



## Annual Unit Plan Template 2012-2013 Academic Year

### STEP I: DESCRIBE YOUR DEPARTMENT/UNIT Counseling Department

#### a. Mission

The goal of the Counseling department at Cerro Coso Community College is to facilitate student development in the areas of basic skills, career and academic planning and completion, and transfer preparedness to four year institutions. The counseling staff is committed to providing quality services and meeting the changing needs of our diverse student populations at all sites by continued involvement in college wide activities, outreach programs in the community, and implementing new strategies that focus on increasing student retention and success.

#### b. Program Applicability

The counseling department is responsible for providing direct counseling and advising services to students, coordinates and facilitates Matriculation Services including Orientation and Assessment, provides a Career and Transfer Center and facilitates activities related to Transfer and Career services including access to job and internship opportunities in the community, disseminates and participates in Articulation processes at the College, develops and coordinates Outreach and Recruitment activities, provides input into the Basic Skills Program, and offers Personal Development and Counseling courses to facilitate expanded student services addressing issues related to career development, study strategies, educational planning and goal setting, as well as other topics that enhance student success. The Counseling department is actively engaged in the implementation of the College Student Success Plan.



### c. Partnerships

Counseling coordinates with other student services programs on campus to ensure continuity of services without duplication of effort. Coordination with programs such as the tutoring center, EOPS, CARE, CalWORKs, DSPS, student government, or Financial Aid programs assures students efficient access to on campus services. Many of counseling services are dependent on the cooperation with other campus programs such as the early alert program that relies on the participation of instructors, EOPS, DSPS, and the LAC staff.

Counseling supports and collaborates with the college Career Technical Educational Programs. A Job Development Specialist located in The Career and Transfer Center provides job services to students and assists in the career development process. The Job Development Specialist provides job information and placement services to enhance transitional services to students in the completion of their educational goals and employment. Counseling supports and coordinates CTE programs aimed at high school students, including the Virtual High School program, Concurrent Enrollment, high school articulation, and Career Pathways. Counseling provides advising and coordinates the application process for Health Careers Programs, particularly the LVN Program. Counselors participate in the CTE department chair meetings and partners with CTE on multiple outreach/recruitment events. VATEA funds and SB 70 funds enhance many of these services by providing funding for counseling staff and activities.

Counseling provides support for the Basic Skills program and students through Smartgrades assessment, intrusive counseling, collaboration with Basic Skills faculty and targeted student intervention. A presentation is given at the beginning of every semester in all Basic Skills classes to ensure that students understand the nature and importance of the course they are taking and the services available to them. Counselors serve on the Basic Skills Advisory Committee. The basic skills budget supports 50% of an adjunct counselor specifically dedicated to supporting Basic Skills students.

Counseling maintains partnerships with local/feeder High Schools with a focus on providing transitional services to current High School students planning to attend Cerro Coso after graduation. Assessment, orientation and counseling services are offered at the High Schools as requested and available. Outreach activities related to college programs are coordinated with the K through 12 educational institutions as well. The following are some examples of the activities hosted by counseling; a variety of workshops offered to current students, Parent Night for the parents of graduating high school students, Preview Day for junior and senior high school students, and "I'm Going to College" for fifth grade students.

Community agencies such as EDD, ETR, Department of Human Services, local employers, and Base Human Resources, as well as others, communicate regularly with the counseling staff regarding employment, career training/retraining, internship opportunities.

Collegial associations as well as California Community College Chancellor's office provide informational updates through conferences and listservs, training opportunities and updates on academic/educational trends, tools, and information that are essential to keeping current with information that students need to make good decisions related to careers and transfer choices.



#### **d. Distance Education**

All counseling services offered at a physical campus location must also be offered online. Counseling provides access for students to complete all matriculation components online; Orientation, Assessment and Counseling. Additionally, information and forms need to be made available online. A counseling intranet site on the Cerro Coso website provides uniformed access to all counseling resources. Counseling staff are updating information and procedures online as needed This is a time consuming and sometimes, technologically challenging process. Some Personal Development classes are offered online.



## STEP 2: EXPLAIN YOUR PLANNING

### a. Review of Previous Goals (of last completed academic year)

#### **Extended Orientation Classes/Curriculum**

SLO: After successful completion of COUN C101, PDEV C101, or PDEV C052, first semester students will demonstrate increased success and retention rates compared to first semester students who did not take an extended orientation course.

There is no comparative data for student success with students that have not taken a student success course at this time. This Student Learning Outcome will be reviewed for feasibility after consulting with the newly hired full time, college dedicated Institutional Researcher. Once the Institutional Researcher confirms a process by which we can obtain this information we will collect the comparison data, review the results and report out.

The data reflects lower retention and success rates for the identified extended orientation classes compared to the overall retention and success rates for all Cerro Coso courses. The Counseling staff have been working together to coordinate strategies and practices in the orientation classes to maximize effectiveness and student engagement. Course syllabi will be aligned for all orientation classes, identifying and requiring specific essential components such as long term educational plans. Counseling will increase the number of orientation classes as staffing permits.

As a result of a discussion with the Basic Skills committee, group consensus was to develop a degree applicable, non transferable student success course to better serve Basic Skills students. This group of students needs the learning strategies, resources, and college information early in their college career to provide better opportunities for course success. The counseling department is tasked with the development of the course, using current student success courses as a model.

#### **SLO assessment cycle for PDEV/COUN courses**

The counseling department will work together to complete a full cycle of SLO assessment for active courses. Counseling faculty will coordinate the assessment process by identification of SLO outcomes to be assessed and follow a scheduled pattern of assessment resulting in all active courses reflecting a full SLO cycle by the end of the 2011-2012 academic year. Analysis of the data will be addressed in department meetings and reflected in the next annual unit plan and or program review for 2011-2012. The following charts outline the scheduling of assessment and the artifacts or data to be assessed.



				Sections	Retention Rate	Success Rate	
<b>PDEV101</b>	Becoming a Master Student	<b>2010-2011</b>	201070	Fall 2010	3	75.0%	53.7%
			201050	Summer 2010	1	63.6%	45.5%
			<b>Annual Yr Sum</b>		<b>4</b>	<b>71.7%</b>	<b>51.3%</b>
		<b>2009-2010</b>	201030	Spring 2010	5	73.9%	43.9%
			200970	Fall 2009	4	69.0%	44.4%
			200950	Summer 2009	2	71.8%	63.4%
			<b>Annual Yr Sum</b>		<b>11</b>	<b>71.6%</b>	<b>47.8%</b>
		<b>2008-2009</b>	200930	Spring 2009	3	72.6%	43.2%
			200870	Fall 2008	4	74.2%	48.3%
			200850	Summer 2008	3	91.7%	64.3%
			<b>Annual Yr Sum</b>		<b>10</b>	<b>78.6%</b>	<b>51.2%</b>
		<b>2007-2008</b>	200830	Spring 2008	3	71.3%	50.0%
			200770	Fall 2007	6	85.3%	55.1%
			200750	Summer 2007	2	89.4%	63.8%
			<b>Annual Yr Sum</b>		<b>11</b>	<b>81.2%</b>	<b>54.9%</b>
		<b>2006-2007</b>	200730	Spring 2007	5	78.4%	53.6%
			200670	Fall 2006	6	82.9%	48.1%
			200650	Summer 2006	4	89.9%	72.2%
			<b>Annual Yr Sum</b>		<b>15</b>	<b>83.2%</b>	<b>55.4%</b>
		<b>2005-2006</b>	200630	Spring 2006	5	83.3%	47.1%
200570	Fall 2005		5	79.7%	39.0%		
200550	Summer 2005		4	89.3%	66.7%		
<b>Annual Yr Sum</b>			<b>14</b>	<b>83.3%</b>	<b>48.7%</b>		



					Sections	Retention Rate	Success Rate
<b>COUNC101</b>	Tools for College Success	<b>2010-2011</b>	201070	Fall 2010	1	93.9%	60.6%
			201050	Summer 2010	1	61.3%	51.6%
			<b>Annual Yr Sum</b>		<b>2</b>	<b>78.1%</b>	<b>56.3%</b>
		<b>2009-2010</b>	201030	Spring 2010	1	79.2%	62.5%
			200970	Fall 2009	3	85.1%	58.4%
			200950	Summer 2009	2	77.4%	67.7%
			<b>Annual Yr Sum</b>		<b>6</b>	<b>81.8%</b>	<b>62.0%</b>
		<b>2008-2009</b>	200930	Spring 2009	3	81.5%	60.2%
			200870	Fall 2008	3	80.0%	63.1%
			<b>Annual Yr Sum</b>		<b>6</b>	<b>80.9%</b>	<b>61.3%</b>
		<b>2007-2008</b>	200830	Spring 2008	2	73.9%	47.8%
			200770	Fall 2007	2	96.6%	56.9%
			<b>Annual Yr Sum</b>		<b>4</b>	<b>86.5%</b>	<b>52.9%</b>
		<b>2006-2007</b>	200730	Spring 2007	1	86.7%	53.3%
			200670	Fall 2006	2	86.8%	54.7%
			<b>Annual Yr Sum</b>		<b>3</b>	<b>86.7%</b>	<b>54.2%</b>
		<b>2005-2006</b>	200630	Spring 2006	2	90.2%	58.5%
			200570	Fall 2005	2	80.3%	53.0%
			<b>Annual Yr Sum</b>		<b>4</b>	<b>84.1%</b>	<b>55.1%</b>



					Sections	Retention Rate	Success Rate
<b>PDEV052</b>	Becoming Successful ONL Student	<b>2010-2011</b>	201070	Fall 2010	4	98.6%	76.6%
			201050	Summer 2010	2	100.0%	66.0%
			<b>Annual Yr Sum</b>		<b>6</b>	<b>99.0%</b>	<b>73.7%</b>
		<b>2009-2010</b>	201030	Spring 2010	4	61.9%	55.8%
			200970	Fall 2009	3	75.6%	63.0%
			200950	Summer 2009	2	85.1%	64.9%
			<b>Annual Yr Sum</b>		<b>9</b>	<b>70.3%</b>	<b>59.7%</b>
		<b>2008-2009</b>	200930	Spring 2009	4	76.3%	61.3%
			<b>Annual Yr Sum</b>		<b>4</b>	<b>76.3%</b>	<b>61.3%</b>



## COUN C101

### Student Learning Outcomes & Assessments

*Upon successful completion of the course, the student will be able to:*

<b>SLO</b>	<b>Learning Outcome Description</b>	<b>Outcome Assessment Definition</b>
<b>A</b>	Articulate an educational goal and describe the requirements and courses to meet this educational goal. This will be measured by a student project portfolio, be evaluated by a rubric.	This will be measured by a student project portfolio, to be evaluated by a rubric.
<b>B</b>	Evaluate educational and career options and obstacles and develop educational and career action plans.	This will be measured by a student project portfolio, to be evaluated by a rubric.
<b>C</b>	Utilize college and community resources in the planning and implementation of their educational and career action plans.	This will be measured by a student project portfolio, to be evaluated by a rubric.
<b>D</b>	Develop and apply academic and study skills necessary for success in their classes and everyday living	This will be measured by an essay exam or term paper to be evaluated by a rubric.
<b>E</b>	Assess personal strengths and weaknesses and develop strategies for increasing individual success towards life goals.	This will be measured by a term paper and/or oral presentation to be evaluated by a rubric.
<b>F</b>	Recognize issues of diversity and be able to discuss impacts of diversity within the student's community.	This will be measured by a term paper and/or oral presentation to be evaluated by a rubric.





INSTRUCTOR	SITE	SLO	ARTIFACT	DATA UNIT	DATA	NUMBER ENROLLED	PERCENTAGE
M. GROSS	IWV	A*	LTEP	# of students who completed a long term ed plan		26	0%
P. Godfrey	IWV	A*	LTEP	# of students who completed a long term ed plan		29	
K. Hamilton	IWV	A*	LTEP	# of students who completed a long term ed plan		29	
P. Talley	IWV	A*	LTEP	# of students who completed a long term ed plan		41	
M. GROSS	IWV	B*	Career Café				
P. Godfrey	IWV	B*	Career Café				
K. Hamilton	IWV	B*	Career Café				
P. Talley	IWV	B*	Career Café				
M. GROSS	IWV	C*					
P. Godfrey	IWV	C*					
K. Hamilton	IWV	C*					
P. Talley	IWV	C*	Library Treasure Hunt				
M. GROSS	IWV	D*					
P. Godfrey	IWV	D*					
K. Hamilton	IWV	D*					
P. Talley	IWV	D*					
M. GROSS	IWV	E*	Pre/Post Skills Assessment				
P. Godfrey	IWV	E*	Pre/Post Skills Assessment				
K. Hamilton	IWV	E*	Pre/Post Skills Assessment				
P. Talley	IWV	E*	Pre/Post Skills Assessment				
M. GROSS	IWV	F*					
P. Godfrey	IWV	F*					
K. Hamilton	IWV	F*					
P. Talley	IWV	F*					
Gayle Whitlock	KRV						
Greg Kost	ESCC						
Wendy Adams	Online						
Jamie Flatebo	Online						



## PDEV C052

## Becoming a Successful Online Student

### Student Learning Outcomes & Assessments

*Upon successful completion of the course, the student will be able to:*

<b>SLO</b>	<b>Learning Outcome Description</b>	<b>Outcome Assessment Definition</b>
<b>A</b>	Describe the basic differences between online courses and traditional face-to-face courses.	This will be assessed by a paper, scored with a rubric.
<b>B</b>	Demonstrate knowledge of the process of taking an online course.	This will be assessed and scored by an exam. (Use for multiple choice, matching, and T/F exams.)
<b>C</b>	Demonstrate the ability to use web pages, email, discussion groups, and submit a written assignment in online classes.	This will be assessed by a performance, scored with a rubric.
<b>D</b>	Evaluate readiness for taking online classes.	This will be assessed and scored by a pre- and post-test.
<b>E</b>	Identify the general equipment needs for taking online courses.	This will be assessed and scored by an exam. (Use for multiple choice, matching, and T/F exams.)
<b>F</b>	Demonstrate ability to work in and navigate the Cerro Coso course environment.	This will be assessed by a performance, scored with a rubric.



INSTRUCTOR	SITE	SLO	ARTIFACT	DATA UNIT	DATA	NUMBER ENROLLED	PERCENTAGE
M. GROSS	IWV	A*	Instructors to				
P. Godfrey	IWV	A*	Define and				
K. Hamilton	IWV	A*	Provide				
P. Talley	IWV	A*	Info by 11/15/11				
M. GROSS	IWV	B*					
P. Godfrey	IWV	B*					
K. Hamilton	IWV	B*					
P. Talley	IWV	B*					
M. GROSS	IWV	C*					
P. Godfrey	IWV	C*					
K. Hamilton	IWV	C*					
P. Talley	IWV	C*					
M. GROSS	IWV	D*					
P. Godfrey	IWV	D*					
K. Hamilton	IWV	D*					
P. Talley	IWV	D*					
M. GROSS	IWV	E*					
P. Godfrey	IWV	E*					
K. Hamilton	IWV	E*					
P. Talley	IWV	E*					
M. GROSS	IWV	F*					
P. Godfrey	IWV	F*					
K. Hamilton	IWV	F*					
P. Talley	IWV	F*					
Gayle Whitlock	KRV						
Greg Kost	ESCC						
Wendy Adams	Online						
Jamie Flatebo	Online						



## **Outreach/Preview Day**

SLO: Given participation in Preview Day, 85% of participating high school students will indicate a greater likelihood of attending Cerro Coso. Results compared to last year's data are as follows:

### **What is your Grade level?**

**08-09** 42% Seniors, 41% Juniors, 17% Other

**09-10** 64% Seniors, 32% Juniors, 4% Other

Comment: Greater percent of seniors attended in 09-10.

### **Were you made aware of any services or programs?**

**08-09** 55% yes, 44% no, 1% no response

**09-10** 61% yes, 33% no, 6% no response

Comment: Higher percentage of students indicated more awareness of college programs.

### **Which part was most informative?**

**08-09** 24% Information, 48% campus tour, 8% both, 20% no response

**09-10** 61% career fair, 25% campus tour, 5% both, 9% no response

Comment: The new feature of the career fair had significant effect on increased information students felt they heard about during Preview Day.

### **Was this event helpful?**

**08-09** 83% yes, 12% no, 5% no response

**09-10** 93% yes, 1% no, 6% no response

Comment: Increase in students relating event helpful to them.

### **After attending this event are you more likely to attend Cerro Coso?**

**08-09** 72% yes, 18% no, 6% maybe, 4% no response

**09-10** 80% yes, 13% no, 3% maybe, 4% no response

Comment: Significant increase in responses related to the event and the likelihood of students attending Cerro Coso. The response does not meet the initial goal set in the SLO but there has been significant increase in the response rate to the degree that we continue to see a clear positive impact from the event as a recruitment and outreach activity.

In the 2010-2011 year Preview Day incorporated a career fair for the visiting High School students. This addition to Preview Day resulted in very favorable feedback from the students who identified the career fair as the most informative component of the overall activity. The career fair focused on CTE majors and provided students the opportunities to explore how educational programs relate to the world of



work. The overall rating for the event was 93% positive and resulted in 80% of the attending High School students considering attending Cerro Coso College. Overall, Preview Day continues to be a positive, informative and effective recruitment event for the local area seniors.

Due to continued favorable responses of Preview Day, counseling will continue to offer the event to local area High School seniors as budget permits. This SLO is considered completed and counseling will next follow participating students in Preview Day to see what percentage of students actually enroll at Cerro Coso the following fall semester.

As a result of the successful career fair component, this part of the Preview Day activity has been expanded and extended to Cerro Coso students later in the day.

### **Follow Up Services/Early Alert**

Early alert services continue to be offered through the counseling department. There continues to be an increase in instructor use of the program. Past evidence suggests that the Early Alert process positively impacts course success rates, indicating a positive relationship. In addition to continuing to gather this data, a survey will be developed to illicit input from both the faculty members who use Early Alert to provide feedback and the students who receive feedback and follow up via Early Alert. This is a continuing goal from last year due to a reduction in available staffing time.

	Number of Instructors	Number of Alerts
Spring 2008	11	145
Fall 2008	20	295
Spring 2009	13	231
Fall 2009	23	312
Spring 2010	18	357
Fall 2010	17	324

### **Basic Skills/Implementation of Smartgrades**

Spring 2009 was the first semester in which Smartgrades was administered in most of the Basic Skills classes on the IWV Campus. The desired results of having the students complete the Smartgrades assessment was 1) to assist students in learning to identify personal areas of



risk to their academic success and 2) provide follow up counseling appointments (interventions) to those students identified as high risk.

Basic skills instructors continue to include Smartgrades in their class activity suggesting that they support the idea that students need to consider their academic skills and personal support systems and skills when trying to determine how to best succeed in class. After a discussion between counseling, basic skills instructors and administration, a more intrusive approach is being used in the classroom to encourage student response in conjunction with the application of Smartgrades. Other intrusive methods of providing counseling services to basic skills students will be discussed to encourage basic skills students more proactive in addressing personal and educational needs that impact their success in classes.

### **Student Success Strategies**

As part of the college effort to increase student success and retention, counseling has identified the following goals. 1) Provide extended orientations for general population students as well as specific target populations such as Veteran and Athletic students. 2) Provide workshops for targeted students to address specific student needs. This includes workshops to assist students in developing student educational plans and deciding on an educational goal, and workshops for students on probation or disqualification. 3) Develop pathways for all chosen majors, degrees, transfer. Expand the use of Long Term Student Educational Plans with students. Provide students with an individualized pathway to completion of their educational goal. 4) Develop and provide more comprehensive instructions for students related to all processes and procedures; available both electronically and in hard copy and readily available on campus and online. Review and update online information as it relates to counseling services. Provide cross training between student services offices so resources and processes are consistent and reinforced to students.



**b. Review of Overall Department/Unit**

Counseling contacts are rising significantly requiring additional counseling time to attend to the increase in student needs. The following table indicates the rise in contacts for the past 9 years. (Data collected through SARS appointment system.) The renewed focus of increasing retention and success with our students requires additional counseling staff. To provide increases in student success classes, workshops to address probation issues and provide comprehensive student educational planning, as well as offering extended orientations to new students requires more counseling staff and time than we currently have. The counseling department will continue to advocate for counseling staff to meet student needs and to fully implement the college mission.

Counseling Contacts								
Year	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Number of Counseling Contacts*	10,681	12,066	10,604	13,788	11,585	15,327	14,181	21,702 (SARS)

\*Number includes all programs and all sites.

Counseling is focused on providing consistent services to all campus sites and their students served. Sites include Ridgecrest, Kern River Valley, South Kern, Eastern Sierra (Bishop, Mammoth), and online. Required resources need to be available to all students at all sites. Counseling will focus on coordinating services through counseling meetings where site needs will be identified and addressed as appropriate and/or feasible.

There is a need to find a more efficient method of identifying student progress towards their educational goals. Degree works has been proposed as a program that would assist in this effort, providing counseling the opportunity to directly contact students regarding their progress and status to degree or certificate completion.

**c. Goals for Upcoming Year (next academic year). Three goals not required. If more goals needed, copy and paste additional boxes.**

**Goal 1**

- 1. Develop a non transferable, degree applicable student success course that can be offered to Basic skills students. (Strategic Goal 2. Improve services to under-prepared students and increase their success rates.)**



2. *Currently no degree applicable/non transferable student success available to new student. Basic Skills students need student success courses to provide learning strategies, college resources and processes, and career and educational development and planning to increase their ability to be successful in college.*
3. *Provide counseling department faculty opportunity to discuss and develop course through departmental meetings. Faculty chair to work with faculty in development of curriculum and follow through with CIC submission.*
4. *Course submitted and approved for instruction. Course offered.*

### **Goal 2**

1. ***Expand the application/offering of Long Term Student Educational Plans to all students.*** (1D. Expand the scope and quality of Student Services college-wide.)
2. *As part of the strategy to increase student retention and success college wide, counseling will promote the development of long term educational plans to more students. Current best practices backed by corresponding data (RP group references) indicate increased student retention and completion rates.*
3. *Increase offerings of Student success courses such as COUN C101 where long term student educational plans required. Provide targeted populations with long term educational plans such as Veterans, Athletes, CTE students.*
4. *Using first time enrolled students enrolled in COUN C101 classes who have completed their educational plans as comparison group to first time enrolled students who have not taken COUN C101 class in same semester. Compare retention and completion rates at the end of the semester.*

### **Goal 3**





1. *Connection to College Strategic Goals:*

2. *Specific internal\* or external\*\* condition(s) the goal is a response to:*

3. *Action Plan:*

4. *Measure of Success:*



**STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)**

**a. New Classified Staffing.** *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

**Classified Staffing Justification.** *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

**b. New Full-Time Faculty Staffing**



Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
Counselor	All counseling services and instruction related to student success courses	To be determined	1	1. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.	G

**Full-Time Faculty Staffing Justification:**

- Full-time/Part-time ratio within the discipline:** In recent years there has been a decrease in part-time Counselors employed. As budgets have tightened there have been fewer part-time Counselors employed. Currently we have one 24 hour per week part-time Counselor working during the Academic year funded primarily through the use of Basic Skills money. This part-time Counselor provides counseling and other tasks that support the Basic Skills mission. As funding permits, part-time counseling is provided during the summer months based on Adjunct pay. Currently, the IWV campus has two full time Counselors funded through general funds, two categorically funded Counselors, and one Counselor with primarily categorical funding and some general funds. One of these general funded Counselors travels to our South Kern site once a week to provide services. There is also one full time general funded Counselor at the Kern River Valley site and one full time Counselor serving both Eastern Sierra sites. Counseling also employs two full time Educational Advisors funded with general funds that serve the IWV campus. This is a total of 7 full time Counselors, 1 part time Counselor, and 2 Educational Advisors to serve 5 different sites and those online students needing counseling services. **The numerous coordination responsibilities and all of the associated planning and reporting are assigned to the small number of full time counselors. These responsibilities include Recruitment and Outreach, Articulation and Matriculation coordination, CTE Support, maintenance of the Transfer Center, Coordination of EOPS, CARE, DSPS, and CalWORKs programs. The loss of the Counselor who previously held this position was responsible for matriculation coordination, was the Articulation officer, Honors Counselor, coordinated counseling office, staff and services. Many of these**



**tasks now have fallen under the job duties of the remaining Counselors.**

- Growth (include data)** : In June of 2006 we had a full time counselor retire. That counselor had over 1,169 student contacts for that year. Additionally at that time the most recent program review reflected and justified the need for an additional full time counselor. The retirement of that full time counselor in June 2006 was not replaced. Since then, the annual unit plans have cited a need for an additional full time counselor (although by this time the department now has the need for an additional counselor **and** the replacement of a full time counseling position). In the 2009-2010 academic year an additional 1.5 full time counselors were lost to providing instruction due to the need to off set the 50% law under an emergency situation **and** there was an initial cut to counselors 10 extra days on contact to 7 extra days. Beginning 2010-2011 counseling again lost a full time counselor to an Administrative position, so we are now down an additional full time position.

Counseling contacts continue to grow but the amount of counseling hours provided by Counselors has decreased substantially.

Counseling Contacts							
Year	04-05	05-06	06-07	07-08	08-09	09-10	7/1/2010 to 10/4/2010
Number of Counseling Contacts*	10,604	13,788	11,585	15,327	14,181	19,474	6,432

- Compliance with state regulations/accreditation:** In recent years there has been an increase in the collection of data for



purposes of funding, accountability and justification for program actions and growth. This has led to increased time by counselors to collect and input accurate and complete data into various programs such as SARS and BANNER. There has also been an increase in the complexity and amount of reporting to the State Chancellors Office for those categorically funded programs requiring more time.

- **Long-term community needs/support:** The communities within Cerro Coso's service areas are showing growth; particularly in Ridgecrest, Mammoth and Bishop, and especially online. Additional outreach is necessary to let the community know of expanded/updated programs and opportunities available to them. Outreach is primarily conducted by the counseling department. To promote continued growth additional counseling hours are necessary to coordinate outreach and provide new students comprehensive services. Online services must also be updated to reflect parity of services with on campus services which requires additional work to prepare and implement those services online.
- **Support new programs:** Cerro Coso has been rigorously revitalizing programs and introducing/developing new programs to assist in its' mission of providing the community with viable, innovative educational opportunities. Programs like the Basic Skills Initiative and implementation of the Student Success Plan by the counseling department impacts availability of direct counseling time. With the additional tasks related to SB 1440, accreditation preparation, growing CTE programs, and other newly proposed programs and services related to increasing retention and success, Counseling will be challenged to have the availability of staff to attend to these tasks and still maintain the same quality of services without the minimal replacement of the Counselor position.
- **Courses are part of a core program and/or a graduation requirement:** Counseling supports students in meeting their educational goals through educational planning, career goal setting, evaluation and determination of required coursework for matriculation. Counseling is also responsible for offering Student Success courses which is a proven way to increase retention and success rates.

c. Supplies (per unit cost less than \$1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Acad. Emp.-Non-inst.-Non Contract	CI	1	1A	To address the increasing number of counseling contacts and implementation of retention and success activities requires and increase in counseling time and support to maintain programs and quality services to students. Supports basic skills students.	\$90,000	On-going	G
Non-instructional Supplies and Materials	CI	1	1A	Provides for purchasing of testing materials like Accuplacer (\$5,000 units at \$8,750) that supports basic skills and instructional goals for success. Provides for office supplies to deliver information to students related to educational planning and career development.	\$10,000	On-going (until statewide assessment is established)	G
Food- Non Travel	CI	2	1A, 5B,6CD	Supports the coordination and collaboration activities with other educational programs (Ex: Local high school counselors), and professional development activities that lead to better	\$1,500	On-going	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
				services to students			

**d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
<b>Annual student Planners</b>	<b>All sites</b>	<b>2</b>	1. Improve our response to community needs through customized educational opportu.....	Planners provide communication to students regarding college processes, procedures, educational programs, resources and activities. Provides organizational tool for student success.	<b>\$9,000</b>	<b>On going</b>	<b>G</b>



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA

**e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Updated computers	SK	1	1D	Standardize the support and services offered at each location.	\$4,000	One-time	G
Degree works	All	2	1	Provide method of assessing student progress towards educational goal completion and increasing college	Unknown	One-time	G





Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
				success rates.			

**f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Expansion of all counseling services to one area on campus	IWV	2	1	Staffing needs continue to grow. Consolidating counseling programs will allow for maximizing resources while minimizing student efforts to locate and obtain counseling services.	Unknown	One time	G



**g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Employee Travel	CI	1	1A	Supports counseling staff in obtaining current information and training regarding the changes and development of new strategies that directly impact student services.	\$3,000	On-going	G

**h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA

**i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA



**STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)**

*See attached.*

**STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)**

*See attached.*