



Describe Department/Unit

Connection to College Mission

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

Within 18,000 square miles of service area, the early college program supports higher education opportunities in 11 high school districts and within 32 high schools. The Early college program provides courses connected to Career Technical Education(CTE) and Liberal Arts transfer degree course work.

Review and Planning

Student Equity

Data was provided by using Tableau.

The 2024-2025 enrollment totals reveals that 1431 are women and 940 are men participating in the program. These results show a continual increase in the participation from both women and men over the last three years. A couple of programs that have been added are the Fire Technology ,Welding and Forestry programs which will contribute to an increase in men participation across the service area. High schools are also now requiring that if you are sitting in a dual enrolled class, then you are taking it for college credit. This is will definitely help with enrollment of both groups.

Gender	2022-2023	2023-2024	2024-2025
Enrollment total	1009	1309	1431
Women			
Men	577	811	940

Last Year's Initiatives

Name: Early College Department Creation

Action Plan

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

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

Early College is a program that is fully supported by both KCCD and the college. This support comes with an expectation of growth and long-term sustainability. Specifically, within the Cerro Coso Community College's Enrollment, Student Success with Equity Targets and Tactics document (dated June 30, 2022), the document focuses tactics that reverse enrollment declines by focusing on specific enrollment populations, one being our Early College student population.

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

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

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

Staffing Request

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

Position Requests:

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

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

Lead Measure of Success

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

Lag Measure of Success

NA

Initiative Status

Completed

Summarize actions taken on this initiative

The Program Coordinator, hired in February 2025, has been actively supporting high schools across the service area with the enrollment process. This position also assists with high school events, website updates, and provides in-person guidance for students and parents interested in the program.

The Department Assistant III joined the team in March 2025 and has been providing both in-person and phone assistance to students at throughout the service area. In addition to handling daily student support, this position manages the enrollment of all concurrent students in dual enrollment courses, troubleshoots related issues, and assists with the Early College budget.

Name: Strengthening Early College Communication and K-12 Partnerships

Action Plan

More Communication is still needed when discussing our Early College Program in the different communities we serve. The primary

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

Lead Measure of Success

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

Lag Measure of Success

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

Initiative Status

Completed

Summarize actions taken on this initiative

The success of this initiative has been strongest when we partner with local high schools to host the event. We have collaborated with Boron, Tehachapi, Kern Valley, Cesar Chavez, and Trona High Schools. These partnerships have allowed us to engage directly with students and parents to discuss both dual and concurrent enrollment opportunities. They also provided valuable opportunities to answer questions about the types of classes offered, the number of allowable credits, and the enrollment process.

Travel to the different schools has been supported through the Early College budget. Over the past two years, these visits have been conducted first by the Program Director and now by the Program Coordinator. While travel remains extensive, having two people share the responsibility has made it more manageable.

Initiatives for Next Academic Year

Name: Early College - stand alone campus

Is this a multi-year Initiative? N

Specific Action Steps to be Taken

It is time that Early College become a stand alone campus. Becoming a stand-alone campus will improve scheduling logistics and provide greater operational clarity. It will also offer a more accurate representation of each campus by eliminating the need to remove Early College numbers from the reported data. In order to accomplish this request, a campus code and location code will need to be established. Below are the numbers to support this request:

Overall	2022-2023	2023-2024	2024-2025
Enrollment	1617	2165	2428
FTES	475	657.8	727.4

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

The early lead measure will be when we see when it is done.

Do you request help developing these instruments? N

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

N/A

Person Responsible

Kristin Hanle, Program Director Early College

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective

Name: Adult Ed Dual Enrollment - expanding enrollment

Is this a multi-year Initiative? N

Specific Action Steps to be Taken

To increase awareness and participation in Adult Dual Enrollment, we will focus on providing consistent outreach and education to both

adult learners and adult education staff. Our goal is to ensure that adult students pursuing their high school diploma or GED are fully informed about the college courses and pathways available to them through dual enrollment. Regular Site Visits and program promotion will assist with this initiative.

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

We will know if we are successful by looking at our enrollment each semester

Do you request help developing these instruments? N

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

If after looking at enrollment and there are no changes then we can make the needed changes to increase enrollment.

Person Responsible

Kristin Hanle, Program Director Early College

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective; It addresses a gap in student equity

Requested Resources

#78 Information Technology: 2 Hotspot MiFi 5G

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

Amount Requested \$1642

Is this request supported in your initiatives or elsewhere?

None

Early College as a stand alone campus

Description/Explanation

Currently, some schools do not have reliable internet access. Providing these hotspots would help ensure that students can get online and complete the application process when she visits those locations.

Supporting Facts/Data

Kern Valley High School is a good example of unreliable internet. Depending on where you are at the school determines if can get a signal. If you can, many times the signal is very weak.

Impact on the Department/Unit

When the internet is not working properly, we often have to make multiple trips to the same schools, which takes away valuable time that could be spent assisting other schools with dual enrollment applications. On average, we support about 20 high schools each semester, and the need to return to schools due to unreliable internet access puts a significant strain on our schedule and resources.

Impact on Operational Efficiency

Less trips to schools and more time to travel to other schools.

#79 Information Technology: 2 Laptops

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

Amount Requested \$3200.00

Is this request supported in your initiatives or elsewhere?

None

Early College as a stand alone campus

Description/Explanation

Many high school students use Chromebooks, but our applications are not compatible with these devices. As a result, students often have to rely on their cell phones to complete the application process if they have one and they can get a signal.

Supporting Facts/Data

Every student within our service area are given a Chromebook to complete their high schools assignments. We go to schools to assist the students and majority of the time, we cannot complete the process on the device.

Impact on the Department/Unit

This creates multiple visits to a school and this last semester, we borrowed a couple of laptops to take to schools.

Impact on Operational Efficiency

Creates multiple visits to one school and slows the process of getting to other schools to assist with the process.

#80 Professional Development: Conferences

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

Amount Requested \$8000

Is this request supported in your initiatives or elsewhere?

None

Early College stand alone campus.

Description/Explanation

Dual/Concurrent Enrollment is constantly changing and evolving year after year. There are three conferences during the year that are worth attending and they are NACEP, CCEMC, and CADEP.

Requesting \$8000 to attend because there are two additional staff members in the department.

Supporting Facts/Data

Dual/Concurrent enrollment is constantly changing and the conferences is where you hear the new information first hand.

Impact on the Department/Unit

we will not be able to attend these conferences.

Impact on Operational Efficiency

The conferences keep us update on what changes are being made in dual/concurrent enrollment.

#86 Marketing: Early College Marketing

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

Amount Requested \$2000.00

Is this request supported in your initiatives or elsewhere?

None

Early College as stand alone campus

Description/Explanation

A video that could highlight students and their story to use on our Early College website page and then use it in presentations on the program.

Supporting Facts/Data

Having a video showing what students have accomplished shows what other student can also do. Videos of peers is a great way to motivate others to pursue the same thing.

Impact on the Department/Unit

No real impact other than we could have more students participating in dual and concurrent enrollment.

Impact on Operational Efficiency

N/A

Faculty Position Requests

Locations

Justification

None

Classified Position Requests

Locations

Justification

None

Salary Grade

Number of Months per Year

Number of Hours per Week

Salary Amount

Locations

Justification

None

Salary Grade

Number of Months per Year

Number of Hours per Week

Salary Amount

Early College ASP 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?	Relevance?	Operational Efficiency?
GU001	Early College (Dual Enr)	Non-Inst Supplies & Materials	Instmt Support/Academic Admin		CT	\$ -	\$ 382.77				no				
GU001	Early College (Dual Enr)	Non-Inst Supplies & Materials	Instmt Support/Academic Admin		CI	\$ 400.00	\$ -	\$ 400.00	\$ 400.00		no				
GU001	Early College (Dual Enr)	Outreach Materials	Instmt Support/Academic Admin		CS				\$ 6,000.00						
						\$ -	\$ 999.96				Yes				
GU001	Early College (Dual Enr)	Employee Travel	Instmt Support/Academic Admin		CI				\$ 8,000.00			Section	Would be providing materials to 30 high schools that are throughout the Cerro Coso College 18,000 square mile service area.	Promotes the Early College Program and gets high school students excited about college so that this may in turn add to our enrollment.	Material provide a name and connection to the college. Without them students may not have an idea who their local community college is or how to contact us.
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