



## **Describe Department/Unit**

### **Connection to College Mission**

The mission of the Allied Health Department is to develop and provide high-quality programs across diverse areas of healthcare, aligning with Cerro Coso Community College's commitment to improving the lives of every student it serves. By prioritizing equity and supporting educational attainment, our programs prepare students for meaningful careers in health and human services, including Certified Nurse's Aide, Home Health Aide, Licensed Vocational Nursing, Administrative and Clinical Medical Assisting, Emergency Medical Technician, Addiction Studies, Social Work/Human Services, and Nutrition and Dietetics.

In addition to our primary programs, we offer supplementary courses, such as Medical Terminology, Nutrition and Diet Therapy, Pharmacology, Cultural Diversity, Intravenous Therapy and Blood Withdrawal, Ethics for the Healthcare Provider, and Cardiac Arrhythmia, that strengthen students' knowledge and skills for success in all Allied Health fields. These courses serve as prerequisites and skill-builders for multiple programs, ensuring students are well-prepared for their academic and professional pathways.

The Allied Health Department's commitment to equity and access is evident in our efforts to provide high-quality Career Technical Education. We strive to create inclusive learning environments that foster diversity of thought and critical thinking, empowering students to contribute to a more equitable and inclusive society.

By meeting the growing demand for skilled healthcare professionals, our programs contribute to Cerro Coso's vision of being the first choice for higher education and workforce training in the Eastern Sierra region. We emphasize strong partnerships with local employers and healthcare providers, enhancing student employment outcomes while supporting the social and economic vitality of our communities.

Ultimately, our focus on student success and community service underscores our dedication to fulfilling the college's mission and preparing the next generation of healthcare professionals.

## **Report on Improvements Made and Gaps Identified in the Prior Year**

### **Student Equity**

#### **Actions Taken**

During the 2024–25 academic year, the Allied Health Department implemented several targeted actions to promote equitable access, retention, and success across all programs. Efforts focused on increasing course accessibility, reducing financial barriers, and strengthening academic support for diverse and rural student populations.

1. **Expanded Access through Multiple Modalities** – Increased availability of hybrid and asynchronous online courses in pathways to accommodate working students and those in geographically remote regions.
2. **OER and Low-Cost Textbook Implementation** – Transitioned core Allied Health courses to Open Educational Resources (OER) or low-cost instructional materials, significantly reducing student textbook expenses and supporting economic equity for underserved and first-generation students.
3. **Embedded Academic Support for LVN Students** – Collaborated with the college tutoring center to provide structured peer and faculty tutoring support for Licensed Vocational Nursing (LVN) students, improving access to academic reinforcement in high-demand courses.
4. **Data-Guided Equity Review** – Utilized disaggregated Institutional Research data to identify and respond to areas of disproportionate impact, focusing interventions on groups showing lower success or retention across key gateway courses.

These combined efforts contributed to modest gains in course success rates and retention, particularly among first-generation and Latinx

students, while sustaining strong overall persistence across Allied Health programs.

## **Gaps Identified**

While progress has been made, several equity gaps remain and continue to inform ongoing planning:

1. **Completion and Persistence for Underrepresented Students**
  - Institutional data indicate that Latinx and male students persist at slightly lower rates in multi-course Allied Health sequences. Continued efforts will focus on academic coaching and early intervention strategies to support program completion.
2. **Digital Access and Technology Skills** – Gaps remain in digital literacy and access to reliable technology for rural students and those balancing employment or caregiving responsibilities. Continued expansion of digital orientation materials and access to on-campus technology resources will be prioritized.
3. **Clinical Placement Barriers** – Students in remote service areas face transportation challenges for required clinical placements. The department will continue collaborating with existing regional partners to expand site access where feasible.
4. **Gender Representation in Nontraditional Fields** – Male student enrollment remains disproportionately low across most Allied Health programs. Outreach through local high schools and community partnerships will aim to increase gender diversity and representation.

The department remains committed to advancing equity through data-informed decision-making, targeted outreach, and continued collaboration with college-wide initiatives that support student access, retention, and success.

## **Outcomes Assessment**

### **Loop-Back Improvements Made**

During the 2024–25 academic year, the Allied Health Department implemented several instructional and operational improvements based on analysis of Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO) data. These actions demonstrate the

department's commitment to continuous improvement and alignment with institutional effectiveness goals.

1. **Standardization of SLO Assessment Across Courses (Pilot Ongoing)** – The department continued its pilot of a shared Canvas-based SLO reporting template designed to improve the accuracy, consistency, and efficiency of outcome documentation. This ongoing initiative ensures reliable data collection across all Allied Health courses and supports longitudinal analysis of student learning trends.
2. **Curriculum and Pedagogical Refinements** – Based on outcome data showing variation in applied-skill performance, faculty refined lab rubrics and clinical evaluation tools to place greater emphasis on critical thinking, clinical reasoning, and patient-communication competencies. These changes were implemented in LVN, HCRS, and Medical Assisting courses to strengthen alignment with professional standards.
3. **Enhanced Use of Technology in Instruction and Assessment** – Following assessment feedback indicating the need for more interactive engagement, instructors integrated Nectir, a collaborative learning and discussion platform, to deliver formative assessments and real-time feedback within Canvas. This transition improved communication, engagement, and comprehension of procedural and ethical concepts in both on-campus and remote settings.
4. **OER and Resource Alignment for Outcome Support** – Outcome analysis in introductory courses revealed gaps in mastery of terminology and pharmacology concepts. In response, faculty adopted and aligned Open Educational Resources (OER) specifically targeting these foundational areas, reducing access barriers and enhancing early-course success rates.
5. **Cross-Program Collaboration for Outcome Calibration** – Faculty from LVN, EMT, and Medical Assisting programs met to align expectations and scoring practices across shared competencies such as infection control, vital signs, and patient interaction. This collaboration improved assessment consistency and clarified progression standards for students advancing through multiple Allied Health pathways.

As a result of these implemented improvements, SLO reporting compliance increased across all Allied Health courses, faculty collaboration strengthened, and the department is better positioned to track outcome achievement trends for future PLO refinement focused on clinical readiness and program completion.

## **Schedule of Assessments**

### **Outcomes Assessment: Results of Last Year's Assessments**

### **Outcomes Assessment: Missed Targets**

## **Program Review**

### **Name: Medical Assisting**

#### **Year of Last Program Review**

New Program - Spring 2025 (in-progress)

#### **Actions Taken in the Prior Year to Address Strategies**

- Consolidated prior drafts and incorporated Institutional Research dashboards (5-year headcount, enrollment, FTES, success) to ground findings and recommendations.
- Completed PLO ↔ SLO mapping across core, administrative, and clinical sequences; aligned outcomes with CCBMA and employer feedback.
- Built a two-year assessment calendar (gateway courses each term; rotations for advanced/externship courses) to ensure continuous evidence for future cycles.
- Streamlined narrative sections (mission, labor-market alignment, equity, and resource needs) to an evidence-first format with appendices for detailed tables, keeping the body concise and readable.
- Integrated advisory input (employers/clinical partners) to validate competencies, externship expectations, and job-readiness skills.
- Aligned resource requests (e.g., coordination support, lab/sim equipment, OER adoption) to documented gaps and the outcomes data cited above.

## **Strategies Still to be Addressed**

- Finalize and submit the Spring 2025 Program Review package per committee guidance; maintain a concise main narrative with data in appendices.
- Launch the assessment calendar and close the loop each term (brief memos: findings → actions → re-measure).
- Institutionalize an annual data checkpoint (with IR) each fall to refresh trend tables and equity callouts before scheduling changes.
- Track and report externship outcomes (placement, completion, employer feedback) as a standing effectiveness indicator.

## **Name: Licensed Vocational Nursing**

### **Year of Last Program Review**

Spring 2023

### **Actions Taken in the Prior Year to Address Strategies**

- **Curriculum Revision and Compliance Updates:**  
Implemented curricular refinements identified in the 2023 Program Review to maintain alignment with BVNPT regulations and emerging healthcare competencies. Updates focused on strengthening pharmacology, maternal-child nursing, and leadership components, with revised objectives ensuring clear alignment to Program Learning Outcomes (PLOs).
- **Clinical Site Expansion and Partnership Renewal:**  
Renewed and expanded clinical affiliations across hospital, long-term care, and community health settings to meet growing student demand. These partnerships enhance student access to diverse patient populations and help sustain the program's strong employment outcomes.
- **SLO/PLO Alignment and Loop-Back Assessment:**  
Completed full alignment of Student Learning Outcomes (SLOs) with overarching PLOs. Implemented standardized Canvas templates for outcomes documentation and analysis to support continuous improvement and accreditation reporting.

- **Tutoring and Academic Support Enhancements:**

Based on prior outcome gaps, increased structured tutoring availability and embedded remediation sessions in the LVN curriculum. These supports contributed to improved progression rates, particularly for students in the first and second terms.

- **Faculty Professional Development:**

Participated in equity and inclusive pedagogy workshops, applying strategies to improve engagement in clinical and didactic settings. Faculty also completed CEUs in simulation education and other educational updates to keep instructional practices current.

### **Strategies Still to be Addressed**

- **Simulation Lab Modernization:**

Continue pursuing funding for updated simulation and skills lab equipment to reflect current clinical technology and increase hands-on learning capacity.

- **Program Review Streamlining and Data Integration:**

Refine the program review documentation process by embedding Institutional Research dashboards and reducing repetitive narrative sections, ensuring reports remain data-rich but concise.

- **Graduate Tracking and Employer Feedback Loop:**

Strengthen post-graduation outcome tracking and formalize employer feedback mechanisms to further inform curriculum adjustments and validate job readiness outcomes.

- **Interdisciplinary Collaboration:**

Enhance cross-program collaboration with EMT, Medical Assisting, and future RN and Midwifery programs to share assessment tools, advisory feedback, and clinical partnerships.

### **Name: Emergency Medical Technology (EMT)**

#### **Year of Last Program Review**

Under current review cycle

#### **Actions Taken in the Prior Year to Address Strategies**

- Conducted internal curriculum audit comparing course sequencing, outcomes alignment, and regional EMS standards to national EMT protocols, identifying areas of mismatch and opportunity.



- Began design of a streamlined assessment calendar for core EMT course competencies (patient assessment, airway management, shock, trauma care) to ensure more regular SLO/PLO measurement.
- Updated lab and clinical simulation scenarios to better mirror current field expectations in trauma, cardiac emergencies, and patient communication.
- Strengthened coordination with local EMS agencies and field sites to validate clinical expectations, secure ride-along placements, and ensure scope of practice alignment.
- Enhanced faculty review of assessment data (when available) to propose rubric refinements for more consistent scoring across campuses.

### **Strategies Still to be Addressed**

- Finalize a full, comprehensive EMT Program Review submission in the current cycle, with measurable data trends, employer feedback, and equity analysis.
- Fully implement the assessment calendar with documented “loop-back” actions (findings → changes → re-measure).
- Expand tracking of student outcomes post-certification (licensure exam success, job placement, field performance) to inform ongoing curriculum improvements.
- Deepen alignment between EMT, LVN, and upcoming programs for a smoother pathway and aligned competencies across the Allied Health division.

## **Last Year's Initiatives**

### **Name: Clinical Medical Assisting Dermatology and Esthetics Certificate**

#### **Action Plan**

Advertising of course for spring 2024 start. Completed curriculum build spring of 2023.



### **Lead Measure of Success**

Current high demand for prepared medical assistants in the dermatology and esthetics professions. No current education for entry level medical assistants in this field of study.

### **Lag Measure of Success**

Attempted to offer course in fall of 2023 with little interest due to lack of adequate advertising of course.

## **Name: Clinical Medical Assisting Radiology Assistant**

### **Action Plan**

Development of specific advancing curriculum based on stake holders input of a Radiology Assistant certificate to the established Clinical Medical Assisting certificate program. This will be based on current interest for medical assistants to have training specific to this growing healthcare area.

### **Lead Measure of Success**

Current high demand for prepared medical assistants to assist as radiology assistants to radiology technicians in general. No current education for entry level medical assistants in this field of study.

### **Lag Measure of Success**

### **Initiative Status**

In Progress

## **Initiatives for Next Academic Year**

### **Establish the Associate Dean of Allied Health position**

**Is this a multi-year Initiative?** Y

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

- Finalize and submit proposal and job description for the Associate Dean of Allied Health.
- Present rationale to Academic Senate and governance committees for review and endorsement.

- Conduct workload, FTEF, and compliance analysis to support administrative need.
- Integrate position into the 2026–2027 institutional budget planning process.

## **Initiative Proposal: Associate Dean of Allied Health (Under the Division of Career and Technical Education)**

### **Overview**

The Allied Health Department at Cerro Coso Community College has experienced significant growth and diversification over the past several years, with additional expansion planned through new program launches and multi-campus implementation. To sustain quality, compliance, and efficiency within this rapidly expanding division, the creation of an Associate Dean of Allied Health position is proposed under the leadership structure of the CTE Dean.

This position would serve a dual-function role, aligning with the model successfully implemented at Porterville College, where the Associate Dean also fulfills a program director function (e.g., RN, LVN, LM, ADST, or other accredited Allied Health program) while devoting their remaining percentage of load to Associate Dean responsibilities. This structure provides administrative depth without duplicating overhead.

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### **Rationale and Justification**

#### **1. Programmatic Growth and Expansion**

- Allied Health has expanded as a multi-program division that now includes, but not limited to:
  - Licensed Vocational Nursing (LVN) – Ridgecrest and Bishop campuses
  - Addiction Studies (ADST) (BS degree submitted for approval) – Online
  - ADST AS Degree – Multiple campuses and online
  - Social Worker and Human Services (SWHS) – Multiple campuses and online
  - Medical Assisting (Administrative and Clinical) – Ridgecrest, Bishop, online, and dual enrollment

- Medical Assisting (Clinical) Spanish version (in development for FY 26-27) – Online
- Emergency Medical Technician (EMT) – Ridgecrest, Tehachapi, Bishop, and Mammoth Lakes campuses
- Certified Phlebotomy Technician (pending CDPH approval) – Multiple campuses
- Licensed Midwifery (AS Degree and COA's, launching 2026) – Ridgecrest campus and online
- Geriatric AS Degree (in development) – Online
- Agriculture AS Degree (in development) – Online and dual-enrollment
- Future Registered Nursing (RN) program (grant-funded launch anticipated FY26-27) – Ridgecrest campus
- Future LVN and Psychiatric Technician (PT) dual program (FY 27-28) – Tehachapi campus
- Enrollment, clinical partnerships, and faculty numbers have increased significantly, creating new supervisory, compliance, and coordination demands beyond the scope of a single dean or faculty director.

## **2. Compliance and Accreditation Oversight**

- Each Allied Health program operates under separate state or national regulatory bodies, requiring continuous compliance reporting, curriculum updates, and site audits (BVNPT, CDPH, MEAC, NARM, CAAHEP, CAADE, and anticipated BRN).
- The Associate Dean would serve as compliance liaison, ensuring programmatic alignment with agency standards and maintaining readiness for state/federal reviews across all Allied Health disciplines.

## **3. Grant and Fiscal Management**

- Two new grants, \$1.25M (Registered Nursing) and \$500K (Licensed Midwifery), are anticipated in FY26, adding substantial administrative workload related to fiscal oversight, personnel coordination, and reporting. These new funding streams are in addition to the current awarded grants for disciplines within the department.
- The department also maintains Strong Workforce, Perkins, and institutional funds requiring continuous documentation and strategic alignment.

- The Associate Dean would act as primary grant administrator within Allied Health, ensuring integration of grant goals with broader CTE priorities and college fiscal accountability.

#### **4. Cross-Campus Coordination**

- With multi-site delivery (Ridgecrest, Tehachapi, Bishop, Mammoth Lakes, and online), increased travel, scheduling coordination, and external partnership management are necessary.
- The Associate Dean would oversee site operations, faculty coordination, and student clinical placement continuity across locations.

#### **5. Faculty, Curriculum, and Student Success Support**

- Faculty workload, adjunct management, and clinical scheduling require continuous coordination that exceeds available faculty release capacity.
- The Associate Dean would assist with curriculum development, faculty evaluations, accreditation documentation, and student retention strategies, ensuring quality and consistency across all Allied Health programs.

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### **Position Structure and Flexibility**

- **Reporting Line:** Under the Dean of Career and Technical Education.
  - **Assignment:**
    - 60% Program Director (as an example) – Fulfills state and accreditation requirements for an identified Allied Health program (RN, LVN, etc.).
    - 40% Associate Dean of Allied Health (as an example) – Administrative oversight, grant management, and inter-program coordination.
  - **Qualifications:** Must meet minimum qualifications for both Academic Administrative and Director roles within a state-recognized Allied Health discipline, ensuring flexibility in program assignment as institutional needs evolve.
  - **Classification:** Management-level position with faculty-director compliance credentials.
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## **Anticipated Outcomes**

- Streamlined oversight and accountability across all Allied Health programs.
- Improved compliance with state and national accrediting bodies.
- Strengthened fiscal management and reporting for existing and incoming grants.
- Enhanced support for multi-campus operations and new program launches.
- Sustainable leadership model aligned with districtwide structures and peer institutions (Porterville model).

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

- Administrative and governance review milestones completed.
- Comparative benchmarking data compiled from other colleges with similar structures.
- Preliminary approval feedback from CTE Dean and VP of Instruction.

## **Do you request help developing these instruments? N**

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

- Official approval and hiring of Associate Dean by Spring 2026.
- Demonstrated improvement in accreditation reporting timelines, faculty support responsiveness, and cross-program coordination metrics.

## **Person Responsible**

CTE Dean and Allied Health Department Chair

## **What unit gap or institutional goal does this address?**

It addresses a strategic plan goal or objective;It addresses a gap in outcomes assessment;It addresses a 2- or 5- year program review strategy;Other. Explain below

Support employees for success.

## Requested Resources

### #32 Facilities: New Allied Health Instructional and Simulation Building

**Is this a one-time request or an on-going request?** One-Time

**Amount Requested** Estimated \$18-20 million

**Is this request supported in your initiatives or elsewhere?** Yes

Supported in Initiative 1 (Establish Associate Dean of Allied Health) and Initiative 3 (Strengthen Accreditation and Compliance Infrastructure).

#### Description/Explanation

Request to construct a dedicated Allied Health instructional and simulation building to house expanding health programs, including LVN, Medical Assisting, EMT, Midwifery, and the planned Registered Nursing and Geriatric Care programs. The facility will include multi-purpose simulation labs, classrooms, skills labs, staff offices, and collaborative learning spaces to meet modern healthcare education standards.

#### Supporting Facts/Data

- The current Allied Health facilities at the Ridgecrest campus are operating beyond capacity, with insufficient dedicated lab and simulation space to support enrollment growth and regulatory requirements.
- Multiple new programs (RN, Midwifery, Geriatrics, and Spanish-Speaking CMA) are planned or in development, requiring specialized learning environments.
- Accreditation agencies (BVNPT, MEAC, and BRN) require designated lab and simulation areas that meet safety and instructional standards.
- The current configuration limits flexibility for scheduling, interdisciplinary learning, and equipment integration.

## **Impact on the Department/Unit**

A new facility would enable full program expansion, compliance with accrediting agency standards, and increased enrollment capacity across all Allied Health disciplines. It supports the college mission by expanding equitable access to high-demand healthcare education in rural and online communities.

## **Impact on Operational Efficiency**

Centralizing all Allied Health programs into one modern facility will streamline operations, reduce equipment redundancy, and enhance scheduling efficiency. The new building will also serve as a regional training hub for healthcare workforce partnerships and clinical simulations, generating long-term community and institutional benefits.

## **#33 Marketing: Allied Health Program Marketing and Community Awareness Campaign**

**Is this a one-time request or an on-going request?** Ongoing

**Amount Requested** \$20,000 annually

**Is this request supported in your initiatives or elsewhere?** Yes

Supported in Initiative 2 (RN Program Development), Initiative 4 (Spanish-Speaking CMA Expansion), and Initiative 5 (Grant Oversight and Fiscal Management Systems).

## **Description/Explanation**

Development and implementation of a coordinated, bilingual marketing and outreach campaign for all Allied Health programs, including LVN, Medical Assisting, EMT, Midwifery, Addiction Studies, Social Work/Human Services, and future RN and Geriatrics programs. The campaign will include digital marketing, community partnerships, high school outreach, and bilingual promotional materials aligned with the college's HSI mission.

## **Supporting Facts/Data**

- Current program awareness remains limited, with enrollment potential not fully realized due to minimal advertising resources.



- Spanish-speaking outreach and healthcare workforce marketing are essential to meet regional needs and improve equity in access to Allied Health careers.
- Peer CTE programs within the state maintain ongoing marketing budgets to sustain enrollment and workforce pipelines.

### **Impact on the Department/Unit**

A sustained marketing effort will increase enrollment, visibility, and access across all Allied Health programs, especially among underrepresented and Spanish-speaking students. It supports student equity, persistence, and local workforce development.

### **Impact on Operational Efficiency**

Centralizing marketing across programs improves consistency in messaging, reduces duplicated costs, and leverages economies of scale across departments. Increased enrollment will enhance program viability and improve resource utilization across all sites.

## **Faculty Position Requests**

### **Permanent certificated (full-time) online faculty - Healthcare Ancillary / Medical Assisting**

#### **Locations**

CC Online, No Location Specified

#### **Justification**

- **Course / Program Demand:** Many Allied Health courses (especially in Medical Assisting, health science prerequisites, and support electives) are already offered online or in hybrid mode, with demonstrated enrollment growth and student demand beyond capacity.
- **Understaffed Core Courses:** Current staffing is stretched thin. The existing health-ancillary faculty covers numerous courses across HCRS. An additional faculty line would relieve overload, maintain course consistency, and reduce cancellation risk.
- **Core Mission:** These courses are integral “gateway” and supportive health career courses (e.g., Medical Terminology,

Health Careers, Pharmacology) that feed credit allied health pipelines.

- **Scheduling Flexibility & Access:** An online instructor can offer greater time and modality flexibility, reaching part-time, employment-dependent, and remote students, and reducing barriers in rural areas.
- **Regional Workforce Shortage:** The Eastern Sierra region continues to exhibit shortages in allied health professionals. Expanding online offerings supports workforce development and allows students to train locally.
- **Lost Revenue / Capacity Gaps:** Waitlists and full course loads in online health electives indicate unmet demand; unoffered sections translate into lost FTES and unmet community needs.
- **Scalability for New Programs:** As we grow toward RN, Midwifery, Spanish-speaking CMA, and geriatric-care pathways, this position helps scale instructional capacity effectively without proportionally increasing adjunct burden.

## **Supporting Data (from IR / AUP sources)**

- **Wait lists / Full Sections:** Evidence from recent semesters shows several health-ancillary courses reached maximum capacity in online and hybrid formats.
- **Department Productivity (last year):** Allied Health has generated substantial FTES relative to FTEF, reinforcing a strong productivity baseline.
- **Current Faculty Counts:** The department has one full-time healthcare ancillary instructor covering multiple disciplines.
- **Adjunct Usage:** A significant number of health-support courses are taught by adjuncts; adding full-time online faculty reduces turnover and improves continuity.
- **Core & CTE classes:** Many of the ancillary and support courses are both general education and CTE, carrying high demand.
- **Workforce / Demand Alignment:** State and regional labor market data show persistent demand for medical assistants,

health technicians, and allied-health support roles in our service area.

## **Impact & Considerations**

- **On Student Success & Access:** This position enhances course availability in multiple modalities and times, reducing bottlenecks, lowering course waitlists, and improving pathway continuity.
- **On Operational Efficiency:** The online format offers scheduling flexibility, reduces facility constraints, and optimizes instructor deployments across campuses.
- **Cost-Benefit:** Relative to adjunct costs, a full-time online faculty with stable load can lead to cost savings via reduced overload, fewer section cancellations, and greater consistency in student success outcomes.
- **Scalability & Growth:** This faculty line positions the department to scale smoothly into new program areas (MA bilingual offerings) without overreliance on adjunct staff.

## **Behavioral Health (SWHS and ADST) - Full-time Faculty Position**

### **Locations**

Ridgecrest/IWV, CC Online

### **Justification**

#### **Are there too few or too many students enrolling for particular classes or majors?**

Enrollment in the Behavioral Health programs (Social Work and Human Services – SWHS; and Addiction Studies – ADST) continues to grow across all modalities. Course sections in both disciplines regularly reach capacity, with many online offerings filling within days of registration. Student demand for courses that lead to immediate employment in behavioral health, social work, and addiction recovery services remains strong, particularly as mental health awareness and workforce needs increase statewide.

#### **Are there too many courses or programs that are under capacity?**

No. Courses across both SWHS and ADST maintain healthy enrollment and productivity metrics, with multiple sections consistently running at or near maximum capacity. Expansion of the Behavioral Health program to additional sites and online delivery continues to drive increased enrollment.

**Are courses “core mission”?**

Yes. These programs directly support Cerro Coso’s core mission to provide accessible education that improves lives and strengthens communities. Behavioral Health programs are essential to workforce development in a region with limited access to mental health and addiction recovery services.

**Are courses overscheduled?**

No. Course scheduling is balanced with available faculty, but current demand exceeds capacity. Faculty overloads and adjunct dependency have been necessary to meet student need. Additional full-time faculty support is essential for sustainability and quality assurance as the programs expand.

**Is there capacity to offer courses or programs at different times and/or locations?**

Yes. The department has the infrastructure to offer expanded online and hybrid sections as well as additional face-to-face courses at Ridgecrest, ESCC, and Tehachapi. However, faculty availability limits that potential.

**Is there a workforce shortage in the service area or region?**

Yes. The regional and statewide workforce data consistently show significant shortages in behavioral health and addiction recovery professionals. According to the California Employment Development Department (EDD), employment in mental health-related occupations is projected to grow more than 20% by 2030, with local demand outpacing supply and our additional accreditation received from CCAPP will result in additional enrollments.

**What are the costs and/or lost revenue from gaps between student demand and course or program capacity?**

Insufficient full-time faculty coverage limits course offerings, leading to lost enrollment and delayed program completion for students. These bottlenecks result in missed FTES opportunities and reduced regional workforce readiness. Adding another full-time faculty

member will increase course availability, support program growth, and strengthen student retention and completion outcomes.

## **In Support of Proposal**

- a. **Program Expansion:** The Behavioral Health department is preparing for potential development of a Bachelor's Degree in Behavioral Health, which will significantly increase course offerings and demand for qualified full-time faculty.
- b. **Faculty Load:** The current single full-time faculty member manages instruction, curriculum development, program review, and advisory board responsibilities for two robust disciplines.
- c. **Adjunct Coverage:** Adjunct faculty support has been essential, but consistency and availability remain challenges, particularly for upper-division and online courses requiring specialized qualifications.
- d. **Productivity:** SWHS and ADST maintain strong FTES-to-FTEF ratios, consistently above institutional averages.
- e. **Certificates and Degrees Awarded:** Student completion rates for Behavioral Health certificates and associate degrees continue to rise, reflecting sustained community and industry demand.
- f. **Regional Workforce Data:** The behavioral health and social services sectors show some of the highest vacancy rates in the Eastern Sierra region, especially in substance use counseling and case management. Additionally, our accreditation from CCAPP will result in additional enrollments therefore leading to our continued growth.

## **Justification for Hiring a New Faculty Position**

Current and projected student demand clearly supports the addition of another full-time faculty member in Behavioral Health. The ongoing development of a potential Bachelor of Science in Behavioral Health further underscores the need for expanded full-time faculty capacity to meet programmatic, accreditation, and quality assurance standards.

This position directly aligns with Cerro Coso's mission and strategic goals to improve persistence, support underserved populations, and expand workforce-ready programs. The addition will ensure consistent instruction, enhance student outcomes, and strengthen the department's ability to respond to the growing mental health and addiction recovery workforce crisis.

## **Classified Position Requests**

### **Career Center Personnel Request - Program Coordinator (COF) and Program Manager (COF)**

#### **Locations**

Ridgecrest/IWV, CC Online

#### **Justification**

##### **(CTE Division Collaborative Request)**

Cerro Coso Community College's Career Center remains significantly understaffed and unable to provide the full scope of career readiness, work-based learning, and job placement services needed to support our Career Technical Education (CTE) programs and students. This ongoing gap in personnel directly impacts both student outcomes and institutional accountability for state and federal funding metrics tied to Perkins and Strong Workforce Programs (SWP).

The Career Center plays a vital role in student employability by facilitating job skills development, employer engagement, and student worker onboarding—functions that directly contribute to persistence, completion, and job placement. Currently, the intake and onboarding of student workers—a core operational task supporting multiple administrative units—has been absorbed by classified staff within the Office of Instruction. This temporary solution is unsustainable and limits institutional efficiency.

Following the retirement of the former Job Development Specialist, the Office of Instruction conducted two unsuccessful recruitments to refill the position under the previous structure. Historically, the Career Center operated with a single classified employee, which proved insufficient to manage the full range of student support, employer coordination, and compliance responsibilities. This model is no longer viable given the scale of CTE growth and state reporting requirements.

To effectively meet institutional and grant expectations, as well as better serve our students and local workforce, the Career Technical Education division recommends restructuring the Career Center to include two dedicated positions:

## **Requested Positions**

**1. Program Coordinator (Career Services) - COF**

**2. Program Manager (Career Services) - COF**

These positions will jointly oversee the planning, coordination, and implementation of comprehensive career services, ensuring operational continuity, compliance, and expansion of student employment pathways.

## **Justification and Strategic Alignment**

As part of the accountability for Perkins and Strong Workforce categorical funding, Cerro Coso must report annually on the following metrics:

- Student employment rates (Perkins)
- Percentage of students employed in their field of study (SWP)
- Median annual earnings (SWP)
- Students who attain a living wage after completion (SWP)
- Students employed in the 2nd fiscal quarter after completion (SWP/Perkins)

In addition, attainment of the regional living wage is a key performance indicator within the Student-Centered Funding Formula (SCFF). Without adequate staffing, the college cannot fully meet these reporting and compliance requirements or scale the initiatives that drive these metrics.

The proposed Program Coordinator (Career Services) position will focus on operational, student-facing activities, including:

- Coordinating student worker onboarding and employment documentation in partnership with Human Resources
- Developing and hosting career readiness workshops (résumé building, interview skills, soft skills, professionalism)
- Managing employer postings and student engagement within the Job Speaker platform



- Supporting work experience, internship, and apprenticeship compliance and documentation
- Maintaining communication and marketing efforts to increase participation in career events and job opportunities

The Program Manager (Career Services) position will provide administrative oversight, employer partnership development, and integration with CTE advisory boards, ensuring alignment with regional labor market trends and workforce needs.

## **Institutional Impact**

Establishing these two positions will:

- Improve institutional efficiency by removing the administrative burden from instructional support staff.
- Increase compliance and performance in federal and state workforce funding metrics.
- Enhance employer engagement and student employment outcomes across all CTE pathways.
- Expand the college's capacity for outreach, internship coordination, and job placement.
- Strengthen partnerships with local industries and regional workforce development agencies.

Allocating the necessary professional support staff to the Career Center will enable Cerro Coso to achieve its dual mission: advancing equitable access to education and preparing students for meaningful, sustainable employment in the regional economy.

## **Salary Grade**

## **Number of Months per Year**

## **Number of Hours per Week**

## **Salary Amount**

## **Program Technician - Enrollment Services (Bilingual English/Spanish)**

### **Locations**

Ridgecrest/IWV

### **Justification**

#### **Description and Rationale**

Cerro Coso Community College's Career Technical Education (CTE) Division is expanding access and equity for Spanish-speaking students through the development of bilingual Certificates of Achievement (COAs). Beginning Fall 2025, the Child Development (CHDV) program will offer the Associate Teacher and Teacher COAs entirely in Spanish, with additional bilingual offerings planned in Allied Health and Business by 2026.

This expansion has led to an unprecedented increase in bilingual student enrollment and a growing demand for guided support throughout the application, onboarding, and registration process. Historically, these students have relied on temporary or part-time classified support to navigate enrollment barriers. As participation continues to rise, a permanent classified position is essential to sustain and grow this success.

The Program Technician - Enrollment Services (Bilingual English/Spanish) position will provide consistent, student-centered support for bilingual learners, ensuring equitable access to academic and workforce pathways within the CTE Division.

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### **Strategic Alignment**

This request directly supports Cerro Coso's 2025-2030 Strategic Plan, Goal 2: "Cultivate the College's Hispanic Serving Institution (HSI) Identity and Engage Other Underserved Populations."

It also advances:

- **Goal 1 - Improve Persistence:** Through guided onboarding and enrollment assistance that promotes term-to-term retention.

- **Goal 4 – Innovate Instructional Offerings:** By supporting new bilingual program structures designed to meet community and workforce needs.
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## Supporting Facts and Data

- **Enrollment Growth:** Spanish-language CHDV courses launching Fall 2025 already have 175 enrolled students, signaling strong demand.
  - **Program Expansion:** At least two additional CTE programs will introduce bilingual COAs in the coming year.
  - **Sustainability:** Temporary staffing has been used for the past several semesters but is not a long-term solution.
  - **Community Partnerships:** CHDV collaborates with County Offices of Education and agencies such as COMPASS Family Services, serving closed cohorts that require individualized onboarding and enrollment support.
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## Impact on Department and Division Operations

- Provides dedicated bilingual support to enhance equitable access and student success.
  - Improves operational efficiency across CTE, Admissions, and Student Services.
  - Strengthens retention and completion rates for Hispanic and Spanish-speaking students.
  - Supports alignment with Perkins and Strong Workforce equity initiatives.
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## Summary Statement

Establishing a Program Technician – Enrollment Services (Bilingual English/Spanish) position will ensure consistent, culturally responsive support for Spanish-speaking CTE students. This role is essential to sustaining enrollment growth, advancing equity, and realizing Cerro Coso's mission as an Hispanic-Serving Institution.

**Salary Grade****Number of Months per Year**

12

**Number of Hours per Week**

40

**Salary Amount****Admissions & Records Technician II (Bilingual English/Spanish)****Locations**

Ridgecrest/IWV, EKC Tehachapi, No Location Specified

**Justification**

The Admissions & Records (A&R) Technician II – Bilingual English/Spanish position is critical to supporting the rapid expansion of Spanish-language programs within the Career Technical Education (CTE) Division. The Child Development (CHDV) program has launched the Associate Teacher and Teacher COAs in Spanish, serving over 175 students in Fall 2025 alone. Additional CTE programs, including Allied Health and Business, are preparing to introduce Spanish-language COAs in the coming year.

These new cohorts require intensive, hands-on support through the admissions and registration process, particularly for students who may be first-generation college attendees or English language learners. In addition, CHDV and other CTE programs regularly partner with County Offices of Education and community agencies to create closed or contract-based cohorts, requiring manual enrollment by A&R staff.

A permanent bilingual A&R Technician II is essential to manage these specialized enrollments, maintain compliance, and provide equitable service to all students.

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## Strategic Alignment

This request directly advances Goal 2 of the 2025–2030 Strategic Plan: “Cultivate the College’s HSI Identity and Engage Other Underserved Populations.”

It also supports:

- **Goal 1 - Improve Persistence and Retention:** Ensures students receive proactive, accessible enrollment assistance.
  - **Goal 4 - Innovate Instructional Offerings:** Facilitates implementation of bilingual programs and closed cohorts.
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## Supporting Facts and Data

- 175 Spanish-language CHDV students enrolled for Fall 2025.
  - Two additional CTE programs preparing to launch bilingual COAs.
  - Ongoing need for manual enrollment for closed cohorts in collaboration with regional education partners.
  - Previous reliance on temporary staffing, which has proven unsustainable for scaling student services.
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## Impact on Department and Division Operations

- Increases institutional efficiency and accuracy in student enrollment.
  - Improves equity and access for Hispanic and Spanish-speaking populations.
  - Enhances collaboration between CTE, A&R, and community partners.
  - Supports compliance with state and federal reporting for equity and workforce outcomes.
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## Summary Statement

Establishing a Bilingual Admissions & Records Technician II position will ensure equitable enrollment support for the college’s rapidly

expanding bilingual programs. This role is critical to upholding Cerro Coso's HSI commitments and sustaining long-term student success and institutional growth.

**Salary Grade**

**Number of Months per Year**

12

**Number of Hours per Week**

40

**Salary Amount**

Allied Health AUP Budget Request Worksheet for FY27

Fund	Org Description	Account Description	Program Description	Activity	Location	2025	2025	2026	2027	Notes	Increase?	If requesting increase of %5 or more		
						Adopted Budget	Actual Expenses	Adopted Budget	Request			In planning document	Data?	Operational Efficiency?
GU001	CC Allied Health	Acad Emp-Inst Non-Cont Slsend/Othr	Emergency Medical Services		CT	\$ -	\$ 1,365.00	\$ 1,000.00	\$ 1,500.00		no			
GU001	CC Allied Health	Acad Emp-Inst Non-Cont Slsend/Othr	Emergency Medical Services		CI	\$ 750.00	\$ 1,155.01	\$ 1,250.00	\$ 1,500.00		no			
GU001	CC Allied Health	Acad Emp-Inst Non-Cont Slsend/Othr	Emergency Medical Services		CB	\$ 500.00	\$ 449.95	\$ 500.00	\$ 500.00		no			
GU001	CC Allied Health	Acad Emp-Inst Non-Cont Slsend/Othr	Emergency Medical Services		CM	\$ 2,500.00	\$ 239.99	\$ 1,250.00	\$ 1,000.00		no			
GU001	CC Allied Health	Acad Emp-Inst Non-Cont Slsend/Othr	Licensed Vocational Nursing		CI	\$ 2,000.00	\$ -	\$ 2,000.00	\$ 2,000.00		no			
GU001	CC Allied Health	Acad Emp-Inst Non-Cont Slsend/Othr	Medical Assisting		CI	\$ -	\$ -	\$ 1,000.00	\$ 1,000.00		no			
GU001	CC Allied Health	Acad Emp - Non-Inst Non Cont	Instnrl Support/Academic Admin		CM	\$ -	\$ 116.25	\$ 150.00	\$ 150.00		no			
GU001	CC Allied Health	Acad Emp - Non-Inst Non Cont	Instnrl Support/Academic Admin		CT	\$ -	\$ 155.00	\$ 1,000.00	\$ 500.00		no			
GU001	CC Allied Health	Acad Emp - Non-Inst Non Cont	Instnrl Support/Academic Admin		CB	\$ 500.00	\$ 135.63	\$ -	\$ 500.00		no			
GU001	CC Allied Health	Acad Emp - Non-Inst Non Cont	Instnrl Support/Academic Admin		CI	\$ 2,500.00	\$ 23,415.24	\$ 2,500.00	\$ 2,500.00		no			
GU001	CC Allied Health	Direct Inst Prof Expt	Emergency Medical Services		CB	\$ -	\$ 1,199.95	\$ 1,000.00	\$ 1,500.00		no			
GU001	CC Allied Health	Direct Inst Prof Expt	Emergency Medical Services		CM	\$ -	\$ 892.53	\$ 1,000.00	\$ 1,000.00		no			
GU001	CC Allied Health	Direct Inst Prof Expt	Emergency Medical Services		CT	\$ 1,000.00	\$ 4,852.52	\$ 1,000.00	\$ 1,000.00		no			
GU001	CC Allied Health	Direct Inst Prof Expt	Emergency Medical Services		CI	\$ 4,000.00	\$ 2,887.50	\$ 7,500.00	\$ 7,500.00		no			
GU001	CC Allied Health	Inst Supplies & Materials	Medical Assisting		CI	\$ 3,000.00	\$ -	\$ 2,000.00	\$ -		no			
GU001	CC Allied Health	Non-Inst Supplies & Materials	Health Professions General		CI	\$ 250.00	\$ 523.50	\$ 200.00	\$ 500.00		no			
GU001	CC Allied Health	Non-Inst Supplies & Materials	Licensed Vocational Nursing		CB	\$ 250.00	\$ -	\$ 200.00	\$ 250.00		no			
GU001	CC Allied Health	Non-Inst Supplies & Materials	Licensed Vocational Nursing		CI	\$ 250.00	\$ -	\$ 200.00	\$ 250.00		no			
GU001	CC Allied Health	Non-Inst Supplies & Materials	Emergency Medical Services		CI	\$ -	\$ -	\$ 500.00	\$ 250.00		no			
GU001	CC Allied Health	Employee Travel DO	Emergency Medical Services		CB	\$ 800.00	\$ 247.49	\$ 500.00	\$ 250.00		no			
GU001	CC Allied Health	Employee Travel DO	Emergency Medical Services		CT	\$ 500.00	\$ 271.04	\$ 500.00	\$ 250.00		no			
GU001	CC Allied Health	Employee Travel DO	Emergency Medical Services		CM	\$ -	\$ 136.66	\$ 500.00	\$ 250.00		no			
GU001	CC Allied Health	Employee Travel DO	Emergency Medical Services		CI	\$ -	\$ -	\$ 500.00	\$ 250.00		no			
GU001	CC Allied Health	Employee Travel DO	Health Professions General		CM	\$ 500.00	\$ -	\$ 500.00	\$ 250.00		no			
GU001	CC Allied Health	Employee Travel DO	Health Professions General		CB	\$ 500.00	\$ -	\$ 500.00	\$ 250.00		no			
GU001	CC Allied Health	Employee Travel DO	Licensed Vocational Nursing		CB	\$ 1,000.00	\$ 884.57	\$ 500.00	\$ 1,000.00		no			
GU001	CC Allied Health	Institutional Dues/Memberships	Licensed Vocational Nursing		CI	\$ -	\$ 5,000.00	\$ -	\$ -		no			
GU001	CC Allied Health	Institutional Dues/Memberships	Health Professions General		CI	\$ 600.00	\$ -	\$ 750.00	\$ 750.00		no			
GU001	CC Allied Health	Fingerprinting Services	Health Professions General		CI	\$ 500.00	\$ -	\$ 500.00	\$ 250.00		no			
GU001	CC Allied Health	Fingerprinting Services	Health Professions General		CB	\$ 500.00	\$ -	\$ 500.00	\$ 250.00		no			
GU001	CC Allied Health	Physical Examinations/Tests	Health Professions General		CI	\$ 2,000.00	\$ -	\$ 2,000.00	\$ 2,500.00		no			
GU001	CC Allied Health	Other Services & Expenses	Emergency Medical Services		CT	\$ -	\$ 161.00	\$ 150.00	\$ 150.00		no			
GU001	CC Allied Health	Other Services & Expenses	Emergency Medical Services		CM	\$ -	\$ 24.50	\$ 150.00	\$ 150.00		no			
GU001	CC Allied Health	Other Services & Expenses	Emergency Medical Services		CI	\$ -	\$ 379.50	\$ 150.00	\$ 150.00		no			
GU001	CC Allied Health	Other Services & Expenses	Emergency Medical Services		CB	\$ -	\$ 80.00	\$ 150.00	\$ 150.00		no			
GU001	CC Allied Health	Other Services & Expenses	Licensed Vocational Nursing		CI	\$ -	\$ 1,130.00	\$ 3,000.00	\$ 1,500.00		no			
LR001	CC Allied Health	Inst Supplies & Materials	Medical Assisting		CI	\$ -	\$ 17,455.36	\$ 20,000.00	\$ 15,000.00		no			
LR001	CC Allied Health	Software Licensing/Maintenance Svcs	Medical Assisting		CI	\$ -	\$ 48,596.10	\$ 25,000.00	\$ -	Houck: Paid for online access codes. Not sure if this can keep going.				