



Describe Department/Unit

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, CC Scholars Program, formerly CC Promise, and our SAFE Team.

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.

The SAFE Team at Cerro Coso Community College is dedicated to fostering a safe, supportive, and student-centered campus environment by proactively addressing concerning behaviors and connecting students with appropriate resources. Guided by the values of being Student-Focused, Achievement-Oriented, Focused on Education, and providing Empathetic Support, the team ensures every student receives equitable, individualized care. Through collaboration among faculty, staff, and community partners, the SAFE Team promotes personal growth, academic success, and overall well-being.

Review and Planning

Student Equity

As part of my ongoing work as Dean of Enrollment and Retention, I continue to strengthen a unified and collaborative model across Admissions & Records, Financial Aid, and Outreach, ensuring these units operate as a cohesive Enrollment Services team. Over the past year, these three units have made significant progress toward operating as one unified department, working collectively to increase access, streamline processes, and strengthen equity across all points of the student journey, from inquiry to graduation.

Previously, these departments worked largely in isolation, but through intentional collaboration and shared goals, they now coordinate regularly on recruitment, application support, financial aid completion, and onboarding efforts. This alignment has led to cross-departmental initiatives such as bilingual FAFSA/CADAA workshops, joint “First Step” and “Express Enrollment” events, and shared data tracking through Navigate, VAR, and EAB Recruitment Success. Together, these efforts have improved communication, reduced duplication, and ensured that students receive a more seamless and supportive experience.

A key area of improvement within Enrollment Services is the International Student process, which requires updated timelines, clearer communication, and a more student-centered structure. With my transition into the role of Principal Designated School Official (PDSO), Cerro Coso will begin a comprehensive review and redesign of international student recruitment, application requirements, deadlines, and SEVIS compliance procedures. This work will include revising the application, improving early-contact communication, and providing clear expectations and timelines for all campus groups, including counselors, program staff, and athletic coaches who recruit international students.

This redesign will launch a refreshed international student operational model housed directly within Enrollment Services and Counseling, with coordinated communication to Athletics and supporting departments. Aligning these processes will ensure more accurate visa advising, timely I-20 processing, consistent onboarding, and proactive academic planning for international students. Over the next year, the revised structure will establish clearer timelines, improve compliance,

streamline student support, and strengthen pathways to success for those wishing to study at Cerro Coso.

Looking ahead, the Enrollment teams will continue to focus on retention, persistence, and re-engagement. Emphasis will be placed on analyzing and reducing first-day and pre-census drop rates, creating early intervention strategies for at-risk students, and tracking Fall-to-Spring and Fall-to-Fall persistence to identify equity gaps and inform proactive support. Additionally, each unit will continue addressing its own operational and equity priorities, such as automating key A&R processes, strengthening financial literacy and default prevention efforts, and expanding outreach to first-generation and rural students through mobile and bilingual initiatives.

Together, these strategies position the Enrollment and Retention division to not only enhance institutional efficiency but also advance Cerro Coso's mission of equitable access, student success, and community engagement. Under my direction, the Enrollment and Retention team continues to identify and address ongoing gaps related to overall enrollment, access, and student awareness. A significant institutional challenge remains in the areas of retention and persistence, particularly in understanding and reducing drop rates across all student populations.

Over the next year, efforts will focus on analyzing current enrollment and retention trends, developing early intervention strategies, and implementing proactive measures to support students before they disengage or withdraw. The Outreach team will continue to collaborate with other departments to provide comprehensive support with onboarding, enrollment, and Financial Aid, which will be supported by staff traveling to all the sites. Staff presence at these sites and with other partners in our service area remains essential to strengthen recruitment pipelines and support student retention.

Below is a summary of each unit's identified gaps, along with the strategies currently underway and planned for the upcoming academic year to close these gaps and strengthen overall student success.

Summary of AUP Operational, Equity, and Performance Gaps (2026-2027)

Admissions & Records (A&R)

Gaps Identified:

While A&R reported significant progress in automation and fraud mitigation, areas for continued development include streamlining cross-departmental processes (such as articulation of outside coursework) and finalizing automation for international and military-connected student workflows.

Steps to Address:

- Finalizing Dynamic Forms for transfer evaluation and articulation in partnership with Counseling and faculty.
- Expanding Vision Aligned Reporting (VAR) data tracking to improve transparency and institutional decision-making.
- Implementing enhanced tools for identity verification and automation to reduce manual processing and improve access equity for all students, including undocumented and veteran populations.

Financial Aid

Gaps Identified:

Financial Aid identified multiple equity and operational gaps including the decline in FAFSA submissions following the federal simplification rollout, rising student loan default risk, limited financial literacy education, and the need for increased staff capacity to meet growing caseloads.

Steps to Address:

- Expanding bilingual FAFSA/CADAA completion labs and outreach events in partnership with Outreach and Counseling.
- Launching financial literacy initiatives focused on budgeting and responsible aid management.
- Utilizing JBAY funding to improve Satisfactory Academic Progress (SAP) compliance and communication.
- Partnering with ECMC to provide proactive financial wellness and default-prevention counseling for borrowers.
- Advocating for permanent staffing increases to ensure timely, equitable financial aid delivery.

Outreach Services

Gaps Identified:

Outreach identified two key equity and performance gaps: the conversion of first-time applicants to enrolled students and persistent barriers for first-generation learners, particularly those in rural or underserved regions.

Steps to Address:

- Expanding “Your Hometown College” Express Enrollment and First Step events, including the deployment of the Enrollment Van in East Kern communities.
- Enhancing bilingual and first-generation student outreach through the First-Gen Experience Cohort and Summer Bridge programs.
- Using EAB Recruitment Success data to track inquiries, improve applicant follow-up, and measure conversion outcomes.
- Strengthening partnerships with Umoja, NASSSP, and regional K-12 districts to promote belonging and access for historically underrepresented populations.

Integrated Focus Across All Units

Collectively, these AUPs highlight a shared institutional focus on:

- Operational Efficiency: Automating processes and improving data integration across systems (Banner, Navigate, VAR, and CampusLogic).
- Equity and Access: Expanding bilingual, rural, and first-generation support to reduce procedural and financial barriers.
- Performance Improvement: Strengthening data-informed decision-making and increasing collaboration among A&R, Financial Aid, and Outreach to close enrollment and completion gaps.

Basic Needs Program Overview

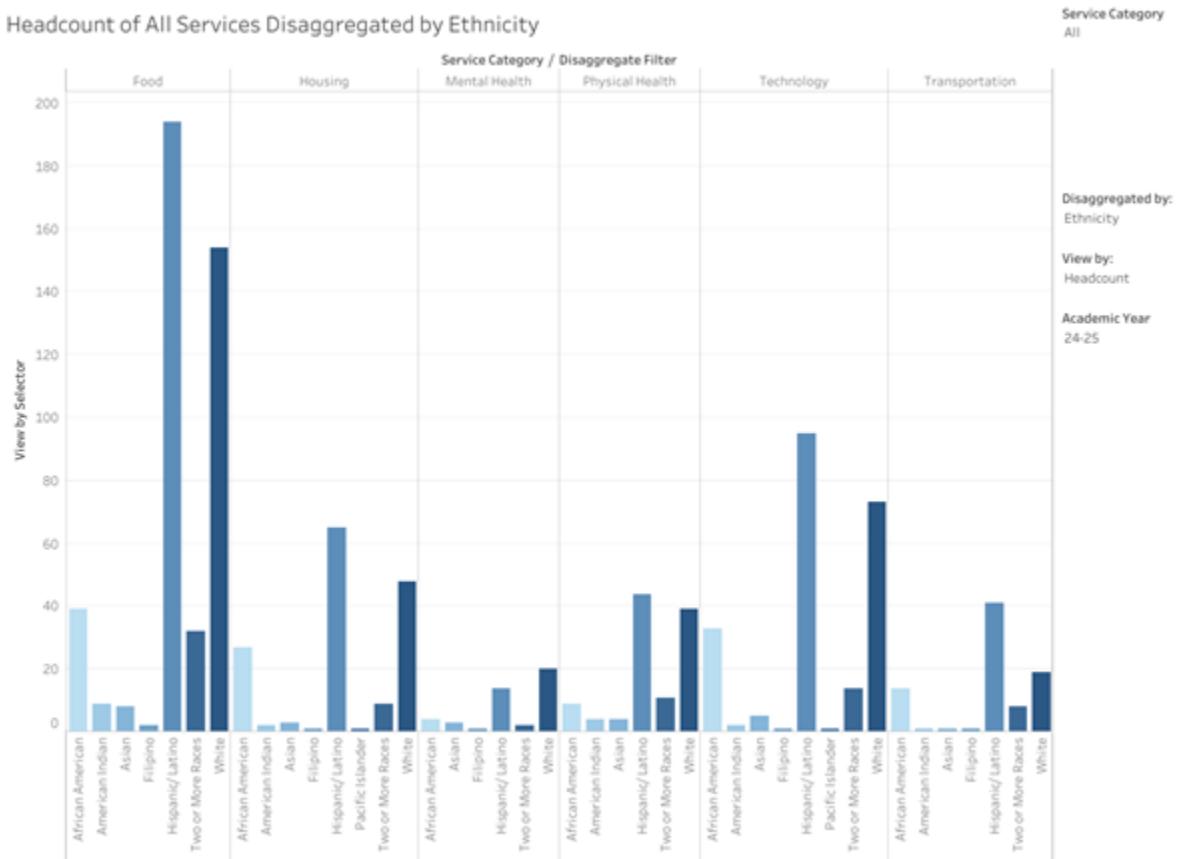
The Basic Needs program at Cerro Coso Community College continues to serve as an essential student support service, promoting well-being and academic success by addressing barriers such as food insecurity, housing instability, transportation challenges, and mental health concerns. Since its launch in 2017, what began as a small food pantry has evolved into a comprehensive, equity-centered initiative now known as the CC Marketplace. Operating across multiple campus locations and online, the program ensures students have consistent

access to the fundamental resources necessary to remain enrolled and thrive academically.

Basic Needs Usage Data for 25-26

Comparing Item	Fall 2023	Spring 2024	Fall 2024
First 6 weeks - Basic Needs Referral Forms	90	51	15
First 6 weeks - Number of students awarded from Basic Needs Forms	53	26	9
First week - total number of Visits	0	80	25
First week - Individual students	0	43	17
First 3 weeks - total number of Visits	0	248	67
First 3 weeks - Individual students	0	69	18

Headcount of All Services Disaggregated by Ethnicity



During the past academic year, Basic Needs experienced significant growth in student utilization, outreach, and service delivery. The full-time Program Coordinator has greatly enhanced individualized support and case management, leading to more consistent follow-up, increased student referrals, and expanded visibility across all campus sites. The coordinator has also led key outreach efforts, including CalFresh workshops, Marketplace tours, and collaborative student

support events that have deepened the program's integration into the broader Student Services framework.

However, the state's ongoing fiscal challenges and the anticipated reductions in categorical funding will have a significant impact on the Basic Needs budget. As the college plans for the 2026-2027 year, it is critical to ensure the program's sustainability by transitioning permanent employee salaries from the Basic Needs budget to the College's General Fund. Without this structural adjustment, rising personnel costs will continue to erode the funds available for direct student aid, limiting the program's capacity to provide groceries, hygiene items, transportation assistance, and emergency support.

To maintain high-quality service and operational efficiency, the program will continue pursuing resource diversification and cost realignment strategies, including:

- Transitioning permanent staffing to General Fund support to protect direct aid resources.
- Seeking new external funding streams and partnership-based grants to supplement categorical allocations.
- Hire additional student workers to support the growth within Basic Needs

Through continued innovation, strategic partnerships, and advocacy for sustainable funding, the Basic Needs program remains a cornerstone of Cerro Coso's mission to advance student equity, retention, and success. The CC Marketplace will continue to provide food, hygiene products, clothing, CalFresh support, and emergency referrals through accessible, stigma-free spaces on every campus. These efforts ensure that every student, regardless of background or circumstance, has access to the fundamental resources necessary to focus on learning, achieve their goals, and persist toward completion.

Addressing Equity Gaps

Despite continued growth and increased visibility, the Basic Needs program still faces several equity gaps that impact access for specific student populations. The program's efforts for 2026-2027 will focus on expanding reach, enhancing cultural responsiveness, and normalizing utilization of Basic Needs resources across all Cerro Coso locations.

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

Challenge:

Part-time students and those attending satellite campuses, particularly Tehachapi, Bishop, and Mammoth, continue to experience limited access to CC Marketplace resources due to reduced operating hours, fewer in-person services, and the absence of fully equipped pantry facilities at certain sites.

Ongoing Efforts:

Expanding equitable access remains a top institutional priority. The Basic Needs program is actively working to establish a permanent CC Marketplace at the Tehachapi campus by late 2026, with plans to enhance service availability at Bishop and Mammoth through coordinated delivery schedules and partnership-based distributions. Additionally, the program explores extended evening and weekend hours to better serve working and non-traditional students. Mobile pantry services and pop-up events will continue to bridge access gaps for students unable to reach main campus locations.

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

Challenge:

First-generation, Spanish-speaking, and other culturally diverse student populations may face additional barriers in accessing Basic Needs resources due to language limitations, cultural perceptions, or a lack of awareness about available support.

Ongoing Efforts:

To bridge this gap, the program continues to expand bilingual and culturally relevant outreach. Updated multilingual materials and CalFresh application support are being offered both in-person and online. The program is also deepening collaborations with NASSP, Equity & Inclusion, and student affinity groups to deliver targeted workshops and culturally responsive engagement strategies that affirm belonging and ensure students feel welcomed when seeking support.

3. Reducing Stigma and Increasing Awareness

Challenge:

While the Basic Needs program has been rebranded and widely promoted as part of the college's holistic student support system,

some students still associate resource use with financial hardship or personal struggle, which can discourage participation.

Ongoing Efforts:

The team continues to normalize Basic Needs utilization by integrating program information into orientations, course syllabi, student success workshops, and college-wide communications. Partnerships with faculty and student ambassadors further reinforce that accessing these services is a standard part of academic success. Enhanced peer-led outreach, social media campaigns, and awareness events, and monthly “Marketplace Spotlight” features, will continue to promote the program as an inclusive, stigma-free resource available to all students.

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 the data for our students over the past few years:

Entry Term	Academic Period					
	202270	202330	202370	202430	202470	202530
202230	3.24	3.21	4.00	3.00		
202270	3.28	3.22	3.19	3.21	3.24	2.87
202330	3.54	2.96	3.00	2.73	2.47	2.18
202370	3.34	3.47	3.39	3.30	3.32	3.13
202470	3.35	3.29	3.52	3.32	3.05	3.10
Grand Total	3.28	3.15	3.26	3.18	3.10	3.05

Course Completion by Entry Term

Entry Term	Academic Period					
	202270	202330	202370	202430	202470	202530
202230	98.00%	100.00%	100.00%	100.00%		
202270	97.25%	92.43%	97.07%	95.38%	85.47%	94.25%
202330		86.36%	93.06%	96.27%	69.44%	80.77%
202370			98.69%	93.45%	97.48%	98.42%
202470					94.17%	94.52%
Grand Total	97.39%	92.01%	97.21%	94.72%	93.27%	95.27%

Course Success by Entry Term

Entry Term	Academic Period					
	202270	202330	202370	202430	202470	202530
202230	89.00%	94.06%	100.00%	100.00%		
202270	93.82%	87.84%	91.21%	88.12%	78.63%	73.56%
202330		81.82%	90.28%	93.28%	50.00%	61.54%
202370			96.86%	87.46%	94.65%	94.86%
202470					87.29%	86.53%
Grand Total	92.92%	87.24%	93.84%	88.81%	87.28%	86.94%

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 78 students, with 62 being completely funded by AB19 funds and the other 16 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 the first year.

SAFE Team

The SAFE Team continues to refine its operational and equity-based practices to strengthen the college's capacity to identify, assess, and respond to concerning student behaviors in a consistent and trauma-informed manner.

Operational Gaps:

There remains a need to expand program reach and awareness among both students and staff. Many faculty and employees are still unfamiliar with the reporting process in Maxient or the role of the SAFE Team in providing supportive interventions. Additionally, the absence of a dedicated annual training budget limits the team's ability to maintain consistent, high-quality professional development and alignment with national standards.

Equity Gaps:

While the team follows NaBITA principles and applies an empathetic, student-centered lens, continued efforts are needed to ensure culturally responsive practices across all case assessments, particularly for underrepresented, first-generation, and neurodiverse students.

Performance Gaps:

To sustain high-quality, evidence-based intervention, the team must strengthen cross-departmental communication and formalize annual training and membership renewals for the SUNY Student Conduct Institute and NaBITA/ATIXA. These memberships are critical for keeping the team aligned with best practices in student behavior management, Title IX compliance, and threat assessment.

Steps Being Taken:

- Developing a campus-wide communication plan to increase SAFE Team visibility and awareness of reporting processes.
- Proposing a dedicated budget to fund annual professional training and memberships in SUNY and ATIXA.

- Incorporating SAFE Team updates into all-staff professional development days to reinforce campus-wide understanding and engagement.
- Continuing to review data trends within Maxient to improve timeliness, consistency, and equity in case management.

Academic Integrity, with a focus on AI

Program reach and awareness among both students and faculty remain limited. Many instructors and departments interpret and manage academic integrity concerns differently, resulting in inconsistent reporting and resolution practices. Strengthening campus-wide understanding of the Academic Integrity process and ensuring consistent application across all disciplines is a key operational goal.

To support this work, additional General Fund resources are needed to ensure the institution can meet annual training and compliance requirements. Specifically, dedicated funding is requested to cover:

- SUNY training and membership platform for Student Conduct Hearing Panel training
- Ongoing professional development for the Dean to remain current on Academic Integrity standards, emerging AI-related issues, and additional staff and faculty training to support student conduct requirements.
- AI detection and academic integrity tools that enhance efficiency, improve case accuracy, and uphold institutional integrity

Equity Gaps:

As the college addresses academic integrity cases, ensuring equitable application of procedures across all student groups remains critical. Efforts are underway to strengthen communication and transparency so that students, particularly first-generation and multilingual learners, clearly understand academic expectations, AI policies, and due process.

Performance Gaps and Emerging Needs:

The rapid integration of AI into coursework has increased the need for structured education around responsible use. To address this, collaboration is underway with the English Department and the

Learning Assistance Center (LAC) to develop an AI Literacy course aimed at promoting ethical, transparent, and informed AI use in academic work. A budget request has also been submitted to support the cost of an institutional AI detection tool, either within the Dean's Office or in partnership with the English Department, to ensure consistent and equitable identification of AI misuse.

Steps Being Undertaken:

- Expanding training and communication to improve awareness and consistency in Academic Integrity processes.
- Developing an AI Literacy course in partnership with the English and LAC departments.
- Requesting ongoing budget support for AI detection software, SUNY and ATIXA memberships, and annual training to ensure compliance with national standards.
- Reviewing academic integrity data to identify trends, support faculty development, and promote fairness in case management.

Last Year's Initiatives

No initiatives found.

Initiatives for Next Academic Year

Enrollment Services: Improve Persistence and Retention through early intervention and enrollment tracking

Is this a multi-year Initiative?

Specific Action Steps to be Taken

Develop and implement an early alert process for tracking students who drop before census by working with IR and Navigate. Use enrollment and Financial Aid data to identify at-risk populations and create proactive communication and follow-up strategies to improve persistence from term to term.

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

- Institutional Research provides daily data lists of students dropped on or before the first day of class through census for targeted outreach and analysis.

- Outreach Program Coordinators conduct proactive call campaigns to first-day drops and non-attending students identified by IR data.
- Implementation and monitoring of Ocelot text campaigns to re-engage students flagged as inactive or dropped.
- Integration of Navigate analytics to identify students who have not logged into Canvas (LMS) within the first 3 weeks of the semester.
- Number of follow-up contacts made (calls, texts, or emails) and percentage of students responding to re-engagement efforts.
- Continued check-ins with students throughout the semester to support persistence.

Do you request help developing these instruments? Y

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

- Reduction in first-day and pre-census drop rates compared to the previous academic year.
- Increase in re-enrollment rate among students contacted through the call or Ocelot text campaign.
- Improvement in LMS login activity among identified students within the first two weeks of the term.
- Increase in overall Fall-to-Spring and Fall-to-Fall persistence rates, as tracked by IR and SEA metrics.
- Reduction in the percentage of students fully withdrawing before the 60% point of the semester.

Person Responsible

Dean of Enrollment and Retention, Outreach Team and IR.

What unit gap or institutional goal does this address?

Basic Needs: Improve Case Management Efficiency

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

Implement a structured open/pending/closed tracking system to increase efficiency and timely service delivery.

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

- Percentage of new Basic Needs cases correctly categorized as open, pending, or closed in the tracking system each week.
- Average time between initial student intake and first staff follow-up contact.
- Number of weekly case file updates and documented notes entered by the Program Coordinator and student workers.
- Frequency of case review meetings between the Program Coordinator and Dean to evaluate pending files and aging cases.
- Number of staff trained and actively using the tracking spreadsheet or CRM tool accurately and consistently.
- Completion rate of student follow-up communications (email, phone, or in-person) within 3-5 business days of request. Use Survey results to track student needs and program assessment.

Do you request help developing these instruments? N

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

- Reduction in the average number of days a case remains in "pending" status.
- Increase in the percentage of student cases closed within the same academic term.
- Improvement in student satisfaction (via end-of-service or follow-up surveys) regarding response time and clarity of communication.
- Increase in the number of students served per staff member without a decline in service quality.
- Improved compliance and accuracy of MIS and internal Basic Needs data reporting.

Person Responsible

Dean Of Enrollment and Retention and Program Coordinator

What unit gap or institutional goal does this address?

SAFE Team: Increase Campus Awareness and Visibility

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

Implement a campus-wide communication plan to ensure all faculty, staff, and students understand how to report concerns through Maxient.

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

- Number of presentations, trainings, and awareness sessions delivered to faculty, staff, and student groups each month.
- Attendance and engagement rates at SAFE Team informational sessions (lunch & Learns) and flex-day trainings.
- Distribution of printed materials (flyers, posters, quick guides).
- Number of Maxient cases per semester submitted by faculty and staff.
- Frequency of SAFE Team updates or reminders shared in campuswide meetings, newsletters, or Canvas announcements.
- Pre-training and post-training knowledge surveys measuring awareness of reporting procedures.

Do you request help developing these instruments? Y

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

- Increase in the number of appropriate reports submitted through Maxient compared to the prior year.
- Improved response time from report submission to case assignment.

- Higher campus-wide confidence and understanding of the reporting process (measured via annual climate or awareness surveys).
- Evidence of broader participation, more departments, staff, and faculty represented in submitted reports and SAFE consultations.

Person Responsible

SAFE Core Team

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective, It addresses a gap in outcomes assessment

Develop and Launch AI Literacy Course

Is this a multi-year Initiative? N

Specific Action Steps to be Taken

Collaborate with the English and Learning Assistance Center departments to implement a course on ethical AI use in academics.

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

- Formation of a curriculum development workgroup (English, LAC, and Dean of Enrollment) with documented meeting notes and milestones.
- Completion of draft course outline
- Inclusion of AI literacy modules in orientation, workshops, or tutoring sessions as pilot content before full course implementation.
- Student interest indicators, inquiries, or pre-enrollments captured through surveys, focus groups, or marketing campaigns.
- Alignment of course materials with statewide AI ethics and digital literacy frameworks (tracked through peer review or feedback).

Do you request help developing these instruments? N

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

- Approval and official launch of the AI Literacy course.

- Enrollment numbers and completion rates for the first course offering.
- Increase in student self-reported understanding of ethical AI use (measured via pre/post-course surveys).
- Reduction in AI-related academic integrity cases after course implementation.
- Adoption of AI literacy elements into other disciplines' curriculum (English, CTE, or general education).
- Positive course evaluation feedback reflecting relevance, applicability, and clarity of content.

Person Responsible

Dean Of Enrollment and Retention

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

#88 Other Needs: SAFE: Training, Travel, and Membership Dues

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

Amount Requested \$15000.00

Is this request supported in your initiatives or elsewhere?

None

Section Plan

Description/Explanation

Annual and ongoing professional development is essential for maintaining the SAFE Team's effectiveness, compliance, and adherence to national best practices in behavioral intervention and threat assessment. Training through the National Association for Behavioral Intervention and Threat Assessment (NaBITA) and the

Association of Title IX Administrators (ATIXA) provides critical, research-based instruction on case management, trauma-informed response, risk assessment, and coordinated team practices that directly support student well-being and campus safety.

Participation in these trainings ensures the team remains compliant with state and federal regulations, including Title IX, Clery Act, and due process standards, while improving consistency and equity in student support and intervention.

In addition to training, annual memberships with NaBITA and the SUNY Student Conduct Institute (SCI) provide continuous access to updated legal guidance, policy templates, certification opportunities, and ongoing professional consultation that help the college stay aligned with national standards.

Travel funds are necessary to support SAFE Team members' attendance at these in-person conferences and training sessions, where they can engage in scenario-based learning, network with peer institutions, and bring back updated practices and materials to train campus personnel. Investing in training, memberships, and travel ensures Cerro Coso maintains a highly skilled, responsive, and compliant SAFE Team dedicated to supporting students and maintaining a safe and inclusive campus environment.

Supporting Facts/Data

N/A

Impact on the Department/Unit

This budget request directly supports the SAFE Team's core function of maintaining a safe, inclusive, and supportive campus environment in alignment with Cerro Coso's mission to promote student success and well-being. Funding for annual NaBITA, ATIXA, and SUNY Student Conduct Institute memberships, training, and travel ensures the team remains fully compliant with federal and state regulations, including Title IX and Clery Act requirements.

By investing in continuous professional development and national-level training, the SAFE Team can apply the most current, evidence-based practices in behavioral intervention, threat assessment, and trauma-informed response. These resources strengthen cross-campus collaboration, improve consistency in case management, and

enhance the college's capacity to identify and support students in distress before crises escalate.

Travel expenses and membership are currently being paid from Mental Health funds. While some of the use of Mental Health funds is appropriate, it would be more appropriate for the funds to come from SAFE's own general fund budget.

Without this funding, the team's ability to operate effectively, maintain compliance, and uphold the college's mission of safety, equity, and student-centered care would be significantly limited.

Impact on Operational Efficiency

Funding for NaBITA, ATIXA, and SUNY Student Conduct Institute memberships, training, and travel will improve both short- and long-term operational efficiency by enhancing team expertise, consistency, and compliance.

Short-term:

Training equips SAFE Team members with the skills and shared frameworks needed to manage cases more efficiently, ensure consistency in decision-making, and reduce time spent resolving incidents. Proper, unified training improves coordination within the team and builds confidence in handling complex cases effectively and independently.

Long-term:

Annual memberships and certification-based training keep the team current with evolving federal and state regulations, reducing institutional risk and costly compliance errors. This investment strengthens coordination, improves data accuracy within Maxient, and decreases the volume and severity of conduct and behavioral cases over time.

Overall, the request results in sustained time savings, improved decision-making, and reduced liability, enhancing the college's operational efficiency and ensuring a proactive, compliant approach to student safety and well-being.

#118 Other Needs: Employee Salaries to General Funds

Is this a one-time request or an on-going request? None

Amount Requested \$89,063.02

Is this request supported in your initiatives or elsewhere?

None

[Performance and Equity Gaps Still to be Addressed](#)

Description/Explanation

The Basic Needs Program at Cerro Coso Community College provides critical resources to support student success, persistence, and retention through direct aid, food and hygiene support, and wraparound services. Over the past 7-8 years, the program has grown to meet significant student demand, serving hundreds of students annually across all service areas.

When the Basic Needs funds were initially received at the college, many of our existing positions here at the college were already funded by General funds, grants, and categorical funds. Due to the evaluation of the anticipated needs of our program, it was determined that these positions would have responsibilities associated with the program. At the time, it made sense to have their positions partially funded from Basic Needs, as it aligned with the additional work these positions would be doing.

Currently, the Basic Needs budget structure is unsustainable due to the high proportion of salary costs covered by the categorical Basic Needs allocation. This proposal recommends reallocating a portion of salary expenses from the Basic Needs budget to the College's General Fund, ensuring program stability and the continuation of direct student aid.

Supporting Facts/Data

For FY 2025-2026, the **total Basic Needs allocation** is **\$323,438.25**, which includes a **carryover of \$91,670.25** from the previous year. Of this amount, **\$298,360.83 (92%)** is dedicated to salaries.

Without this one-time carryover, the **projected allocation for FY 2025-2026 is \$231,768.00**, which will not cover salaries at all. This creates a structural deficit and eliminates the program's ability to provide direct aid to students.

As of Fall 2025, all Direct Aid funds have been fully exhausted, and Basic Needs has suspended student aid disbursements due to the shortfall.

This situation undermines the core intent of Basic Needs funding, to directly support students in crisis or financial hardship. Without institutional support for salaries, Basic Needs will not be able to offer emergency housing, food vouchers, transportation assistance, or other essential services.

If the College intends to continue supporting students at the level established over the past several years, it must institutionalize a portion of these salaries within the General Fund. Doing so will allow Basic Needs funds to be used for their intended purpose: direct student aid and emergency support.

Basic Needs continues to pursue cost-sharing partnerships and alternative funding sources actively. This fall, the program began utilizing Cerro Coso Foundation funds to cover food and hygiene purchases across all Marketplace locations.

While these Foundation contributions are critical, they are not sustainable long-term. Even with cost reductions, from \$3,500 to \$2,500 per month, the Foundation budget will deplete quickly due to the high operational costs of maintaining Marketplace inventories across multiple sites.

Additionally, Basic Needs continues to partner with community organizations to supplement resources, but these collaborations cannot replace institutional commitment to support.

Impact on the Department/Unit

A substantial portion of salaries previously charged to Basic Needs has already been transitioned to the General Fund, significantly reducing the burden on state Basic Needs funding. This shift has helped protect the allocation of resources intended for direct and indirect student aid. However, one-time adjustments are no longer sufficient to sustain the program's growth and meet funding intent. To fully align with state Basic Needs guidelines and ensure long-term student support, all remaining salaries, excluding the full-time Program Coordinator, must be moved to the General Fund as part of the 2027-2028 budget cycle.

Completing this transition will reduce ongoing personnel costs charged to Basic Needs by approximately \$89,063.02, restoring the program's ability to provide direct student aid throughout FY 2025-2026 and beyond. Redirecting these funds will allow Basic Needs to expand and sustain student support that directly addresses food insecurity, housing instability, transportation barriers, technology access, and emergency needs.

Institutionalizing these salaries through the General Fund will restore funding for direct aid and align spending with state expectations for Basic Needs as a student support priority. Ensures long-term program stability, reducing reliance on categorical funds vulnerable to annual reductions. Reinforces Basic Needs as an essential retention and success service, deeply integrated into enrollment, persistence, and completion outcomes across Student Services.

Fully institutionalizing personnel costs does not diminish responsibilities or the scope of work performed by these positions. Instead, it guarantees that Basic Needs continues to expand services at every campus location, funds more direct aid, and sustains its essential role in supporting equitable student success across Cerro Coso.

Impact on Operational Efficiency

Transitioning salaries to the General Fund will:

- Eliminate annual budget uncertainty that disrupts service planning and student aid purchases.
- Reduce administrative time spent reallocating staff costs to remain in state compliance.
- Allow predictable budgeting and bulk purchasing, lowering supply costs and preventing mid-year shortages.
- Increase the use of student workers, expanding hours of operation while keeping labor costs low.
- Support aligned workflows with Counseling, Financial Aid, Outreach, and Student Conduct, reducing duplicated efforts.

This transition ensures Basic Needs funding directly serves students and supports a stable operational model that can continue to grow across all campus locations.

Faculty Position Requests

No requests found.

Classified Position Requests

Program Technician: Enrollment Services

Locations

Ridgecrest/IWV

Justification

Cerro Coso Community College is seeking a bilingual Program Technician to support students enrolling in Spanish-speaking-only courses, particularly those who may face language or technological barriers during the enrollment process. This position is part of the Enrollment Services team and plays a key role in helping students successfully navigate Admissions & Records, Financial Aid, and other onboarding services, offering culturally responsive, language-accessible support.

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.

Salary Grade

40.0

Number of Months per Year

12

Number of Hours per Week

40

Salary Amount

\$4,440.16/monthly

Admissions & Records Technician II

Locations

Ridgecrest/IWV

Justification

Credit for Prior Learning, Transfer Evaluation, and Articulation

As Cerro Coso continues to advance its articulation and Credit for Prior Learning initiatives, the need for a dedicated A&R Technician II has become critical. This position would oversee the end-to-end evaluation of external coursework, manage the growing workload of CPL petitions, and support articulation and transcribing of external coursework. With the integration of the new MAP system, evolving Board Policy, and Administrative procedure updates, as well as district-wide process alignment, workload and compliance demands have significantly increased.

Adding this position will help support evaluation timelines, ensure consistent application of credit policies, and improve turnaround for students seeking to apply prior learning or transfer credit. This dedicated technician will also relieve current staff of overlapping responsibilities, improving response times and service quality across A&R functions.

This position directly supports Strategic Goal #1: Improve persistence, by helping students receive timely credit for prior coursework and reducing barriers to completion. It also advances Strategic Goal #4: Innovate instructional offerings through non-traditional credit pathways that recognize students' prior experience and accelerate degree attainment.

Salary Grade

42.0

Number of Months per Year

12

Number of Hours per Week

40

Salary Amount

\$4,781.57/month

Program Technician: Enrollment Specialist

Locations

Ridgecrest/IWV

Justification

The Program Technician is a collegewide role that fills critical enrollment and onboarding gaps created by staffing limitations in Admissions & Records, Financial Aid, and Counseling. This position provides accurate, real-time support with applications, registration, and financial aid—especially during outreach events where students often struggle to complete multiple steps across departments.

The Technician is also essential to fully operating Cerro Coso's new Enrollment Van, delivering mobile enrollment services such as CCCApply, FAFSA/CADAA, and registration assistance to rural and underserved communities across the college's 18,000-square-mile region. This expands equitable access and strengthens recruitment.

Additionally, the position will coordinate onboarding workshops, support events like "First Step," and ensure consistent follow-up

between departments to improve student conversion and reduce barriers.

Overall, this role directly supports enrollment recovery and equity goals by offering mobile access, accurate information, and coordinated services that help students move from interest to enrollment successfully.

Salary Grade

40.0

Number of Months per Year

12

Number of Hours per Week

40

Salary Amount

\$4,226.21/monthly

Enrollment Retention ASP Budget Request Worksheet for FY22

Fund	Org Description	Manager	Account Description	Program Description	Activity	Locate	2025		2025		2026		2027		Notes	Increase?	If requesting increase of %5 or more			
							Adopted Budget	Actual Expenses	Adopted Budget	Request	Adopted Budget	Actual Expenses	Adopted Budget	Request			In planning document	Data?	Relevance?	Operational Efficiency?
GU001	Basic Needs	Katle B	Off Student-Aids (Non-out)	Other Student Services		CI	\$ 40,000.00	\$ 10,000.00	\$ 40,000.00	\$ 10,000.00	\$ 40,000.00	\$ 10,000.00	\$ 40,000.00	\$ 10,000.00	no					
GU001	Dean Enrollment and R	Katle B	Non-Inst Supplies & Materials	Other Student Services		CI	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	no					
GU001	Dean Enrollment and R	Katle B	Non-Inst Supplies & Materials	Instmt Support/Academic Admin		CI	\$ 500.00	\$ 177.68	\$ 500.00	\$ 177.68	\$ 500.00	\$ 15,000.00	\$ 500.00	\$ 15,000.00	Wrong Program code, should be 649090	no				
GU001	Dean Enrollment and R	Katle B	Outreach Materials	Other Student Services		CI	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	no					
GU001	Dean Enrollment and R	Katle B	Employee Travel	Instmt Support/Academic Admin		CI														
GU001	Dean Enrollment and R	Katle B	Employee Travel	Other Student Services		CI	\$ 10,000.00	\$ 12,243.01	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	\$ 10,000.00	\$ 15,000.00	no					
GU001	Dean Enrollment and R	Katle B	Employee Travel DO	Instmt Support/Academic Admin		CB	\$ -	\$ 53.56	\$ 15,000.00	\$ 15,000.00	\$ -	\$ 500.00	\$ -	\$ 500.00	no					
GU001	Dean Enrollment and R	Katle B	Employee Travel DO	Instmt Support/Academic Admin		CI									5,000.00					
GU001	Dean Enrollment and R	Katle B	FoodMeetings	Other Student Services		CI	\$ -	\$ 197.26	\$ -	\$ -	\$ 250.00	\$ 250.00	\$ -	\$ -	Wrong Program code, should be 649090	Yes	Section			
GU001	Dean Enrollment and R	Katle B	FoodMeetings	Instmt Support/Academic Admin		CI	\$ 500.00	\$ -	\$ 500.00	\$ -	\$ 500.00	\$ -	\$ 500.00	\$ -	Wrong Program code, should be 649090	no				
GU001	Dean Enrollment and R	Katle B	Refreshments/Meetings	Instmt Support/Academic Admin		CI	\$ -	\$ 106.80	\$ -	\$ 150.00	\$ 150.00	\$ -	\$ -	\$ -	Wrong Program code, should be 649090	no				
GU001	Dean Enrollment and R	Katle B	Institutional Dues/Memberships	Instmt Support/Academic Admin		CI									5,000.00					
GU001	Dean Enrollment and R	Katle B	Bad Debt Expense	Student Personnel Administration		CI	\$ -	\$ 100.00	\$ -	\$ 100.00	\$ -	\$ 100.00	\$ -	\$ 100.00	Wrong Program code, should be 649090	Yes	Section			
GU001	Hunger Free Campus	Katle B	Interfund Transfers - Out	Interfund Transfers - OUT		CI									50.00					