

2024-2025 Non-Instructional Program Review - Dual Enrollment and High School Articulation Latest Version

Self-study template for Non-Instructional Program Review process. Review period: 2021-2022, 2022-2023, 2023-2024.

Non-Instructional Area Program Review Overview

Non-Instructional Program Review Purpose

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment : Version by Leonardo, Sasha on 02/20/2025 00:29

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

The Students First Framework at Cerritos College aligns well with the Dual Enrollment program mission and high school articulation efforts in the following ways:

1. Equitable Access (Lever A)
- The framework emphasizes expanding educational opportunities for students, ensuring that every learner has access to an educational pathway. This directly supports Dual Enrollment and high school articulation by:
 - Increasing early exposure to college coursework.
 - Streamlining pathways from high school to postsecondary education.
 - Strategy A.3 specifically calls for increasing dual enrollment courses and programs, reinforcing the goal of providing seamless credit articulation between high school and college.
 - Strategy A.2 strengthens the K-12 pipeline, supporting the development of articulated pathways where students earn college credit for high school coursework.
2. Completion (Lever B)
- The framework prioritizes helping students complete their educational goals efficiently, aligning with the benefits of dual enrollment and articulation agreements in reducing barriers to degree attainment.
 - Strategy B.2 aims to reduce time to completion, mirroring the impact of dual enrollment and articulation by allowing students to earn college credits in high school and enter Cerritos College with advanced standing.
 - Strategy B.3 ensures that students enroll in program-applicable courses, supporting articulated CTE pathways that prevent students from having to repeat coursework upon transitioning to college.
 - Strategy B.7 emphasizes faculty professional development, which can support high school instructors and Cerritos College faculty in aligning articulated course content.
3. Career and Transfer Success (Lever C)
- The framework calls for innovating career and transfer pathways, ensuring that students are prepared for further education or employment. This aligns with dual enrollment and articulation in the following ways:
 - Articulated courses provide students with a clear path from high school to a certificate, degree, or transfer program.
 - Strategy C.2 supports baccalaureate degree attainment, which can be strengthened through dual enrollment and articulated coursework that counts toward transfer credits.
 - Strategy C.4 emphasizes career pipelines and paid internships, aligning with CTE pathways and articulation agreements that allow students to complete industry-relevant coursework in high school.
 - Strategy C.6 encourages training programs that meet industry needs, reinforcing the importance of articulated CTE courses in preparing students for high-wage, high-demand careers.
4. Institutional Health (Lever D)
- The framework commits to efficient use of resources to best serve students. Dual enrollment and articulation support this by:
 - Maximizing educational opportunities at a low or no cost to students.
 - Reducing redundant coursework, ensuring that students don't have to retake classes when transitioning from high school to Cerritos College.
 - Strategy D.6 highlights the importance of developing facilities and technology to support students from access through career attainment, which benefits both dual enrollment and articulated students who utilize Cerritos College resources like the library, counseling, and student services.

The Students First Framework aligns directly with Dual Enrollment and high school articulation by focusing on:

- Expanding access to college courses for high school students
- Providing clear and equitable pathways to postsecondary success
- Reducing time to degree and increasing completion rates
- Strengthening CTE pathways through articulation agreements
- Enhancing career readiness and transfer success

By integrating articulation agreements with dual enrollment, Cerritos College ensures that students experience a smooth transition from high school to college, gain confidence in higher education, and advance toward career and transfer goals efficiently.

B. Non-Instructional Area Description : Version by Leonardo, Sasha on 02/20/2025 00:29

Service	Description
Provide college courses for K-12 students (Individual Dual Enrollment)	Offers college-level courses to high school students, allowing them to earn college credit while still in high school. Courses are taught by college faculty in various modalities (in-person at high schools, on the Cerritos College campus, and online).

Service	Description
Provide college courses for K-12 students on the High School Campus	Offers college-level courses to high school students, allowing them to earn college credit while still in high school. Courses are taught by college faculty in various modalities (in-person at high schools and online).
Early College Program to Partner High Schools	Provides high school students with the opportunity to complete the IGETC/CSU GE certification pattern in a cohort model at their high school.
Enrollment Services	Manages dual enrollment student enrollment, including application processing, course registration, and parent/counselor approval management.

C. Non-Instructional Area Organizational Resources : Version by Leonardo, Sasha on 02/20/2025 00:29

1. Please describe your non-instructional area's organizational and personnel structure. Discuss:

- a. Positions (e.g., managers, classified, part-time, etc.).
- b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.)
- c. Organizational chart (optional).

a. Positions:

- Stefany Diaz España, Senior Manager, Dual Enrollment
- Paul Bleak, Program Assistant, Classified

b. Collaboration:

1. **Regular Check-ins:** Stefany Diaz España (Senior Manager) and Paul Bleak (Program Assistant) maintain regular, standing check-in meetings. These meetings serve as a dedicated time to discuss ongoing projects, address challenges, review program data, and plan future activities. The frequency of these check-ins (weekly) allows for timely adjustments and ensures alignment with program goals.
2. **Staff-to-Manager Communication:** The regular check-ins provide a structured forum for Paul to update Stefany on program progress, raise any concerns, and seek guidance. Stefany utilizes these meetings to provide direction, offer support, and ensure that the program aligns with the college's strategic goals.

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in?

a. How does this participation reflect on your non-instructional area's plans and integration with the college.

- Educational Partnership Program Team Meeting, Every other week
 - Cerritos Promise
 - Teacher TRAC
 - Site-Bridging Liaison
- Dual Enrollment Working Group, Second Monday of every month
 - Dean of Enrollment Services
 - Dean of Counseling Services
 - Senior Manager, Dual Enrollment
 - Director of Educational Partnerships and Programs

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends : Version by Leonardo, Sasha on 02/20/2025 00:29

1. Whom do you serve?

- a. Describe your primary and secondary user groups that the non-instructional area attracts and serves.
- b. Describe the usage trend for your non-instructional area in the last three years.
 - i. Has it remained steady, increased, or decreased?
 - ii. Describe any factors that contributed to any change.
- c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).
 - i. How do the demographics of your users compare with the college as a whole?
 - ii. Are the trends within your program in alignment with the broader, collegewide trends?
 - iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

Primary User Group: Our primary user group is high school students enrolled in the Cerritos College college courses. They can also utilize college resources to navigate college coursework and receive guidance on college and career pathways.

The exponential increase in student participation is due to a combination of factors. The primary driver is the program's strategic expansion of its Early College program, which follows a phased implementation model, taking approximately four years to fully integrate an Early College program within a high school campus. With the successful addition of approximately two high schools per year, the program has consistently expanded its reach, leading to a substantial rise in student enrollment. This growth trajectory is expected to continue.

In addition to the Early College expansion, the college's advertising campaign has contributed to a noticeable increase in students seeking individual dual enrollment opportunities. This targeted outreach has raised awareness of the program among high school students who may not be part of a formal Early College partnership, resulting in a significant boost in enrollments from this segment. The combination of structured Early College growth and increased individual student participation has fueled the program's overall expansion.

Secondary User Group: One secondary user group is the high school team. This group includes high school counselors, administrators (principals, etc.), and teachers, who are essential partners in the dual enrollment program. The dual enrollment team works with the high school team on:

1. **Program Development:** Working together to create relevant courses and pathways aligned with high school requirements and student goals.
2. **Student Recruitment/Enrollment:** Counselors identify and guide eligible students through the application process, including providing necessary approvals.
3. **Communication/Evaluation:** Ongoing communication ensures program effectiveness and allows for continuous improvement based on high school feedback. This collaboration ensures a smooth and successful dual enrollment experience for students.

Secondary User Group: A second secondary user group is parents/guardians/family of dual enrollment students. This secondary user group plays a crucial supportive role in the success of dual enrollment students. While FERPA regulations prevent the sharing of specific student information without consent, the Dual Enrollment program recognizes the importance of engaging parents/guardians/family members. The program works to keep this group informed about the opportunities available to their students on the Cerritos College campus, including:

1. **Program Information:** The program provides general information about the benefits of dual enrollment, eligibility requirements, application processes, and available resources. This may include informational brochures, website updates, and presentations at high school events.
2. **Campus Resources and Support Services:** Parents/guardians/family are informed about the various support services available to dual enrollment students, such as academic advising, tutoring, library resources, counseling services, and student clubs. This helps them understand how their students can access support and thrive in the college environment.

Secondary User Group: A third secondary user group includes Cerritos College faculty and staff. This group is integral to the Dual Enrollment program's success. Their engagement takes several forms:

1. **Faculty Liaison Support:** A dedicated faculty liaison provides support and mentorship to faculty teaching dual enrollment courses. This liaison acts as a point of contact, addressing questions, providing resources, and facilitating communication between dual enrollment faculty and the high school. This support ensures faculty are well-equipped to teach and mentor high school students in a college setting.

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process : Version by Leonardo, Sasha on 02/20/2025 00:29

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

Currently, our assessment of dual enrollment program effectiveness relies primarily on MIS data, which provides information on student enrollment trends and helps us track progress toward expanding access to college coursework. We also utilize our EPP Database, which provides student grade data. This allows us to track student success in dual enrollment courses and assess our AUO related to course completion.

While we recognize the need for more comprehensive data to fully assess our AUOs related to streamlining enrollment and fostering effective partnerships, we are actively developing plans to collect this information in the future. Specifically, we intend to implement the following data collection methods:

1. Enrollment Data (Dates): We will create enrollment timeline and then utilize a dedicated tracking spreadsheet to record student enrollment dates and track how many students are enrolled two weeks prior to the start of the term
2. Course Request Data (Submission Dates): We will implement a system for tracking the submission dates of course requests from high schools, allowing us to measure the timeliness of these requests.
3. Surveys: We plan to develop and administer surveys for high school administrators and Cerritos College deans and faculty to assess collaboration and communication effectiveness.
4. Data Disaggregation: We will enhance our data analysis by disaggregating data by relevant student demographics to identify any equity gaps.
5. Longitudinal Tracking (Beyond Grades): While our EPP system provides grade data, we would like to expand our longitudinal tracking capabilities to include college enrollment after high school, degree completion, and transfer rates. We will explore options for accessing this data or partnering with other departments/institutions to obtain it.

2. How are user needs assessed and considered in the development and delivery of programs and services?

a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

b. What are the sources of information your non-instructional area uses to understand current needs?

c. How have the needs changed over time?

Our Dual Enrollment program prioritizes understanding and responding to the needs of our diverse user groups—high school students, high school teams (counselors, administrators, teachers), parents/guardians, and Cerritos College faculty and staff. We employ a multi-faceted approach to remain current with user needs, interests, and experiences.

We gather information through direct feedback (conversations with counselors, emails from parents/students, faculty input, and student feedback mechanisms), collaboration with high schools (regular meetings focusing on curriculum, student preparation, and logistics), and data analysis (MIS data on enrollment trends and demographics). We plan to expand data collection in the future (grades, counseling utilization, satisfaction surveys) to further refine our understanding of user needs.

Our current information sources include high school counselors (student needs and trends), high school administrators (program effectiveness and alignment), Cerritos College faculty/staff (student needs and challenges), parents/guardians (perspectives and concerns), students (direct feedback), MIS data (enrollment trends and demographics), and EPP data (student grades).

We've observed a rapid increase in student demand for dual enrollment. This rapid expansion has highlighted critical needs, including streamlined enrollment processes, increased access to academic advising and support services tailored to high school students, and stronger communication channels with our partner schools.

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?

We currently track service usage through MIS data (enrollment trends) and EPP data (student grades). We plan to implement additional tracking mechanisms, to capture enrollment dates, course request submissions, and counseling interactions. To assess user satisfaction, we will implement surveys for high school administrators, Cerritos College faculty, and division deans, and explore student feedback mechanisms (e.g., focus groups, surveys).

B. Non-Instructional Area Outcomes Assessment : Version by Leonardo, Sasha on 02/20/2025 00:29

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.

The Dual Enrollment program has experienced significant growth in student participation, as evidenced by our enrollment numbers (PSIs). This surge in demand underscores the program's value and relevance to high school students seeking access to college coursework. Furthermore, data from our EPP system demonstrates student success in these courses, with an overall pass rate of 85%. This indicates that students are not only accessing college opportunities but also succeeding academically.

2. What areas for improvement are suggested by the data?

While these metrics highlight the program's positive impact, feedback from high school partners, division deans, and Cerritos College faculty has identified the need for improved systems to support this rapid growth. These stakeholders have emphasized the importance of streamlined enrollment processes, enhanced communication tools, and greater access to support services. Addressing these system needs will be crucial for ensuring the program can continue to scale effectively and provide high-quality support to all participating students and schools.

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

a. How has the assessment of the non-instructional area outcomes contributed to your non-instructional area's improvements?

Assessment data plays a critical role in shaping our Dual Enrollment program. While our formal data collection is still expanding, the data we currently have, combined with feedback from stakeholders, directly informs our decision-making and program development.

1. Enrollment Growth & Resource Allocation: The documented increase in student demand for dual enrollment courses (based on MIS data) has provided strong justification for increased resource allocation to the program. This includes the need to expand program staff.
2. Stakeholder Feedback & Process Improvements: Informal feedback from high school partners, deans, and faculty has been instrumental in identifying areas where our systems and processes can be improved. This includes setting program system timelines and adding program staff to support the procedures.

4. How does the non-instructional area make needed data and information available to area stakeholders?

Direct Communication: We communicate regularly with high school counselors, administrators, and faculty through email, phone calls, and in-person meetings. This allows us to share program updates, policy changes, and key data points (e.g., enrollment numbers, pass rates) directly with our high school partners.

Website and Online Resources: We maintain a website that provides general information about the Dual Enrollment program.

Reports and Presentations: We prepare reports summarizing program data and highlighting key achievements. These reports are shared with college administrators and high school partners. We also provide presentations to relevant stakeholders to communicate program impact and future plans.

Section 4: Previous Three-Year Non-Instructional Area Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection : Version by Leonardo, Sasha on 02/20/2025 00:29

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

Dual enrollment at Cerritos College has seen remarkable growth, nearly doubling in enrollment each year. With over 6,000 students participating annually, the program has expanded to include nine Early College programs, with two more launching in 2025-2026. This growth underscores the college's commitment to expanding early access to higher education and preparing students for college and career success. A significant milestone this year is the graduation of our first cohort of Cerritos Early College students from Whitney High School, Norwalk High School, and Bellflower High School, with approximately 25 students on track to earn their associate degrees alongside their high school diplomas.

Cerritos College has positioned itself as a leader in dual enrollment through structured Early College programs and the development of dual enrollment pathways that lead to industry-recognized credentials and associate degrees. The college's proactive engagement with K-12 partners has ensured strong alignment between high school coursework and college requirements, creating a seamless transition for students. Additionally, the expansion of pathways in key career and technical education (CTE) fields has strengthened workforce readiness for participating students.

2. What major challenges face the non-instructional area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

The rapid expansion of dual enrollment has strengthened K-12 partnerships, aligning coursework with college and career pathways. However, this growth has also presented operational challenges. The program currently operates with only two full-time staff members dedicated to dual enrollment, limiting capacity to effectively manage enrollment, faculty assignments, and student support services. Additionally, faculty availability to meet increasing demand remains a pressing issue. Another challenge has been leadership stability—over the past three years, the dual enrollment manager position has seen frequent turnover, with three different managers filling the role. This lack of continuity has impacted long-term planning and program oversight. While rapid growth has introduced logistical challenges, the department remains committed to refining processes, enhancing faculty recruitment strategies, and advocating for additional resources to sustain and improve the program.

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.

Significant progress has been made in expanding and strengthening dual enrollment at Cerritos College. Enrollment continues to increase annually, and new initiatives have enhanced access, streamlined processes, and improved student engagement.

Key Accomplishments:

- **Implementation of DualEnroll.com:** This year, we launched a pilot of DualEnroll.com to automate and simplify the enrollment process, improving efficiency for students, parents, and K-12 partners.
- **Successful Outreach Campaign:** In collaboration with the Public Relations and Communications department, we executed a robust outreach campaign, including a dedicated webpage, YouTube video, and billboards, raising awareness and increasing participation.
- **First Graduating Early College Cohort:** We are celebrating a major milestone as our first cohort of Early College students from Whitney High School, Norwalk High School, and Bellflower High School graduates, with about 25 students earning associate degrees.
- **Expansion of CTE Dual Enrollment Pathways:** New career and technical education (CTE) dual enrollment pathways have been established, aligning coursework with industry needs and workforce development.
- **Initiation of CourseConnect Rollout:** The implementation of CourseConnect will modernize and streamline articulation agreements with K-12 partners, eliminating paper-based processes and improving tracking and accessibility.

Status of Goals and AUOs:

- **Expanding Equitable Access:** Ongoing – Enrollment continues to grow, and outreach efforts have increased awareness and participation.
- **Strengthening and Streamlining Processes:** In Progress – DualEnroll.com and CourseConnect are being implemented to enhance efficiency.
- **Enhancing Student Success and Support:** Developing – As enrollment expands, additional student services and faculty support will be necessary to sustain success rates.

While the program has achieved major milestones, continued investment in staffing, faculty capacity, and technology will be critical to sustaining growth and ensuring long-term success.

4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What long-term impact would you like your non-instructional area to have on the College and the community?

c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

In the next three years, Cerritos College's dual enrollment program will be a model for seamless, equitable, and impactful college access for high school students. As the program continues to expand, we envision a well-supported infrastructure that enhances student success, strengthens partnerships, and sustains long-term growth.

Collaboration with Internal and External Partners

To achieve this vision, we will work closely with:

- **Internal Partners:** Admissions & Records, Counseling, Faculty, and Institutional Research to streamline enrollment processes, improve student support services, and ensure course alignment.
- **External Partners:** K-12 districts, workforce development agencies, and industry partners to develop pathways that lead to certifications, degrees, and workforce opportunities.
- **Technology Providers:** Platforms like DualEnroll.com to automate processes and enhance student and partner experiences.

Long-Term Impact on the College and Community

Our goal is to position dual enrollment as a transformative pathway for early college access, career readiness, and workforce development. In three years, we aim to:

- Increase student enrollment annually while maintaining high retention and success rates.
- Expand Early College programs to more partner districts, ensuring more students graduate high school with college credits or associate degrees.
- Strengthen dual enrollment pathways in Career and Technical Education (CTE) to bridge high school students directly into high-demand careers.
- Develop a sustainable funding model to support staffing, faculty capacity, and student services.

Capitalizing on Strengths, Opportunities, and New Directions

- **Strengths:** The program's rapid growth, strong institutional commitment, and deepening K-12 partnerships provide a solid foundation for expansion.
- **Opportunities:** Increased funding support, the potential for additional staffing, and technology solutions like DualEnroll.com will improve efficiency and student access.
- **New Directions:** Implementing dedicated dual enrollment counseling services, expanding faculty development for K-12 course delivery, and refining student success interventions to improve persistence and completion.

By investing in personnel, technology, and strategic partnerships, Cerritos College will solidify its role as a leader in dual enrollment, ensuring that students have the opportunity to thrive academically and professionally before graduating high school.

Section 5: Non-Instructional Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Goals	AUOs	Objectives		
			Goal Target Year of Achievement	Responsible Party
#1 Expand Equitable Access to College Coursework for High School Students	#1 High school student participation in dual enrollment courses will increase annually, expanding access to early college opportunities.	1. Increase access to college coursework by expanding dual enrollment pathways that align with career, technical education (CTE), and transfer opportunities. 2. Strengthen partnerships with K-12 districts to enhance collaboration, ensuring that course offerings meet student needs and support their transition into college. 3. Develop targeted outreach efforts to increase awareness and participation among all high school students, with a focus on equitable access for historically underrepresented populations. 4. Enhance student and family engagement by providing clear information and support on the benefits of dual enrollment, the enrollment process, and available academic resources.	Year 3	EPP Staff

	#2 Cerritos College will strengthen partnerships with K-12 districts to ensure equitable course offerings and program access.			
	#3 Outreach efforts will expand access for underrepresented student populations in dual enrollment programs.			

#2 Strengthen and Streamline Dual Enrollment and Articulation Processes	#1 All dual enrollment students will be enrolled at least two weeks before the semester starts	1. Reduce processing time for dual enrollment applications. 2. Increase communication efficiency between Cerritos College and high school partners. 3. Provide up-to-date dual enrollment information and resources to support students, parents, K12 partners and faculty.	Year 3	EPP Staff
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	#2 High school counselors and Cerritos College staff will receive annual training on dual enrollment systems. #3 EPP will develop new Dual Enrollment webpages that include a dashboard, and access to resources for students, parents, K12 partners, and faculty.			
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#3 Enhance Student Success and Support Services for Dual Enrollment Students	#1 Student course completion rates will be monitored to ensure that dual enrollment students receive the necessary academic support to successfully complete their coursework with a grade of C or better.	1. Increase student engagement with tutoring and dual enrollment counseling support. 2. Develop and implement 9th grade experience dual enrollment course to support high school students in developing their dual enrollment pathways. 3. Increase collaboration between Cerritos College and K12 partners to ensure course selections meet the needs of high school students and create seamless transitions to the college.	Year 3	EPP Staff
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	#2 Access to academic support services will be assessed and expanded to ensure dual enrollment students are utilizing counseling, tutoring, and workshops to support their academic success.			
	#3 Student preparedness for college will be evaluated through surveys and engagement tracking to measure the impact of dual enrollment on their confidence in transitioning to higher education.			

#4 Strengthen and Build Partnerships with K-12 Partners and Cerritos College Academic Divisions & Faculty	#1 Regular communication and collaboration with K-12 partners will be facilitated through structured meetings, ensuring alignment on course offerings, student support, and program effectiveness.			
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	#2 Faculty engagement between Cerritos College and K-12 partners will be strengthened through coordinated efforts, including faculty liaisons and professional development workshops.			
	#3 Feedback from both K-12 partners and Cerritos College academic divisions will be collected and analyzed to continuously improve the structure and effectiveness of dual enrollment partnerships.			

Action Plan			
AUO Assessment Year	Method of Assessment	Action Steps	Student First Framework Lever
Year 2	1. MIS data on dual enrollment student enrollment 2. Demographic analysis of student participation 3. High school partner feedback surveys	Year 1 (2024-2025): 1. Assess current dual enrollment participation trends and identify equity gaps. 2. Establish baseline enrollment numbers and partnership agreements. 3. Begin targeted outreach efforts through workshops, digital media, and counselor engagement. Year 2 (2025-2026): 1. Expand program offerings to at least two additional high schools. 2. Assign short-term hourly staff and Dual Enrollment Counselors to specific school sites to ensure streamlined and high touch support. 3. Launch a new dual enrollment website and online resources for students, parents, and high school partners. 4. Expand dual enrollment partnerships at alternative high schools. Year 3 (2026-2027): 1. Assess progress and refine recruitment, outreach and partnership strategies based on data.	Equitable Access, Completion, Career and Transfer Success, Institutional Health

Year 3	1. MIS data on dual enrollment student enrollment 2. Demographic analysis of student participation 3. High school partner feedback surveys		

Year 1	1. Percentage of students enrolled two weeks before the semester starts. 2. Participation rate of K12 partner and Cerritos College staff trainings. 3. Survey results from counselors, administrators, and students on process efficiency.	Year 1 (2024-2025): 1. Conduct review of current enrollment processes and identify areas for improvement. 2. Develop a dual enrollment timeline and application checklist for high schools. 3. Provide training for counselors, administrators, and Cerritos College staff on updated enrollment procedures. Year 2 (2025-2026): 1. Implement a digital dual enrollment dashboard that allows high schools and Cerritos College to monitor application and registration progress in real-time. 2. Develop an FAQ and video tutorial series for students and parents. 3. Increase early communication with students about enrollment deadlines and necessary documents.	Equitable Access, Completion, Career and Transfer Success, Institutional Health
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Year 2	1. Percentage of students enrolled two weeks before the semester starts. 2. Participation rate of K12 partner and Cerritos College staff trainings. 3. Survey results from counselors, administrators, and students on process efficiency.	Year 3 (2026-2027): 1. Ensure full automation of dual enrollment application and registration processes. 2. Conduct a final review and refinement of enrollment procedures. 3. Evaluate student, faculty, and counselor feedback for further enhancements.	
Year 3	1. Percentage of students enrolled two weeks before the semester starts. 2. Participation rate of K12 partner and Cerritos College staff trainings. 3. Survey results from counselors, administrators, and students on process efficiency. 4. DuE dashboard viewing rates		

Year 1	1. Percentage of dual enrollment students successfully completing courses. 2. Utilization rates of tutoring and counseling services. 3. Student feedback surveys on preparedness for college.	Year 1 (2024-2025): 1. Establish a tutoring and academic support referral system for dual enrollment students. 2. Conduct a needs assessment to determine barriers to student success. Year 2 (2025-2026): 1. Implement the 9th grade experience dual enrollment class for pilot high schools. 2. Dual Enrollment Counselor to provide regular support workshops for Dual Enrollment students. 3. Refine tutoring and counselor referral system. Year 3 (2026-2027): 1. Assess program impact and refine student support services. Implement longitudinal tracking to assess college transition and degree completion. 2. Implement College/K12 Counselor meetings to align resource and support services. 3. Establish mandatory Dual Enrollment counselor check-ins for all Early College stuents.	Equitable Access, Completion, Career and Transfer Success, Institutional Health
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Year 2	1. Percentage of dual enrollment students successfully completing courses. 2. Utilization rates of tutoring and counseling services. 3. Student feedback surveys on preparedness for college. 4. Enrollment numbers of 9th Grade Expernece students.		
Year 3	1. Percentage of dual enrollment students successfully completing courses. 2. Utilization rates of tutoring and counseling services. 3. Student feedback surveys on preparedness for college. 4. Enrollment numbers of 9th Grade Expernece students.		

Year 1	1. Meeting attendance records and documented collaboration efforts with K-12 partners and Cerritos College faculty. 2. Annual surveys of high school administrators, faculty, and Cerritos College instructional divisions to assess the effectiveness of communication and partnership alignment. 3. Review of articulation agreements and course alignment documentation to ensure pathways remain up to date and reflective of student needs.	Year 1 (2024-2025): 1. Establish a structured meeting schedule with K-12 partners and Cerritos College to facilitate collaboration. 2. Clearly define Dual Enrollment Faculty Liaison scope of work. 3. Conduct a review of existing articulation agreements and course offerings to ensure alignment. Year 2 (2025-2026): 1. Expand joint professional development opportunities for high school and college faculty to strengthen instructional collaboration. 2. Develop a partnership framework that clearly defines roles, responsibilities, and expectations for K-12 partners, EPP and Cerritos College academic divisions. 3. Host faculty roundtables to encourage dialogue on curriculum alignment and instructional best practices.	Equitable Access, Completion, Career and Transfer Success, Institutional Health
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Year 2	1. Meeting attendance records and documented collaboration efforts with K-12 partners and Cerritos College faculty. 2. Annual surveys of high school administrators, faculty, and Cerritos College instructional divisions to assess the effectiveness of communication and partnership alignment. 3. Review of articulation agreements and course alignment documentation to ensure pathways remain up to date and reflective of student needs.	Year 3 (2026-2027): 1. Formalize long-term agreements with K-12 districts and Cerritos College divisions to ensure sustainable dual enrollment growth. 2. Assess and refine the collaboration model based on stakeholder feedback.	
Year 3	1. Meeting attendance records and documented collaboration efforts with K-12 partners and Cerritos College faculty. 2. Annual surveys of high school administrators, faculty, and Cerritos College instructional divisions to assess the effectiveness of communication and partnership alignment. 3. Review of articulation agreements and course alignment documentation to ensure pathways remain up to date and reflective of student needs.		

College Alignment	Resource Requests			
Student First Framework Lever Strategy	Resource Request	Estimated Cost	Occurrence	Resource Type
A.1. Expand our marketing and outreach to attract more prospective students and create more applicants., A.2. Strengthen our pipeline with the K-12 system and develop similar pipelines with additional groups of prospective students., A.3. Increase dual enrollment courses and programs to provide opportunities for higher education to more high school students in our community., A.4. Streamline the application process so that all steps are clear to our new students and all communication channels are easy for them to navigate., B.1. Align programs of study with the demands of the local economy, so our students are better able to secure high-income careers, leading to upward social and economic mobility. , B.3. Ensure our students enroll in courses that are applicable to their credit or non-credit programs of study, and eliminate taking excess classes. , B.5. Improve the processes that help our students succeed in their current courses and ensure they enroll in the subsequent term. , D.6. Develop the facilities and technology infrastructure to better support our students’ journey from access, through completion, and to career attainment.	Dual Enrollment Coordinator	\$140,000.00	Ongoing expense	Classified

	Annual Dual Enrollment Support (STH, Materials)	\$81,000.00	Ongoing expense	Other
	Dual Enrollment Outreach - GradComm Campaign w/ Public Relations	\$50,000.00	One-time budget augmentation	Other

A.3. Increase dual enrollment courses and programs to provide opportunities for higher education to more high school students in our community., A.4. Streamline the application process so that all steps are clear to our new students and all communication channels are easy for them to navigate., A.5. Refine our onboarding process so that our incoming students enroll in program applicable classes – including math and English in the first year – to enable them to complete in a timely manner., B.2. Reduce the time it takes for our students to complete their educational goals. , B.5. Improve the processes that help our students succeed in their current courses and ensure they enroll in the subsequent term. , D.1. Develop systems and processes to monitor and ensure accountability for our institutional health., D.2. Invest in our employees to facilitate excellence at all levels of service to our students.	DualEnroll.com	\$34,000.00	Ongoing expense	Technology and Software
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	Dual Enrollment Admissions and Records Technician II	\$130,000.00	Ongoing expense	Classified
	CTE Course Connect Platform (Company = Sector Point)	\$15,000.00	Ongoing expense	Technology and Software

A.2. Strengthen our pipeline with the K-12 system and develop similar pipelines with additional groups of prospective students., A.3. Increase dual enrollment courses and programs to provide opportunities for higher education to more high school students in our community., B.2. Reduce the time it takes for our students to complete their educational goals. , B.3. Ensure our students enroll in courses that are applicable to their credit or non-credit programs of study, and eliminate taking excess classes. , B.5. Improve the processes that help our students succeed in their current courses and ensure they enroll in the subsequent term. , C.3. Align our programs and services with those of four-year institutions to streamline transfer for our students., D.6. Develop the facilities and technology infrastructure to better support our students’ journey from access, through completion, and to career attainment.	Dual Enrollment FT Counselor	\$174,000.00	Ongoing expense	Other Staffing
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	Dual Enrollment PT Counselor	\$86,000.00	Ongoing expense	Other Staffing

A.2. Strengthen our pipeline with the K-12 system and develop similar pipelines with additional groups of prospective students., A.3. Increase dual enrollment courses and programs to provide opportunities for higher education to more high school students in our community., B.5. Improve the processes that help our students succeed in their current courses and ensure they enroll in the subsequent term. , B.7. Align professional development for our faculty to increase our students’ rates of success in their courses and completion of their programs of study.	Dual Enrollment Faculty Liaison	\$20,000.00	Ongoing expense	Other Staffing
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	Professional Development Faculty Ancillary Pay	\$15,000.00	Ongoing expense	Professional Development
	Dual Enrollment Fingerprinting/Onboarding	\$5,000.00	Ongoing expense	Other

Justification	Priority Rank
Managing 6,000+ students across multiple K-12 districts requires dedicated oversight to coordinate enrollment, liaise with high schools, support students and parents, and ensure compliance with state regulations. Currently, only two staff members are handling all dual enrollment operations, which is unsustainable given the program’s rapid growth. This position will streamline communication between Cerritos College and K-12 partners, ensuring efficient enrollment, scheduling, and issue resolution for students, parents, and faculty. Student First Framework: Equitable Access & Institutional Effectiveness – Expands administrative capacity to remove barriers to enrollment and ensure equitable participation for all students.	2

STH (Short-Term Hourly staff) is required to assist during peak enrollment periods, ensuring faster processing of applications, student records, and high school requests. They also provide daily face-to-face/front counter support, email communication, and Zoom drop-in support. Materials (informational guides, student resources, process documentation, outreach materials) are essential for effective student and parent engagement. Student First Framework: Student Support & Institutional Effectiveness – Ensures students and families receive timely, accurate support, improving retention and completion rates.	5
With thousands of students, parents, and educators across multiple districts, a structured outreach plan is essential for educating stakeholders on dual enrollment opportunities, eligibility, and benefits. Effective outreach ensures historically underrepresented students are aware of and prepared for dual enrollment opportunities. Outreach also reduces administrative burden on Admissions & Records and Counseling by ensuring students and parents have clear information upfront, reducing confusion and miscommunication. Student First Framework: Equitable Access & Career and Transfer Success – Expands outreach to ensure all students have an opportunity to participate, not just those with prior college knowledge.	10

DualEnroll.com provides an automated, student-friendly enrollment system, ensuring: Faster processing and approvals for students, parents, and counselors; Real-time tracking of applications and enrollment status; Reduced administrative burden for Cerritos College staff and K-12 partners. Without this system, enrollment delays will negatively impact thousands of students each term. Student First Framework: Institutional Effectiveness & Student Support – Eliminates barriers to timely enrollment, ensuring students can start courses on time without administrative delays.	4
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With 6,000+ dual enrollment students, the demand on Admissions & Records has increased exponentially, requiring a dedicated staff member to: Process high volumes of student applications; Ensure accurate student records and transcript documentation; Support high schools, students, and families in navigating the enrollment process. Without this role, enrollment processing times will slow dramatically, impacting students' ability to start classes on time. Student First Framework: Equitable Access & Institutional Effectiveness – Ensures students receive timely, accurate enrollment support, reducing barriers to participation.	1
Expanding CTE pathways for dual enrollment students is a key priority, ensuring students have access to courses that lead to certifications and industry-recognized credentials. The Course Connect platform allows Cerritos College to align CTE course offerings with high school and workforce needs, ensuring students are taking the right courses for career readiness. Without this platform, students may enroll in courses that do not fully articulate to a credential or pathway, limiting their career opportunities. Student First Framework: Career and Transfer Success – Strengthens CTE alignment, ensuring students graduate with the skills needed for workforce entry or college transfer.	11

6,000+ students require dedicated counseling support to ensure they enroll in the correct courses, understand degree pathways, and receive career guidance. Currently, no dedicated full-time counselor exists for dual enrollment students, leaving high school students with limited access to academic advising. This role will: Provide college and career planning for dual enrollment students; Support high school counselors who need assistance advising students on college pathways; Ensure students are selecting courses that align with their future college and career goals. Student First Framework: Student Support & Career and Transfer Success – Expands access to counseling services, ensuring students receive timely academic planning support.	3
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A PT counselor is critical to support peak advising periods and work directly with high schools to ensure students have access to counseling when needed. With limited current counseling resources, students may not receive the guidance needed to make informed academic choices. Student First Framework: Equitable Access & Student Support – Provides on-demand support for students navigating college coursework for the first time.	9

A faculty liaison will: Bridge communication between college faculty and K-12 instructors; Ensure faculty receive all support aligned with the current CBA; Provide support and mentorship to new dual enrollment faculty; Develop and facilitate workshops and resources for dual enrollment faculty. Student First Framework: Institutional Effectiveness & Student Support – Strengthens faculty collaboration and instructional quality for dual enrollment students.	6
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Faculty teaching dual enrollment courses require ongoing professional development to ensure they are prepared to teach high school students: Funding supports: Faculty training on dual enrollment best practices. Workshops on supporting dual enrollment student success. Student First Framework: Institutional Effectiveness & Student Support – Ensures faculty are well-equipped to provide high-quality instruction.	7
Dual enrollment faculty and counselors must complete fingerprinting and onboarding to meet K-12 district and college compliance requirements. Funding ensures timely hiring and onboarding, preventing staffing delays that impact course availability. Student First Framework: Institutional Effectiveness – Supports efficient hiring and compliance for dual enrollment staff.	8