

CERRO COSO COMMUNITY COLLEGE

Enrollment, Student Success with Equity Targets and Tactics June 30, 2022

The COVID-19 pandemic has impacted our most vulnerable populations, resulting in declining enrollments from 2019-2020 to the 2021-2022 academic year. Our focus over the next two years is to reverse this downward trend; determine opportunities to ensure access to financial aid resources; identify specific enrollment populations for targeted outreach, retention, and persistence strategies; and promote student success through enriched professional development.

By better understanding our students and the effects of the pandemic, we are better positioned to approach enrollment management with an intentional focus on the FTES, Supplemental, and Student Success factors of the Student Centered Funding Formula (SCFF).

TARGETS

FTE	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Regular	2,079.73	2,257.54	2,013.41	1795.56	2013.41 (12%)	2257.54 (12%)
Special Admit	312.75	315.89	333.76	309.40	318.68 (5%)	334.61 (5%)
Incarcerated	455.35	547.18	694.81	614.07	632.49 (3%)	657.79 (4%)

TACTICS

Incarcerated

FTES for incarcerated students fell in 21-22 after achieving record highs in 20-21 largely due to correspondence education. This allowed for increased course caps, which have since been lowered due to a return of face-to-face instruction. Correspondence also allowed relief of the bottleneck created due to a lack of instruction in physical science and other impacted courses. With this in mind, we will work with the Cerro Coso Academic Senate to examine ways we might offer correspondence education when other avenues have been exhausted.

Despite the decrease between 20-21 and 21-22, ISEP size in 21-22 was the second largest in program history with room for additional growth in 22-23. In order to support the future expansion of course offerings, we will be addressing the need to recruit additional faculty prepared and committed to enter the facilities. Working with the other campuses with sharing of faculty is another variable to further explore, and supports our goal of districtwide collaboration and cooperation. We continue to look at working with BC on sharing of faculty, understanding that there is considerable distance between institutions, and will continue to

discuss opportunities to partner with Porterville College. We have seen a number of faculty opt out of teaching in the prisons per the contract, and we propose that as we enter negotiations, we remove the opt-out clause, and revisit incentives for teaching at these institutions. This should be a district priority when negotiations open in the fall for the successor agreement. We have adjuncts that are not meeting their .67 load capacity due to reduced enrollment in general population sections; therefore, we have the opportunity to reach out to these faculty to encourage them to take on additional courses within our prisons.

Over the coming six months, we will work with CCI to install four modular units in order to expand course offerings and mitigate reduced availability of existing classrooms that are assigned CDCR programming, thereby supporting scope and stability of scheduling.

We plan to increase tutoring supports, particularly in math. PTK has provided tutoring support in the past, and we will support a return of this peer mentoring program that allows PTK students to meet their service hours. We can also recruit adjunct faculty to provide stability in tutoring hours. These hours could be assigned to faculty from other campuses.

We plan to bring in the Law, Public Policy and Society AA-T into the prisons and audit all program offerings to maximize enrollment into programs of interest with the goal of removing less popular and lower enrolled programs (e.g., English) with more popular programs moving more students to award completion. One goal is to start the college's new Addiction Counseling Studies degree and certificate in one or both prisons; we know this will be a very popular program with excellent post-incarceration prospects.

We will also explore the ability to offer a baccalaureate degree program in the prison, regardless of whether or not the UC or CSU offer the program. This can be done as a layered approach--on the one hand finding a program that meets the current restrictions, on the other advocating for a possible easing of the regulations.

Baccalaureate

In 22-23, we will finalize a baccalaureate degree proposal based on discussions with military and aerospace industries, and hire/task a faculty member or discipline expert on the development of curriculum for submission through CIC. This will likely require intradistrict cooperation, organizing a workgroup (including Liz Rozell and team) to move the work forward.

With our four-year partners refusing to offer baccalaureate degrees within the prisons, we need to advocate for exceptions to the legislation preventing us from offering degrees offered by the CSU or UC systems. We can look for permission for these specific instances from the CSU and UC systems or look to legislators to make changes to the legislation for inmate education, or for rural colleges more than 100 miles from a CSU or UC.

Early College

In developing a more robust Early College model, we will host a partnership meeting with our service area superintendents/principals with a specific focus on dual enrollment and college readiness (per the high school dashboard). In a similar vein, we will look to revisit and strengthen relationships with private and charter schools within our service area (e.g. Immanuel Christian School, Opportunities for Learning). In addition, we plan to take a road

show to our high school partners emphasizing the 8th to 9th grade transition. Again, this is an opportunity to utilize collaboration and draw on district-wide talent.

We will continue to implement the strategies being developed as part of the GPAP grant to direct more dual enrollment opportunities to historically under-represented populations—particularly Hispanic students at Mammoth and Black students at Cal City and Mojave. We plan to meet with Sierra Sands superintendent and Burroughs High School administration to develop a plan consistent with the objectives of having all incoming freshman having completed an education plan and enrolling in at least 5 units of college courses during their first year. At Mammoth high school, we intend to support concurrent enrollment in Chemistry by providing lab support personnel at the high school.

In any event, we plan to raise the visibility of our dual enrollment program across the service area by

- highlighting high school graduates with associated degrees.
- direct-targeted mailing to parents of children of high school age.
- scheduling more events with high school partners.
- developing a marketing campaign on early college directed at parents, as well as a marketing toolkit.
- developing communication and outreach strategies for engaging currently enrolled dual and concurrent enrollment students in registration for subsequent terms
- utilizing dualenroll.com to streamline the process for early college students, thus capitalizing on Kern CCD's recent investments in technology.
- translating dual and concurrent materials translated into Spanish so that Spanish-speaking parents are informed of opportunities for their children.

Adult Learner

In reaching the adult learning in 22-23, we plan to piloting the Lens of Sport cohort sports business administration associate degree for transfer. We will build capacity to support Futuro medical assisting growth and possible expansion of vocational nursing. And we will build community partnerships with social service organizations, such as the EDD, performing outreach services as available to facilitate enrollment.

For non-credit, we have plans to develop programs for Adults to Help School Age Children Succeed and revive ESL programming.

As part of our Strategic Enrollment Management project with the Chancellor's Office, we will be developing data sets to help us identify populations most impacted by COVID-19 pandemic and designing interventions and strategies to reengage these students.

We will market the success of the campus with regard to expanding the number of course offerings that use no/low-cost textbooks, as well as the comprehensive online course offerings and degrees available. We will continue to work on most expensive disciplines with high textbook costs and develop a process to improve identification of zero/low cost textbook courses. One strategy of the SEM project is to clearly delineate the roles of marketing, outreach, and the foundation so that marketing can more effectively engage with outreach to

implement strategies aimed at recruiting prospective students and retaining those we have through very targeted in-reach activities.

Working with Graduate Communications, we are developing a series of campaigns based on the SFCC and in-reach and outreach based on our loss points.

We will look to continue scheduling a suite of 8- and 12-week late-start classes to offer what amounts to an extra semester.

We plan to maximize engagement with Adult Ed schools in dual and concurrent enrollment, adding new courses to the dual enrollment rotation.

We will refresh our long-term schedules and expand our workforce programs. New degrees and certificates are being developed in wildland fires, AWS cloud computing, and natural/forestry resource management.

CTE is looking to develop a series of CDCP short-term workforce courses over the next year, e.g. an aerospace summer academy.

TARGETS

Supplemental	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AB540	191	204	173	155	173 (11.6%)	204 (18%)
Pell Recipient	1,047	1,196	905	*	1196 32%**	1244 (4%)
CCPG Recipient	4,938	4,383	4,213	4,233	4,383 (4%)	4,558 (4%)

* 2021-22 Pell numbers not yet available.

**Percentages based on 2020-21 actuals.

TACTICS

AB540

This is an area that the college needs to conduct more research and gain assistance from a professional expert, like working with marketing agency to develop LatinX/AB540/Dreamer “persona” marketing in this area, highlighting free legal services for immigrant students, and include in Dual/Concurrent and adult education outreach materials. We are working with Graduate Communications on two outreach campaigns: Potential Pell and Potential AB540 students

We are also working with Graduate Communications on Latinx outreach. We will continue to scale the number of materials available in Spanish through working with translator/communication expert. Having translated substantial student services materials, workshops and resources into Spanish, we have begun expanding to academic program

materials, particularly in providing support for the Child Development’s bilingual program. We have focused some of this work in the Bishop area because of the concentration of the population. An environmental scan would be useful in this area to identify potential populations and market needs. We will use CRM Recruit as the start of outreach to parents in Spanish and follow up with emails, flyers, and texts.

Pell Recipients

While ISEP enrollments don’t factor into Pell, they do contribute to CCPG counts. For other populations, we will target first generation and registered students who haven’t filled out a FAFSA. Students may not be aware and/or need assistance to complete the application process. We have worked with IR to identify data for a targeted Pell campaign and proxies for identifying financial need before applying for Pell. All messaging for general and targeted campaigns is on Constant Contact for tracking purposes and followed by texts for those that haven’t responded through which we can connect with them and schedule an appointment.

Additional strategies:

- Continue to expand FA outreach and workshops with service area high schools, emphasizing documentation for real-time applications.
- Limit verifications and apply professional judgment as much as possible
- Use Program Coordinators to expand FA outreach
- Implement better document management system for FA
- Perform “pop-up” financial aid workshops at various locations off campus

CCPG Recipients

We will implement the general and targeted data elements identified in working with IR for campaigns and outreach, including, utilizing supplemental questions and CCCApply to target potential CCPG/Pell students.

As we look at opportunities to increase presence in California City, we would likely be serving students with high degree of financial assistance needed.

We will be implementing guidelines on limiting the number of students selected for verification and assess the impact of new requirements for all high school students to complete the FAFSA prior to graduation.

We are continuing strategies for maximizing Pell, such as hosting a FA virtual lobby, on-demand assistance with FAFSA completion at FA desk, and high school workshops.

We will be recruiting bilingual Student Ambassadors.

TARGETS

Student Success (All Students)	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Associates Degree for Transfer	99	121	148	139	148 (7%)	152 (3%)
Associates Degree	195	198	189	194	202 (4%)	210 (4%)
Credit Certificate	132	132	127	74	127 (72%)	132 (5%)
Completion of Transfer Level Math & English	54	84	67	66	76 (15%)	84 (10%)
Successful Transfer to 4-year School	125	148	116	*	126 (9%)**	131 (4%)
9+ CTE Units Completed	864	792	750	724	753 (4%)	792 (5%)
Attainment of Regional Living Wage	1,210	1,366	1,589	*	1,620 (2%)**	1,652 (2%)

*2021-22 numbers not yet available.

**Percentages based on 2020-21 actuals

TACTICS

Retention and Persistence

One major goal of the SEM project—and of the enrollment management task force overall—is to analyze retention and persistence data, identify specific college populations showing gaps, and develop strategies for improving performance. This will rely first and foremost on the development of a retention and persistence dashboard that will aggregate actionable data such as FAFSA completion, average times seeing a counselor, units attempted, and other factors into a filterable profile.

Another goal that emerged as a priority of the SEM project team is to establish a case-management approach to counseling/advising and the development of success teams composed of department faculty, department students/alumni, administrators, and counseling staff to support students to completion. Their recognition of the importance of this work supports the ongoing work that has taken place throughout spring 2022 through SSSP in partnership with Manpower Demonstration Research Corporation (MDRC).

We are continuing to work with District IR to develop SCFF Actionable Data reports for specific and just in time outreach and in-reach efforts.

ADT/AA/AS/Certificate Completion

Our biggest task and primary goal over the next two years is to work with District IR on developing the research reports necessary for identifying students close to completion for proactive outreach and completion campaigns. This includes developing a strategy for all indicators, completing the creation of just-in-time communication through the lifecycle of the student, and engaging faculty in crucial messaging, such as prompting registration for the next term, referring to just in time supports when necessary, and finishing their ed journeys with application for graduation.

We are will also identify students that already have, or are very close to completing, their general education requirements for both CSU and UC systems. We have developed a GE Certificate that will assist with certificate awards, capture transfer students, and subsequent degree achievement.

Together with that, we plan to adjust ed plans to allow the student to finish a certificate before their degree where possible and appropriate. This is more easily done with special population students such as Finish Line scholarship program students.

Though we expect an uptick in AA/AS/ADT completions as more ISEP students reach the end of their educational journeys, we will develop a process to run reports to ensure those close to graduating do graduate. In addition, we will strategically examine the degrees and certificates offered in the prison to address any course gaps to completion of awards for ISEP students.

We will look to utilize the Cognos report developed for “auto-awards” in order to begin targeting our most popular degrees, as well as the use of Navigate in this capacity.

We plan to run the report of transfer articulated courses from BC and upload into our system. Articulate courses with BC and PC to work toward the implementation of a common transcript.

We will continue to work with local area high schools to find opportunities to increase CTE pathways, particularly utilizing intradistrict cooperation to provide popular programs in the communities of Bakersfield or Porterville where BC or PC cannot.

With the hiring of a full-time law enforcement academy coordinator in fall 2022, we will be increasing the number of POST certificates as we expand our POST Academy offerings in Tehachapi.

Completion of Transfer Level Math & English/9+ CTE Units Completed

We will continue use of the 9 CTE units report to inform our efforts at targeting students close to completing their 9 units and contacting them individually by way of outreach. We are also developing prison pathways that allow students to get 9+ CTE units in their first year, by prioritizing the scheduling of those students on the verge of 9 CTE units. Similarly, ISEP students can be tracked on math/English completion in the first year to ensure strong foundational skills.

Outside of the prison, we will conduct targeted campaigns for students in their first year with either transfer level math, transfer level English, or neither, to boost enrollment for completion of this metrics.

Other specific strategies for 9+ CTE course completion include the following:

- Institutional Strategies
 - Ensure every employee is knowledgeable about funding formula elements and understands how their role can impact
 - Campaigns focused on undecided students
- Student Services Strategies
 - Progress reports campaigns for students on track for completion
 - Targeted in-reach for late start CTE classes for students who have dropped
 - Counseling training for schedule development for 9+9 completion
- Instructional strategies
 - Scheduling patterns to allow for 9+9 completion
 - Program Pathway structure for 9+9 completion
 - Encourage CTE faculty submit early alerts for intervention
 - Enhance the 8.5-unit EMT job-skills certificate, creating a certificate of achievement at 9+ units. Need to have programs in banner. Need to investigate BC approach.