnographic persepctive, more effort in the Eastern Sierra for American Indian and service area wide for African American students needs to be addressed by more course offerings in these geographic areas and through subject matter inclusion, like UMOJA content in ADMJ and Traditional Knowledge in our upcoming forestry courses.

The longest standing and most significant gap remains the female population. As more courses and programs are developed this current academic year like Fire and Forestry, we hope this will balance the proclivity of male dominated subjects like ACAD and ADMJ to be more balanced department wide.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

During the transition of the CAMS system, SLOs were updated inside the curriculum and able to be assessed. This progress allowed us to begin the process of SLO assessments.

Outcomes Assessment: Results of Last Year's Assessments

ADMJ 101

ADMJ 105

ADMJ 115

ADMJ 121

ADMJ 230

ACAD 100X

ACAD 101X

ACAD 102X

ACAD 200X

ACAD 201X

ACAD 202X

Target Met?

Yes

Outcomes Assessment: Missed Targets

ACA 70, 71, 72, 73

Type:

SLO

Target Missed/Gap Detected:

Not assessed

Type of Gap:

Limited capacity/infrastructure.

Analysis and Plan for Improvement:

Need to assess sequence

Anticipated Semester for Implementing Planned Improvements:

Fall 2024

Anticipated Semester of Next Assessment:

Outcomes Assessment: Schedule of This Year's Assessments

ADMJ 101

ADMJ 115

ADMJ 121

ACAD 70

ACAD 71

ACAD 72

ACAD 73

ACAD 80

ACAD 81

Program Review

Administration of Justice

Year of Last Program Review:

2023

Actions Taken in the Prior Year to Address Strategies:

CIC approval for 3 certificates of achievement have been complete. Through the development process, the decision was made to split the current year's program review, the ADMJ program review is between 1st and 2nd read while under these edits.

Strategies Still to be Addressed:

The separation of the ADMJ program from the ACAD and FFT courses will help organize the departmental and school planning needs in the future.

Last Year's Initiatives

Forestry Pathway

This initiative is actively in progress with submissions to CIC upcoming, advisory meetings complete, and professional expert/SCA projects complete.

Academy Pathway

There were updated legislative changes after the POST and ASCCC task force recommendations. This initiative is ongoing for CIC submission soon.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Online Course Success

Academy Program Expansion

Program Facilities

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Forestry Program Offering

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

For this next academic year, the culmination of advisory input, employer partnerships, and curriculum development needs to be put into action.

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

Offering a series of Forestry courses

Does the department request help developing these instruments?

No

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

Enrollment data

Person Responsible:

Department Chair

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity, It addresses a Strategic Plan goal or objective

Expansion of POST Training

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

New POST certifications have been requested, the review process can be time consuming, but the ability to offer courses needs to go into action.

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

Offering ACAD 70-73, and ACAD 80/81 sequences of POST training for local agency partners.

Does the department request help developing these instruments?

No

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

Enrollment data

Person Responsible:

Academy Coordinator

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective

Modular I Academy

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Achieve partnership or POST approval to offer the Module I academy course ADMJ 144X.

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

- Secure a site and/or partnership contract

- Secure POST or partner agency's course approval from POST

- Schedule and Advertise the Course

Does the department request help developing these instruments?

No

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

- Signed site and/or partnership contract

- POST approval (ours or partner agency's)

- Enrollment Data

Person Responsible:

Academy Coordinator

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective, It addresses an

Evaluate Resource Needs

Facilities

The PUBS department has a long history of facilities requests in the planning process. Since the 20-21 AUP, the recurring request for dedicated storage space, classroom space, and secured office space has not been effectively addressed. This facilities hurdle has directly resulted in lost enrollment, reduced course offerings, and specific corrective action plans issued by POST to maintain our accreditation for training.

The facilities space requests include:

- minimum 600 sqft of storage space for equipment

- secured parking area for academy vehicles (3 patrol vehicles and 2 trailers)

- Arrest Control space 10sqft per student, minimum of 2,000 sqft, ideal 3500sqft

- Work Sample Test Battery obstacle course, approximately .25 mi long and a 1.25 mi running track or space

- 1500ft x 1500ft driving area without obstacles (i.e. parking curbs, basketball hoops, etc.)

- Electronic sign usage during academy training with vehicles, approximately 10 days during the academy

- 1 workout room, approximately 2,000 sq ft

- 3 dedicated offices able to be secured to store academy files and private meeting space with students due to sensitive background issues, approximately 600 sqft total

- shooting range access in the Tehachapi area

- locker/changing room for students

- break room/fridge area (students spend 24 hours a week minimum at the academy with weekend days exceeding 10 hours)

- Open or modular classroom approximately 2,000 sqft

Information Technology

Laptop purchase requests have been partially fulfilled. The department needs to maintain 35 laptops for the Modular POST academy to meet certification/accreditation requirements. It currently has 16.

This request is following up to the current year's AUP which saw our 150 tablets go obsolete within one software update cycle.

Marketing

A comprehensive review of marketing efforts, target markets, and broadly dispersed geographical advertising is requested frommarketing. This comprehensive plan must take action to increase student enrollment in Mammoth, Bishop, IWV, KRV and TEHby assessing current plans and increasing reach with upgraded efforts in social media ads to target markets, news releases andlong term partnerships with feeder schools (i.e. high schools and middle schools) beyond the IWV geography. Since the PublicService Modular Academy program is unique to Cerro Coso, I request advertising cross over into the Bakersfield and AntelopeValley region where there is no similar programming.

- 2 News releases and Local news channel interviews on modular academy program (Bakersfield local news andBishop/Mammoth) $Free

- 800 Newly developed 3 fold program flier with updated images, and content that has changed within the program over the lasttwo years $4,000

- Vehicle wrapping and CTE program logos on new CTE truck $3,000

- Complete re-envisioning of the ADMJ/ACAD website landing page that includes program video clips, direct links to registrationsupport, and auto-populates the current CRNs for programs and courses.

- 2500 Cerro Coso Law Enforcement Academy branded pens with web-address $300

- 4 "enroll now" banners (two for private security and two for the modular academy) $800

Professional Development

New regulations by POST have increased the level of needed training and the Forestry pathway initiative will require certaincertifications and training to be taken by adjunct and full time PSER faculty.

- 2 Conference trips for Forestry pathway $4,000- 2 Additional certification courses for program chair $3,500

- 2 Updates/trainings for private security instructor $3,000- POST certification summit (bring in outside instruction for certifying our instructors) $5000

Other Needs

The ACAD program is requesting an instructional professional expert hourly rate increase to maintain partnership and enrollment abilities in our ISA contracts. Bakersfield College has begun paying police professional experts $55/hr, while ours is $45/hr. We are requesting a $58/hr pay rate. For 5 years the program accepted a reduced rate for 115 instructors in our ISA contracts to ensure program solvency. This program has exceeded FTE and SCFF expectations and only continues to grow, both in curricular growth and enrollment. This program now accounts for 5% of the college wide FTEs. As the growth increases, the demand on instructors is increasing as well with additional professional certification requirements by POST, cost of living, and release time cost for the law enforcement agencies. These instructors are specifically excluded from the KCCD-CCA contract for labor negotiations and therefore need to be represented within the departmental budget. Without a pay increase, which also off-sets our ISA partner's release time, we will likely loose this contract to BC in the next fiscal year. The margin from the SCFF formula and our current FTE provides this ability to increase pay. Additionally, that margin is set to increase within the current academic year due to an increase in enrollment and specific hiring targets over the next 5 years from county agencies.

Staffing Requests

1000 Category - Certificated Positions

Academy

Location:

EKC Tehachapi

Justification:

1. Student enrollment has increased over the last 3 years and will necessarily increase due to the 30% increase in enrollmentfrom re-writing the Academy Courses Course enrollment remains high across the program as the most filled courses by FTE and unique student count.2. Both Full-Time Faculty are over worked or maxed out (1.6 and 1.9 loads currently)3. The courses under ACAD are already a core mission, but has only been staffed via overload4. Courses are appropriately scheduled, more could be scheduled with additional full time dedication to this pathway and providing instructional assistance with our ISA partners5. A new Faculty would allow more course offerings at different locations and the new forestry program development to succeed6. Public Safety is a top sector employer for livable wage and a 10% increase over the next 5 years. However, both the KCSOand local departments are between 10-30% understaffed. These shortages are being addressed by excessive hiring practices.7. The cost of not running or limiting programs stops approximately 50 additional FTES per year of Academy enrollment8.a. There are no waitlists since we strategically offer courses we can instruct based on instructor availability. When the demand requires more course, we are required to oblige since the training is legally mandated for employment. Essentially,