

# **Enrollment and Retention Services Department**

## **ASP for Academic Year 2025-2026**

**November 2024**

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## **Description Of Section**

### **Connection to College Mission**

Cerro Coso Community College Enrollment Services plays a crucial role in advancing the college's mission by directly supporting students' access to education, fostering equity, and aiding in the attainment of their educational goals. Enrollment Services, which consists of Admissions & Records, Financial Aid, and Outreach ensures that all students, regardless of their background, have access to quality education.

Outreach initiatives help raise awareness about the college's programs and support services, providing access to educational opportunities for underrepresented and remote populations. This directly supports the mission's emphasis on equity and innovative delivery methods. Outreach extends the college's impact by engaging with the broader community, especially in rural areas.

By simplifying the enrollment process and offering guidance on course selection, Admissions enable students to begin their educational journey with confidence, in alignment with the college's mission to provide degree pathways and transfer preparation.

Financial Aid supports equity by providing students with the financial resources they need to pursue their academic goals. Financial Aid plays a key role in leveling the playing field, ensuring that students from all financial backgrounds have an opportunity to succeed and develop into effective citizens, as emphasized in the mission.

By providing comprehensive support services, the college promotes student success, persistence, and ethical development, all of which are central to the mission. In essence, Enrollment Services acts as a cornerstone for Cerro Coso's mission by fostering equitable access to education and supporting students holistically throughout their academic journey.

This holistic approach to student success directly supports retention efforts by creating a stable, inclusive, and supportive environment where students feel valued and equipped to overcome barriers. Enrollment Services continuously works to keep students on the path to achieving their educational goals, aligning with Cerro Coso's mission to develop ethical and effective citizens. By prioritizing student retention, the department ensures that students are not just entering college but completing their journey, ready to make a positive impact on their communities.

Under my section, I also manage our college's Basic Needs Office and our CC Scholars Program, formerly CC Promise.

The Basic Needs program supports students by addressing essential needs such as food and housing security, allowing them to focus on their academic goals without the burden of daily stressors. Since its inception in 2017, the program has evolved significantly, introducing numerous improvements to better serve students.

Today, students have access to a variety of financial and resource-based support options that help ease life's challenges during their academic journey. By reducing stress related to basic needs, the program enables students to prioritize their studies, achieve academic success, and reach graduation.

The CC Scholars program aligns with the college's mission by providing individualized support to full-time students through counseling, financial aid assistance, and life advisement. The program prioritizes equity, ensuring that every student receives the support needed to achieve their educational goals and succeed academically.

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## **Review And Planning**

### **Performance and Equity Gaps Still to be Addressed**

This is the first full year in this position and overseeing the units of Admissions & Records, Financial Aid and Outreach. One of my first goals as being the Dean of Enrollment and Retention was to unify the units and bring more cohesion and alignment in the work being done in the units. In the past Admissions and Financial aid were very siloed in their own work while Outreach would support when asked for specific events on and off campus. Now, under my direction the three units work very closely together on increasing overall enrollment and access to all students with a heavy focus on streamlining their own services within their units.

The Enrollment teams are actively working to enhance student engagement, streamline processes, and address equity gaps. A particular focus over the next year will be addressing the drop rates for students on the first day and before census. Evaluating the drops rates and creating early interventions for students to not drop and decrease overall rates. This work will also focus on persistence and retention of our current students. Including the tracking of how many students the college loses from Fall to Spring and Fall to Fall. Creating proactive support mechanisms to decrease student attrition each semester before each census date. Assessing data of the number of students dropped and creating innovative ways to support students who have dropped into coming back to college. Below is an outline of each units' current initiatives, with a focus on enhancing student access, support, and equity.

### **Admissions Initiatives:**

Admissions has made considerable advancements in operational efficiency, particularly through initiatives aimed at improving identity verification, fraud mitigation, and student support.

1. Identity Verification and Fraud Mitigation: The introduction of ID.me identity verification has added a critical layer of security to protect student information. Additionally, Ocelot Live Chat was implemented to provide real-time assistance, supporting students with application and verification processes. This service is especially valuable for first-generation and underserved students, ensuring they have the necessary guidance.
2. Transfer Articulation and Credit for Prior Learning: The unit has started a transfer articulation project to make transferring credits between institutions easier. This multiyear effort includes training staff and documenting processes, setting a foundation for smoother credit transfers and recognizing prior learning, key factors for students transferring from other institutions.
3. Banner Self-Service/Baseline Project: To give students and faculty greater control over their data, the team is rolling out a Banner Self-Service platform, with a full implementation set for Spring 2025. This self-service feature allows students to track academic progress, manage personal information, and access services independently, furthering the college's commitment to equitable, user-friendly tools.

### **Financial Aid Initiatives:**

Financial aid efforts have expanded significantly, with outreach to underserved areas, enhanced scholarship engagement, and improved processing times.

1. Outreach Expansion: Financial aid support has been extended to underserved regions like Mammoth, Bishop, Tehachapi, and Ridgecrest, enabling students in rural and remote areas to access resources more easily. The FA 2 U program further enhanced accessibility by positioning financial aid staff in diverse campus locations.
2. Scholarship and Application Support: The unit has increased scholarship applicant engagement through targeted newsletters and workshops. California Dream Act Application (CADAA) support has also been integrated, which assists undocumented students in accessing essential financial resources.
3. Spanish-Language Workshops and Satisfactory Academic Progress (SAP): Spanish-speaking students and families benefit from bilingual FAFSA and CADAA workshops, which ensure access to financial aid information in their preferred language. Additionally, SAP workshops have been introduced to guide students through maintaining academic eligibility for financial aid.
4. Enhanced Processing Times: The financial aid unit has significantly reduced application processing times, addressing delays in verification and correction, making financial aid more accessible for students.

### **Outreach Initiatives**

Outreach is actively involved in community-centered enrollment events, ensuring a wider reach and stronger connection with prospective students.

1. Your Hometown College" Enrollment Events: These community-based events, held at various local venues, allow prospective

students to connect with the college in an informal setting. Events in collaboration with the Native American Student Success & Support Program (NASSSP) further support outreach efforts.

2. "First Step" Enrollment Events: Designed to simplify the enrollment process, these events provide on-site guidance for completing initial enrollment steps. The Outreach team provides follow-up emails to encourage prospective students to meet with a counselor and register.

3. Application Conversion Efforts: Outreach utilizes the EAB Recruitment Success platform to track prospective students and send tailored campaigns via email, guiding them through the enrollment process. Outreach also uses data from applications to encourage further engagement from students who have expressed interest but not yet registered.

The Enrollment team is committed to continuing these initiatives to support the diverse needs of their student population and ensure equitable, accessible education across the college community.

### **Gaps to be addressed:**

Under my direction and with the support of the Vice President of Student Services, I recognize there are many gaps the team is struggling to address pertaining to overall enrollments, access, and awareness. In addition, one of the large gap's the college faces and proactively working on to address is in regards to retention and persistence, including drop rates for all student populations. Over the next year, I will be looking at current trends and proactively assessing measures to assess these gaps.

Below is a summary of the team's overall gaps in each unit, these gaps are being addressed and will continue to be addressed over the next academic year.

### **Admissions:**

#### 1. Gap: Barriers in Identity Verification (ID.me)

- Current Challenge: While ID.me verification enhances security, some students face difficulties using it, particularly those with limited digital access or familiarity with online verification processes.

- Action Plan: Provide alternative methods for identity verification to accommodate students with access challenges. Offer in-person or virtual assistance sessions and develop a simplified online guide to help students navigate ID.me. A dedicated support hotline could also be considered for real-time troubleshooting.

#### 2. Gap: Completion of Banner Self-Service/Baseline Project

- Current Challenge: The Banner Self-Service system, intended to empower students with self-management capabilities, is in its final phase but has not yet been fully implemented.

- Action Plan: Expedite project completion by increasing collaboration with IT and user testing groups. Launch a pilot phase in Spring 2025 with targeted student groups (e.g., high-need populations), gather feedback, and address potential accessibility or usability issues prior to full implementation.

#### 3. Gap: Consistency in Enrollment Services Across Campuses

- Current Challenge: Growing demand for enrollment services requires the Admissions team to allocate resources across multiple campus sites, challenging service continuity.

- Action Plan: Develop a hybrid model that includes rotating on-site support teams and virtual enrollment advisors. Consider setting up designated service days for specific campuses, ensuring students across locations receive consistent support.

### **Financial Aid:**

#### . Gap: Limited Language Support for Spanish-Speaking Students

- Current Challenge: The absence of a permanent bilingual employee has impacted the team's ability to effectively support Spanish-speaking students.

- Action Plan: Prioritize hiring a bilingual staff member to provide consistent support. In the interim, collaborate with campus language programs to recruit student interns or volunteers to assist during peak times. Expand the availability of Spanish-

language resources online and in workshops to bridge the gap until a permanent hire is made.

## 2. Gap: Privacy Concerns for Financial Aid Application Assistance at Remote Locations

- Current Challenge: Limited private spaces at remote sites, especially at the Mammoth and Bishop campuses, create barriers for undocumented students who need discretion in sharing sensitive information.

- Action Plan: Secure designated private areas for financial aid consultations on remote campuses. Explore partnerships with community centers to offer secure spaces, if on-campus options are limited, and investigate remote confidentiality tools (e.g., encrypted virtual rooms) to allow students to access support privately.

## 3. Gap: Disparities in Financial Aid Awards Among Ethnic Groups

- Current Challenge: Data shows lower percentages of financial aid received by White, Pacific Islander, and Hispanic/Latino students, indicating potential barriers to accessing aid.

- Action Plan: Conduct targeted outreach to these groups through specialized workshops and one-on-one advising. Identify potential application obstacles and introduce dedicated financial aid counseling sessions for students who may face challenges completing applications. Consider offering incentives, like on-campus information sessions, to encourage higher engagement and completion rates.

## 4. Gap: Targeted Support for Pell-Eligible Students in High-Need Groups

- Current Challenge: Although Pell awards are increasing, the overall percentage of Pell-eligible students receiving aid has declined, with specific groups (e.g., Pacific Islander and White students) showing lower receipt rates.

- Action Plan: Conduct targeted Pell-eligibility workshops and application support sessions for high-need groups. Collaborate with community organizations to educate students about eligibility requirements and provide guided application assistance for those encountering barriers.

## **Outreach Gaps**

### 1. Gap: Decline in Enrollment Among Female Students (Ages 25-29)

- Current Challenge: Recent data indicates an 18.3% decline in female student enrollment in this age range, with potential barriers in accessing childcare and transportation.

- Action Plan: Strengthen partnerships with local organizations to provide childcare support options. Expand hybrid course offerings to accommodate working mothers and those with caregiving responsibilities. Additionally, enhance communication about relevant programs and services through tailored outreach events that specifically address the needs of this demographic.

### 2. Gap: Low Enrollment and Engagement Among Black and African American Students

- Current Challenge: Enrollment rates for Black and African American students remain low, with a need for targeted support and outreach.

- Action Plan: Collaborate with the Umoja Community and Institutional Research to identify effective outreach strategies. Develop culturally responsive communication that emphasizes available resources, such as Umoja's mentorship and support programs. Host community events with the participation of African American alumni and mentors to foster a sense of belonging and encourage new students to engage.

### 3. Gap: Limited Privacy and Specialized Support for Undocumented/AB540 Students

- Current Challenge: Undocumented students may feel uncomfortable disclosing personal information, especially in non-private environments.

- Action Plan: Establish a private support center specifically for undocumented and AB540 students at multiple campus locations. Expand access to online resources in both English and Spanish and provide training to staff on confidentiality protocols to create a supportive and safe environment.

The Enrollment teams are taking proactive steps to improve student experiences and equity in access to education. Addressing

the identified gaps with targeted actions will help ensure that students from all backgrounds can fully benefit from the college's resources. These initiatives support the college's mission of fostering a diverse, inclusive, and supportive educational environment, with a commitment to continuous improvement in student services and outreach.

To effectively address the equity gaps and broaden access, the Enrollment teams are working on multiple initiatives that require substantial outreach and engagement across diverse student populations. Expanding the budget for outreach and travel is critical to the success of these initiatives, as it will enable the college to better serve students in remote areas, increase visibility among underrepresented groups, and address specific support needs. The increase in unit funds will support community engagement, marketing, increase services at other campus locations, workshops, and provide individual support.

### Basic Needs:

The Basic Needs program at Cerro Coso Community College is an essential service designed to support students' well-being and academic success by addressing barriers such as food insecurity, housing instability, mental health challenges, and other fundamental needs. Launched in 2017 as a response to rising food insecurity among students, the program began with a modest pantry and has since expanded into a comprehensive service under the name CC Marketplace. Today, Basic Needs provides a wide array of resources across multiple campuses and online, helping students maintain focus on their studies by ensuring that their essential needs are met.

Basic Needs was able to hire a full-time Program Coordinator this past February. The hiring of this position has allowed for individualized support and case management for students in need. The Program Coordinator has supported the increase of on-campus visibility at all locations as well as provide essential workshops around the CC Marketplace, CalFresh, CalFresh applications, and overall student basic needs referrals.

Here is current data on the increase within the Basic Needs Office:

Comparing Item	Fall 2023	Spring 2024	Fall 2024	% increase by year	% increase since starting
Basic Needs Data- First 6 weeks					
Basic Needs Referral Forms	90	51	158	76%	209.80%
Number of students awarded from Basic Needs Forms	53	26	93	75%	257.69%
Marketplace Data					
First week-total number of Visits	0	80	256		220.00%
First week- Individual students		43	170		295.35%
First 3 weeks-total number of Visits	0	248	674		171.77%
First 3 weeks- Individual students	0	69	183		165.22%

The large increase in the office has impacted the office in specific areas, particularly around staffing needs. The office is looking to increase support by hiring a Program Technician to support the specific task of stocking and maintaining all Marketplace locations.

Through partnerships, innovative service delivery, and data-driven growth, the program has become a critical element of Cerro Coso's mission to support equity and student success. However, several equity gaps remain, particularly for part-time, remote, and vulnerable student populations.

CC Marketplace locations operate on several campuses, offering students food, hygiene products, clothing, and referrals to community resources. These locations serve as accessible, stigma-free spaces where students can find support for fundamental needs, including CalFresh application assistance, access to mental health resources, transportation support, and emergency financial assistance. Additionally, hygiene and snack carts are available at each campus, further supporting students with grab-and-go options between classes. Through these services, the Basic Needs program aligns with Cerro Coso's mission to foster student success, retention, and equity by minimizing non-academic barriers.

CC Marketplace locations offer a variety of non-perishable food items, fresh produce (when available), and hygiene products. By alleviating food insecurity and providing essential personal care items, the program allows students to focus on their studies rather than worrying about basic needs. Additionally, hygiene carts available across campus restrooms further normalize and destigmatize access to these essential items.

The program provides short-term emergency financial assistance for students facing immediate crises, such as an inability to pay rent or cover transportation costs. Referrals to community partners, including the Salvation Army and other local organizations, help extend the reach of support services, linking students with specialized resources like shelter, mental health services, and financial counseling.

Staff assist students with CalFresh applications through online and in-person sessions, helping them navigate the complex process of qualifying for food assistance. These services are particularly valuable for low-income students, many of whom are

unaware of available support or face challenges completing the application without assistance.

The program also addresses academic success by providing access to technology, including laptop loans and transportation resources. Housing referrals and, in some cases, short-term housing assistance are available for students experiencing housing insecurity, ensuring they have a stable environment for academic success.

To normalize the use of these services and reduce stigma, Basic Needs resources are highlighted in student orientations and made available through both online and on-campus channels. The program's outreach efforts also include partnerships with faculty, who share information about available services in course syllabi and advise students on how to access them.

## **Addressing Equity Gaps**

Despite its growth, the Basic Needs program faces several equity gaps that limit access for specific student populations.

### **1. Limited Access for Part-Time and Satellite Campus Students**

- Challenge: Part-time students and those attending satellite campuses such as Tehachapi have limited access to CC Marketplace resources due to fewer campus services, limited operating hours, and lack of dedicated pantry facilities at some locations.

- Solution: Expanding access is a top priority. The Basic Needs program is working to establish a permanent CC Marketplace at the Tehachapi campus by 2025. The program also plans to offer extended hours, particularly in the evenings and weekends, to accommodate non-traditional students. Additionally, mobile pantry services and pop-up events can provide flexible support to students who cannot access main campus locations.

### **2. Barriers to Access for Vulnerable Populations, Including Language and Cultural Sensitivity**

- Challenge: Certain vulnerable groups, including first-generation and Spanish-speaking students, may face additional barriers to accessing resources, either due to language limitations or lack of awareness about available services.

- Solution: To bridge this gap, the program is increasing bilingual support and producing culturally relevant materials in multiple languages. Enhanced partnerships with culturally specific student organizations and targeted outreach efforts will help ensure that vulnerable students are informed about available resources and comfortable seeking assistance.

### **3. Reducing Stigma and Increasing Awareness**

- Challenge: While the program has been rebranded and destigmatized over the years, some students may still feel hesitant to access services due to perceived stigma.

- Solution: The Basic Needs team is continuing to reframe its messaging to promote service use as a standard part of student support. Incorporating program information into course syllabi, orientations, and faculty advisories helps reinforce that utilizing Basic Needs services is a resource for academic success rather than a reflection of personal circumstances. Additionally, outreach through peer support networks, social media, and student-led awareness events can further normalize and destigmatize accessing these resources.

## **CC Scholars:**

Formerly CC Promise, CC Scholars is continuing to work with student cohorts every year to improve the success rates of each student in the program. The Cerro Coso Scholars is a unique scholarship opportunity offering personalized and financial support for up to two years—\$1000.00 per semester—for recent High School graduates, first-time, and eligible second-year full-time college students. The program is designed to uphold Cerro Coso's mission to improve the life of every student it serves by prioritizing equity and supporting the attainment of educational goals. Providing transfer preparation, workforce education, degree pathways, and comprehensive student support services...CC Scholars will get you **Thru in 2!**

CC Scholars has been running strong and increasing student numbers every year since 2018. The program focuses on Student Success, engagement, and completion. Below is data for our students the past few years:

GPA Information (through Fall '23)					
	GPA by Term				
Entry Term	202230	202270	202330	202370	Cumulative GPA
202230	3.35	3.24	3.17	4.00	3.29
202270		3.24	3.14	3.13	3.16
202330			2.96	2.96	2.92
202370				3.38	3.26
Overall	3.35	3.24	3.09	3.23	3.16
Course Completion Information (through Spring '24)					
	Academic Period				
Entry Term	202230	202270	202330	202370	202430
202230	95.65%	95.65%	100%	100%	100%
202270		97.74%	91.94%	96.61%	96.43%
202330			91.76%	91.80%	100%
202370				98.77%	93.84%
Overall	95.65%	97.50%	92.52%	96.82%	95.79%
Course Success Information (through Fall '23)					
	Academic Period				
Entry Term	202230	202270	202330	202370	
202230	95.65%	86.96%	91%	100%	
202270		92.09%	84.41%	89.93%	
202330			78.82%	81.97%	
202370				96.32%	
Overall	95.65%	91.50%	83.33%	91.62%	

Scholars has a wrap around program where students get individualized support through me, Financial Aid, and Counseling. The program utilizes Pronto to instantly message and provide real time support for students, along with the early alert system and grade checks, I can quickly support students in need and that may be in danger of dropping and or failing classes. This year the program reached 95 students, with 75 being completely funded by AB19 funds and the other 20 being financially supported by the CC Foundation.

#### Addressing Equity Gaps

- Underrepresented Students
- Program Awareness
- Increase Math and English in the first year.
- Increase LIBR C101 and Counseling Prep courses in first year.

#### Last Year's Initiatives

No prior year initiatives to report on.

## Initiatives for Next Academic Year

### **Enrollment and Retention: Enhance financial aid awareness and increase financial aid applications from the start of CC Apply application.**

**Is this part of a multiyear initiative?**

Yes

#### **Specific Action Steps to be Taken:**

- Increase FAFSA and CADAA application completion rates.
- Awareness of FAFSA and CADAA from start of onboarding (apply and complete a FAFSA/CADAA Application)
- Proactive campaigns to advise students to apply for financial aid no matter their financial situation.

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

- Workshops and Event Participation: Track the number of financial aid workshops, information sessions, and outreach events held each semester.
- One-on-One Financial Aid Student Support Sessions: Count the number of individual counseling sessions focused on financial aid options and application assistance.
- Create more comprehensive FAFSA/CADAA marketing material and "How to video's."

**Does the department request help developing these instruments?**

Yes

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

- Track the percentage of students who successfully complete FAFSA or CADAA applications compared to previous semesters.
- Monitor the percentage of eligible students receiving financial aid packages by the start of the semester.
- Analyze retention and persistence rates among students who receive financial aid counseling and support.
- Collect feedback from students via surveys on their satisfaction with financial aid support and resources.

#### **Person Responsible:**

Dean Of Enrollment and Retention, FA Director, and IR.

#### **Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a gap in outcomes assessment

### **Enrollment and Retention: Expand access and support for diverse student groups, including non-credit, international, and first-generation students.**

**Is this part of a multiyear initiative?**



Yes

**Specific Action Steps to be Taken:**

-Increase enrollment, engagement, and support for all students, with a focus on Dual/Concurrent Students, Non-credit, international, and first-generation students, addressing equity and ensuring that diverse student populations have access to resources that support their academic success.

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

-Targeted Outreach and Engagement Activities: Track the number of outreach events, workshops, and information sessions specifically designed for non-credit, international, and first-generation students.

-Use of Bilingual and Culturally Relevant Materials.

-Rapid Enrollment Events.

-Increase Mammoth Campus enrollments

**Does the department request help developing these instruments?**

Yes

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

-Track enrollment increases among all students, including non-credit, international, and first-generation students compared to previous years.

-Analyze retention and persistence rates among all students, including non-credit, international, and first-generation students.

-Track milestone completions (such as Math and English courses, orientation programs, or specific certificate achievements) among students in the targeted groups.

-Collect data on student satisfaction and usage of support services (such as tutoring, advising, and financial aid) through end-of-term surveys.

-Track enrollments at Mammoth Campus.

-Data on attendance for Rapid Enrollment events and what % turns into enrolled students.

**Person Responsible:**

Enrollment Team and IR.

**Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a gap in outcomes assessment, It addresses a 2- or 5- year program review strategy, It addresses a Student Equity and Achievement Plan goal

**Basic Needs: Expand Service Hours and Access**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

-Increase accessibility and availability of student services by extending hours of operation and adding access points to better accommodate non-traditional, working, and remote students.

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

- Extended Hours Implementation
- Student Awareness and Outreach on New Hours and Locations
- Service Utilization

**Does the department request help developing these instruments?**

Yes

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

- Overall Service Utilization Increase
- Student Satisfaction
- Service Accessibility and Impact on Retention
- Service Accessibility for Non-Traditional and Working Students

**Person Responsible:**

Dean Of Enrollment and Retention and Program Coordinator

**Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a gap in outcomes assessment, It addresses a 2- or 5- year program review strategy, It addresses a Student Equity and Achievement Plan goal

**Basic Needs: Develop Comprehensive Data Collection and Reporting****Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

-Establish a robust data collection and reporting system for Basic Needs services to better understand usage patterns, assess program effectiveness, and guide future improvements.

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

- Data Collection Tool Implementation
- Student Feedback Participation Rate

**Does the department request help developing these instruments?**

Yes

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

- Program Impact on Student Retention and Success
- Student Satisfaction with Basic Needs Services
- Data-Driven Program Adjustments

**Person Responsible:**

Dean Of Enrollment and Retention and Program Coordinator

**Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a gap in outcomes assessment, It addresses a 2- or 5- year program review strategy, It addresses a Student Equity and Achievement Plan goal

**CC Scholars: Increase students in enrolling in a transfer level Math and English their first year.**

**Is this part of a multiyear initiative?**

No

**Specific Action Steps to be Taken:**

-Ensure that students in the CC Scholars program enroll in and complete transfer-level Math and English within their first year, setting a strong foundation for academic success and timely graduation.

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

- Academic Advising and Counseling Sessions
- Enrollment Monitoring in Key Courses
- Summer Bridge or Preparatory Workshops
- Early Alerts and Progress Check-Ins

**Does the department request help developing these instruments?**

Yes

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

- Completion Rate of Transfer-Level Math and English in First Year

## **-First-Year Retention and Persistence Rates**

- Collaborate with Academic Advising and Counseling to create structured first-year plans that prioritize Math and English requirements.

## **-Time-to-Degree and Transfer Readiness**

### **Person Responsible:**

Dean Of Enrollment and Retention and Counseling

### **Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a gap in outcomes assessment, It addresses a Student Equity and Achievement Plan goal

## **Enrollment and Retention: Increase retention/persistence and decrease first day drops**

### **Is this part of a multiyear initiative?**

### **Specific Action Steps to be Taken:**

To enhance student retention/persistence and reduce the number of first-day drops by addressing barriers to course enrollment, improving communication, and fostering early engagement with academic and support services.

Develop a robust pre-semester communication plan, including reminders about key dates, class schedules, and available support services.

Provide training for faculty on fostering a supportive environment, particularly in the first few weeks of class.

Launch an early intervention program that identifies students at risk of dropping based on financial aid completion, course registration patterns, or past behaviors.

CC Rocks events at all campus locations.

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

-Track the percentage of students who open pre-semester emails or attend orientation sessions.

-Monitor the percentage of instructors who send pre-semester communication to their students.

-Count the number of students participating in welcome events or mentoring programs.

### **Does the department request help developing these instruments?**

Yes

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

-Track semester-to-semester retention rates.

-Monitor the percentage of students who drop courses on or before the first day of class.

-Measure the percentage of students who attend all classes during the first week.

-Collect feedback through surveys on students' satisfaction with their first-week experience.

**Person Responsible:**

Dean Of Enrollment and Retention, Outreach, and IR.

**Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a gap in outcomes assessment, It addresses a 2- or 5- year program review strategy, It addresses a Student Equity and Achievement Plan goal

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## Resource Needs

### Facilities

**Enrollment Services:**

Each department within the Enrollment and Retention division has identified specific facility needs to improve functionality, accessibility, privacy, and branding.

The A&R department's facility upgrades center on remodeling the existing space to improve staff workstations, enhance privacy, and create a functional Director's office. Plans include applying frosted windows, adding noise cancellation in the Director's office, and incorporating a whiteboard wall. Four new ergonomic workstations will be added, featuring standing desks and better chairs to support staff well-being. There is a need for defined cabinet space and a smaller, secure safe for cash items. Vinyl signage repairs and additional signage above the A&R office door are required to improve department visibility and professional appearance.

Financial Aid's primary facility need focuses on establishing a satellite office in the gymnasium to support the growing student-athlete population. The gym location would allow financial aid staff to be available on-site several times a week during peak times, providing privacy and easy access. As sports programs expand, so does the demand for accessible financial aid services tailored to student-athletes, underscoring the need for a dedicated, confidential space.

Outreach Services has recently relocated and requires several modifications to finalize the space and improve functionality and brand visibility. Requests include updated room signage, a large metal "Outreach" sign above the door, and Cerro Coso logos on doors, desks, and walls. Half-frosted outside doors are requested for privacy, along with blue repainting of exterior doors for cohesive branding. Additional aesthetic updates, such as painting electrical lines to match wall color, aim to create a professional and welcoming environment. An ADA-compliant countertop is requested to ensure accessibility for individuals with special needs.

The Dean of Enrollment's office was designed very strange, with a very large bean in the middle of the office which left the desk design very difficult and not manageable. The office is not sound proof, it shares a wall with the Vice President of Student Services and the privacy is not existent between the two offices. A temporary fix was recently added, a cheaper stand-up desk from Amazon was purchased and installed in the other side of the office, separating the work spaces between the VO and the Dean, as well as sound proofing ceiling tiles were added. The desk will need to be replaced as it is already cracked in some areas, the Executive Director of M&O has asked for a replacement need and a potential cost of \$6,000 is requested.

**Basic Needs Office:**

This past semester, the Basic Needs office has expanded to the gym and is providing a small mini-version of the marketplace in that area. The location is currently being shared with the snack shack in the gym. Some minor changes have been made in the space to support the CC Marketplace location, in addition, the space needs a new sink, installation of shelving, refacing countertops, and potential need to replace ceiling tiles. A comprehensive report of need was requested and has been submitted to the VP of Finance and the Executive Director for further review. The potential cost for upgrades will be covered %100 by Basic Needs to make the area more efficient.

Basic Needs will be requesting an additional full-time position this next fiscal year. Currently, there is not a space allocated for the new position in the current design of the marketplace. There is space under the stairs in the marketplace that has already been outfitted for a desk and can be utilized for this new position. Basic Needs will need a fully functioning stand up desk and workspace, which will be covered 100% by Basic Needs Funds. I am requesting the support of M&O to have a contractor come and assess the area again and order the desk, workspace, and chair for the new position.

Basic Needs also needs to have enclosed and secure storage cabinets installed. A previous discussion of this need was approved, but due to other campus needs, the support was denied. Due to rodent concerns, enclosed cabinetry is requested. The removal of old shelving needs to be done as well. All costs associated to this project can be 100% supported by Basic Needs funds in order to get the space functional.

## Information Technology

The units and my office request the continued support of IT for all events on and off campus.

There is a need for allowed access to the large color printer in the print shop. Print shop requests are taking too long to fulfill, causing delays for many of the outreach events and other campus activities. I am requesting that the Director of Outreach have this access in order to create their own print material and continue to provide for events and activities without inundating the print shop. The enrollment teams can support costs associated with this request.

## Marketing

The Enrollment Team needs the continued support of the Marketing Office. Work collaboratively and have in a timely manner printed material requests, social media requests, and student communication in order to support the enrollment efforts at all campus locations.

## Professional Development

### **Dean of Enrollment and Retention:**

CACCRAO, Spring 2026: Provides insights on regulatory developments, budgetary issues, and legislative updates critical to Admissions and Records operations.

NASFAA Webinars and Certifications: Engagement with NASFAA webinars and certifications for training on federal financial aid regulations and best practices.

NASPA First-Generation Conference, 2025: Provides evidence-based strategies to support first-generation students by addressing systemic barriers and fostering celebratory campus environments.

The Association for Student Conduct Administration's Annual Conference, 2025, Student Conduct training and policies.

Maxffest-2025: Maxient's annual user conference, software used by the campus for Case management

for Basic Needs and Student Conduct.

### **Enrollment Team Needs:**

CACCRAO, Spring 2026: Provides insights on regulatory developments, budgetary issues, and legislative updates critical to Admissions and Records operations. Seeking funding for two A&R technicians to attend alongside the Director will enhance team-wide knowledge and application of conference insights.

CCCCO Veterans Symposium, Summer 2026: Focused on strategies to support student veterans transitioning to college life. Attendance ensures the institution is equipped to address the unique needs of veteran students, enhancing their educational experiences.

WAVES, Summer 2026: Offers specialized training for School Certifying Officials and administrators on Department of Veterans Affairs systems and compliance. Participation ensures operational accuracy, compliance, and effective service delivery to veteran students.

NASFAA Webinars and Certifications: Engagement with NASFAA webinars and certifications ensures staff are trained on federal financial aid regulations and best practices. This continuous education enhances the quality and compliance of financial aid services, directly impacting student support.

EAB Connected25, October 2025: Equips the Outreach Director and Program Coordinator with strategies for enrollment management, student recruitment, and success through CRM systems. First-time attendance will enhance the team's ability to implement data-driven approaches to engagement.

AACRAO Conference, 2025: Focused on enhancing enrollment strategies and developing SEM (Strategic Enrollment Management) plans that align with the CC Strategic Plan. Attendance will support recruitment and retention initiatives critical to student success.

NASPA First-Generation Conference, 2025: Provides evidence-based strategies to support first-generation students by addressing systemic barriers and fostering celebratory campus environments. This conference aligns directly with equity goals and supports the holistic development of first-generation students.

## **Other Needs**

### **Outreach**

The Outreach team plays a vital role in connecting Cerro Coso Community College with prospective and current students, ensuring equitable access to resources and programs. The analysis of outreach needs highlights key areas requiring support to expand initiatives, foster community engagement, and enhance student success.

### **Community Events**

First Step Events: Informal events like those at Desert Brew provide direct engagement opportunities, addressing topics such as financial aid and veterans' benefits.

Rapid Enrollment Events: Streamline the admissions, financial aid, counseling, and registration processes to remove barriers and simplify enrollment.

VFW Partnership: Strengthened collaboration connects military-connected students with essential educational services, contributing to their success.

### **Expanding Financial Aid Awareness Month**

Traditionally focused on the IWV campus, Financial Aid Awareness Month needs expansion to all campuses, ensuring equitable support for students across locations.

Travel and accommodations are required to enable staff presence at remote campuses like Bishop and Mammoth during February's events. Estimated costs of district travel of \$750.00

### **Tehachapi Campus Outreach**

In-Person Outreach: Host informational sessions and events to engage residents, businesses, and community leaders about the new campus and its programs.

Postcard Campaign: Plan two postcard mailouts (fall 2025 and spring 2026) to promote Express Enrollment Events at the new facility, with an estimated cost of \$10,000.

#### Early College Outreach

Postcard campaigns targeting Early College students have proven effective. Funding of \$3,000 is needed to continue this strategy, which supports increased enrollment in the Early College program.

#### Child Development Center Support

Celebrate CHDV program graduates, including the growing Spanish cohort. Graduation celebrations recognize student achievements and foster community engagement, particularly for students in underrepresented groups.

#### Academic Collaboration

The Social Sciences department and Dr. Matt Jones plan to collaborate on outreach once new marketing materials are developed. Outreach will help distribute these materials and engage prospective students in Social Sciences programs.

No other Outreach needs were identified through the Annual Unit Plan presentations.

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## Staffing Requests Not Already Listed In Unit Plans

### 1000 Category - Certificated Positions

#### **Mental Health Clinician**

##### **Location:**

Ridgecrest/IWV

##### **Justification:**

Professional Expert Mental Health Clinician (19 Hours per Week)

##### **Summary:**

Under the direction of the Dean of Enrollment and Retention and Basic Needs, Professional Expert Mental Health Clinician supports the one-on-one/or group personal counseling services to any registered student at Cerro Coso Community College. This position performs a variety of tasks to ensure compliance with federal and state regulations, including HIPAA, FERPA, the California Board of Psychology, and Mandated Reporting. The clinician will also collaborate on service strategies and referrals to community resources as needed.

##### **Representative Duties:**

1. Provides short-term personal counseling to college students and/or groups. Direct services may include crisis intervention, treatment planning, diagnostic evaluation, and referral to community mental health resources.
2. Develop post-intervention support strategies, to help address the social and psychological needs of students to promote behavioral improvement and academic persistence.
3. Collaborates with the Dean to assist in the coordination and evaluation of student health and wellness services, ensuring effective delivery and alignment with program goals.
4. Supports the creation of protocols and policies to guide program implementation.



5. Ensures compliance with state and federal regulations, including HIPAA, FERPA, and other relevant guidelines.
6. Maintains accurate and confidential health records in compliance with District, State, and Federal health regulations.
7. Collaborates with campus teams, such as the Behavioral Intervention Team (BIT) and Campus Safety, to support crisis intervention and threat assessment processes.
8. Provides consultation to faculty and staff regarding mental health issues affecting students and offers information on available resources.
9. Assists in data collection, analysis, and reporting related to mental health services.
10. Monitors trends in campus mental healthcare needs and stays current on relevant regulations and policies.
11. Participates in professional development to maintain expertise in mental health services and practices.

**Minimum Qualifications:**

- Master's degree in Psychology, Marriage and Family Therapy, or Social Work
- Current licensure to practice therapy in one of the following: Licensed Clinical Social Worker (LCSW), Marriage and Family Therapist (LMFT), or related field.

## **Institutionalize Positions**

**Location:**

Ridgecrest/IWV

**Justification:**

I am requesting the following positions become institutionalized and supported by GU001.

Enrollment and Retention funds have not been renewed by the state and the college will no longer receive funds. For the remainder of 24\_25, we are on carryover funds, which is less than 60K. Currently on these funds (RP674), there are three positions needing to be supported by the institution:

Dean, Enrollment and Retention. 20%

Director of Outreach Services. 10%

Director, Admissions and Records. 5%

In addition, there are 4 positions currently being supported by AB19 (CC Scholars Funds) (TD241) which ultimately takes funding from students to cover the staff supporting these student. This is appropriate for this fund to cover salaries, but again, this will take away from the overall amount of students we can support and provide funding too to help with enrollment fees and other costs associated with attending school. The following employees are currently on (TD241) and I am requesting the need for these be supported by the institution:

Dean, Enrollment and Retention. 10%

Director, Financial Aid. 16.1%

Financial Aid Technician. 36.6%

Program Coordinator. 20%

I plan to discuss these positions during the position review in the spring, and the need to cover these positions with other funds moving forward. This could be a gradual increase in GU001 support over the next 2-3 years.

## 2000 Category - Classified Staff

### Basic Needs Program Technician

**Location:**

Ridgecrest/IWV

**Salary Grade:**

40

**Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:**

\$91,708.54

**Justification:**

1. There is a great need within the Basic Needs Office to take the responsibilities of maintaining and managing the CC Marketplace and its locations off the current position of the Basic Needs Program Coordinator. The work is being done by the current staff in the office, but the student demand is showing a need for additional staffing. The data shared in the previous sections regarding the increase in case load shows that just in one year (fall 2023 to fall 24) has increase over 209% and the number of students awarded funding in the same time period has increased to 257%. The cases we receive are time consuming and take an average of 2 weeks to assess and provide support, this does not include the follow-up needed on each case as well. Each student is provided a comprehensive wrap-around approach of support and resources to help maintain stability after services. This position will also support the ongoing rapid growth of the Marketplace and its locations, including support of all CalFresh Applications. The Marketplace in one year (fall 2023 to fall 24) has increase over 295% individual visits to the marketplace. The amount of work and time needed to maintain the facilities and manage students is increasingly demanding and overwhelming. The need for additional support in the Basic Needs Office is greatly needed due to ongoing student demand that cannot be solely covered by the current Program Coordinator and the Dean of Enrollment and Retention.

2. The impact on the college if the position is not filled is the overall student satisfaction with the services as well as the ability to continue to serve students in a timely manner with food needs, housing, and other necessary resources. With the growth of cases and daily student needs, the time to fully process student cases is at the quickest two weeks, sometimes cases are taking longer depending on the student needs. If this position is granted, the workload on the Program Coordinator will be reduced to focus solely on Basic Needs cases allowing for the Program Technician to support all marketplace needs.

Financially, there will be no cost to the college if this position is approved. The position will be 100% covered by state Basic Needs funds.

3. No, a temporary employee is not supporting the needs within the Marketplace.

4. The Program Coordinator (PC) oversees all Marketplace locations, including managing operations at the Mammoth and Bishop campuses. While the Tehachapi campus is not yet operational, it is expected to open in Fall 2025.

Each week, the PC is responsible for grocery shopping to restock the Marketplace, spending approximately \$2,500. This involves driving to Albertsons, purchasing necessary items, returning to campus, and unloading the supplies. Afterward, every item must be inventoried, and items distributed to students must also be carefully tracked and accounted for.

The PC handles these tasks independently, with minimal support from a small team of student workers assisting Basic Needs. The Marketplace operates Monday through Thursday, providing continuous service to students, and is fully operational across four locations. It remains closed on Fridays.

## Section Plan Budget Worksheet for Enrollment and Retention - FY25

Fund		Org Description	Account Description	Program Title	Activity	Location	2024	2024	2025	2026	Notes	Increase?	If requesting increase of %5 or more			
							Adopted Budget	Actual Expenses	Adopted Budget	Request			In planning document	Data?	Relevance?	Operational Efficiency?
GU001	Dean Enrollment and Retention	Non-Inst Supplies & Materials	Instnl Support/Academic Admin		CI				\$ 500.00	\$ 250.00	Increased due to travel needs of Dean and other department managers and staff not covered by categoricals	yes	Section	It has become increasingly hard to cover necessary travel/trainings for myself and my staff with appropriate categorial funds. The need to increase GU001 travel will support my teams needs, allowing for a decrease in scrambling for appriate travel funds.	Conference and trainings such as New Directors training for FA and Admissions, EAB Recruitment, Association for Student Conduct Administration's, Maxfest, and CACCRAO are all vital trainings the team annually needs to attend to stay up on current state/federal policies.	Continued/annual training on policy updates for both state and federal, along with any new updates pertaining to student services.
GU001	Dean Enrollment and Retention	Employee Travel	Instnl Support/Academic Admin		CI				\$ 10,000.00	\$ 15,000.00						
GU001	Dean Enrollment and Retention	Food/Meetings	Instnl Support/Academic Admin		CI				\$ 500.00	\$ 250.00						
GU001	Hunger Free Campus	Interfund Transfers - Out	Interfund Transfers - OUT		CI	\$ -	\$ 1.25									

Resource Requests									
Type of request	1 time or ongoing?	Requested amount	description/explanation		In planning document	Data?	Relevance?	Operational Efficiency?	
Facilities	1 time		desk for my office. The design in the current office does not allow for a stan-up desk due to a large beam. The lack of privacy due to sound traveling between the VP office and mine is problematic. Temporarily the office was recently changed with a much cheaper desk from amazon and moved to the other wall. Per the Exc. Director of Maintaince the desk is cheap and not good quality and will not last. Needs to be replaced.		Section	No Data, just an infrastructure need.	Standup desk need and better quality for the office.	Better quality desk will last longer and allows for more privacy being placed on the opporiste wall.	
Marketing	ongoing		Marketing		Section	Over the past year the increase in CC preview and enrollments events have have doubled and the need for continued marketing of these events are needed,	Need to support the cost of marketing that cannot be done fully by the units and or the marketing office	Increase enrollment and engagement	
Other	ongoing		Outreach materials		Section	With many catagoricals going away, the need for an ongoing way to support outreach materials for events and actived paired with attending and or having outreach events is needed.	To support enrollment efforts and engagement on and off campus.	Improve overall brand and college awareness.	
Other	ongoing		District travel to other campus locations		Section	Over the past year the increase in CC preview and enrollments events have have doubled and the need for continued attendance of these events are needed,o support enrollment and student needs.	Application support, counselig, and financial aid support are needed at other campus sites due to a lack of staffing who can support these needs.	Supporting campuses with enrollment efforts as well as supporting current student needs such as Financial Aid Assistance.	