



**Annual Unit Plan Template
2013-2014 Academic Year
Counseling Department**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

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; houses the Career and Transfer Center within the counseling center facilities 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. Counseling collaborates with other student service and academic programs on a regular basis in order to provide coordinated and appropriate student services. The Counseling department has provided input and 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 assure students efficient access to on campus services. Many counseling services are dependent on the cooperation with other campus programs and staff 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 dual enrollment/concurrent enrollment programs, high school articulation, and Career Pathways. This past year counseling assisted in coordinating and presenting a collaborative Articulation conference for service area High Schools and Cerro Coso College. The focus of the conference was to update previous articulation agreements, facilitate new articulation agreements, discuss dual enrollment opportunities, and discuss the collaboration of aligning High School curriculum with college course curriculum. Counseling services are provided to CTE students with the recognition that employment readiness is a priority to CTE students and CTE faculty. 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 assists in the implementation of the STEM grant and helps develop materials related to the articulated agreement with CSU Long Beach Engineering program offered in Lancaster.

Counseling works closely with the Basic Skills committee to develop services and programs that assist students in bringing their academic skills up to college level. Counseling provides basic skills presentations to all basic skills classes at each campus site to ensure students understand the pathway to reaching college level skills as needed to complete their educational goal. The Assessment Technician works closely with basic skills instructors each semester to assess student and instructor satisfaction in their placement level based on the multiple measures assessment provided before registering for classes. The Assessment Technician also provides data related to assessment levels of new students entering Cerro Coso so appropriate number of course sections are offered to meet student needs.



Counseling staff are partnering with CTE programs and staff in the development and implementation of the C6 federal grant. Support services to the C6 programs at Cerro Coso College will need to be developed and implemented in the next two years. There will be C6 grant funding available for a percentage of counseling staff time in order to provide the extensive support necessary per grant requirements.

Counseling maintains partnerships with local/feeder High Schools focused on providing transitional services to current High School students planning to attend Cerro Coso after High School graduation. Assessment, orientation and counseling services are offered at the High Schools as requested and are 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; Parent Night for the parents of graduating high school students, Preview Day and a Career Fair for junior and senior high school students, "I'm Going to College" for fifth grade students, and a college tour and an introduction to college classes is provided annually to local 2nd graders in the IWV campus area.

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

Collegial associations as well as the California Community College Chancellor's office provide informational updates through conferences and listservs. Counseling staff participate in annual training opportunities such as the CSU and UC workshops. Staff meet regularly (bi weekly meetings and once a semester for an all-day training) to share updates on academic/educational trends and policies, upgrade counseling knowledge and tools, and disseminate information that is essential in keeping current with information that students need to make good decisions related to their careers and transfer choices.

d. Distance Education

All counseling services offered at a physical campus location must have equivalent services offered online. Counseling provides access for students to complete all matriculation components online including orientation, assessment and counseling. The same information and forms available to students on ground must be made available online. A counseling intranet site on the Cerro Coso website provides uniformed access to all counseling resources. Counseling staff regularly update information and procedures



online. Review and updates of website content is coordinated and facilitated with the assistance of the full time webmaster position. Personal Development and counseling classes offered on ground are also taught online. Counseling staff are the primary instructors of departmental courses and adhere to the same instructor requirements for teaching online classes.

STEP 2: EXPLAIN YOUR PLANNING

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

In response to the Cerro Coso student success plan and as part of the college effort to increase student success and retention, counseling identified the following goals to be addressed during the 2012-2013 academic year.

- Provide extended orientations for general population students as well as specific target populations such as Veteran and Athletic students. **Progress achieved:** Past practice of how on ground orientations were delivered to students was reviewed and assessed to determine if essential information was being given to new students in order for them to be successful in identifying and completing their educational goals at Cerro Coso. It was determined that the following outcome would be the goal of the newly implemented extended orientations: *Students will be able to demonstrate basic understanding of college graduation requirements and general information and resources available at Cerro Coso following extended orientation presentation. Students will have opportunity to provide feedback to assist counseling staff in the further development of extended orientation presentation. Counseling department will be able to determine effectiveness of achieving orientation goals and develop more effective methods of delivery of orientation content.*

An assessment tool of a pre and posttest was given to students attending the extended orientations. Questions asked demonstrated knowledge prior to the extended orientation in relation to 1) units required to graduate 2) location of Learning Resource Center building 3) where students can obtain assistance in enrolling in courses. Students were also asked the same questions post presentation for comparison to check for gained knowledge. Additional comments were requested of students on the posttest related to what they found most interesting, helpful and important. The results indicated students did learn new information and were able to reflect this on the pre and posttests. Additionally, student feedback was asked for on the pretest regarding what student was most interested in learning from the presentation. Most of the written answers were vague and generalized statements. Example: "I would like to learn about the different programs and educational opportunities Cerro Coso has to offer." Following the post test questions were again asked to provide feedback



on what they found most interesting, helpful and important to them. The answers this time were more specific to presentation topics. Students reflected on resources offered at the college they were unaware of, specific majors offered at the college, and the tour given during the orientation. Overall written feedback was positive of the presentation.

- Administer a student satisfaction survey. **Progress achieved:** In the spring semester of 2012 the Student Experience Survey was given to assess student services at the college. The survey provided some noteworthy feedback for the counseling department. 474 online students completed the survey and 216 on ground students completed the survey.

The survey demonstrated that online students utilize fewer counseling services than students who have the opportunity to meet face to face with counseling staff. This may be a result that a good percentage of our online students are take 6 units or fewer suggesting that online students may be taking Cerro Coso classes as a supplement to their primary coursework at another college where they receive counseling services.

Areas where students noted 90% or higher satisfaction from counseling services (with the exception of responses from students at ESCC site) are in career planning/testing, registration assistance, transfer, transfer preparation handouts, IGETC or CSU-GE breadth, and in length of counseling session. It is noted that fewer students utilized transfer services but those that did reported satisfied or very satisfied with services provided.

Areas that had the lowest satisfaction ratings were in found to be specific to sites rather than an overall trend. Of particular note is the responses given by students located at the ESCC sites. All of the student ratings were lower compared with other sites except in two areas; knowledge of staff and helpfulness of staff. Three statements were provided for students to rate overall effectiveness with counseling center services. The responses to the three statements demonstrates an overall lower satisfaction with counseling services compared to the individual areas of concerns students sought assistance with.

Statement one: Services from the Counseling center helped me attend college at Cerro Coso. Online students responded with an 80.7 % strongly agreed or agreed, IWV 85.9%, KRV 85.1%, and ESCC 75.6%.

Statement two: the service I received from Counseling helps me stay in school. Online student responses were 75.4% strongly agreed or agreed, IWV 76.6%, KRV 81.3%, and ESCC 73.2%.

Statement three: the Counseling center services have helped me prepare for transfer to a four-year college. Online students strongly agreed or agreed were 69.7%, IWV 69.8%, KRV 71.7%, and ESCC 52.6%.



- 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. **Progress achieved:** The counseling staff developed a comprehensive workshop agenda for students on probation and disqualification status. The workshop focus included; definition and consequences of being on academic and progress probation or disqualification, strategies to successfully complete coursework and return to good standing, review of educational planning and information regarding campus resources. All students attending the workshops were directed to take student success courses as a strategy but most students on disqualification were required to take a student success course in order to continue taking classes at Cerro Coso. Follow up and assessment on student success following of attending a workshop has not been completed.

Workshop agendas were also developed for Veteran students. Several Veterans workshops were offered but attendance was so low, one to three students signed up and/or attended, that workshops stopped being offered until counseling can develop a strategy that provides more incentive for Veteran students to attend. Counseling has discussed working with the Veterans office in offering comprehensive workshops, being able to target Veteran students at strategic times during the year, and providing incentives for Veteran student participation. Another discussion is finding other venues to provide the information developed for the workshops. This year counseling has reengaged with the local military base and is providing a counseling staff to present at the In Docs (workshops for incoming active military regarding local information and resources) and at the TAP class for exiting military personnel and options of what they can do after leaving the military. Counseling also provided information at the yearly Veterans Day activity and participated in the community Stand Down event where Veterans are exposed to community resources available to Veterans.

An orientation developed and provided by the counseling department specific to student athletes was offered Fall 2012 semester. Orientation attendance was required of all student athletes and covered the same information as in general population orientations plus additional activities and information including NCAA and AIA eligibility requirements and transfer information specific to athletes.

- 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. **Progress Achieved:** Pathway development has been completed and approved by faculty. Each current CTE major and corresponding certificate pathway have been completed as well as current AA and AS degree pathways have been developed. Additionally, current major and certificate pathways that can be completed entirely at a site besides IWV, have also been created. The pathways not only provide students with a tool to scheduling their classes each semester but provide career information related to their major. Transfer pattern pathways using the IGETC, CSU and Cerro Coso general education patterns were also developed. These pathways assist in long term scheduling for faculty by establishing patterns of course offerings that need to be scheduled



in order to effectively provide students with the classes they need to complete their programs. Counseling staff are currently using the pathways when working on student educational plans. The pathways are posted on the website along with other academic major information. The development of a group SEP workshop is underway. The pathways will be used in the group workshop as a way to facilitate a comprehensive discussion with on how they can plan their schedules each semester to meet their educational goals as quickly as possible.

- 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. **Progress Achieved:** Throughout the 2011-2012 year counseling staff have been reviewing handouts and website content related to counseling services to determine if the information is accurate and effectively communicated. Handouts that provide instructions on the use of various procedures have been developed such as how to register, how to find out what your email address is, and how to login to your online class the first day. Handouts are available at strategic places on campus such as the counseling and Admissions & Records office and by the student Kiosks. All information handouts are also available online. Student forms have also been put online so online students can obtain the required forms they need to complete certain processes such as the petition for graduation form. The posting of forms has also facilitated the ability for all sites to stay current and consistent throughout Cerro Coso College. The addition of a new full time web master has greatly assisted counseling to update forms and strategically place on the web.
- Provide cross training between student services offices so resources and processes are consistent and reinforced to students. **Progress Achieved:** During the 2011-2012 academic year two All Student Services Staff meetings were held. The meetings focused on updates affecting Student Services as a result of change in Board policy, legislative changes and Chancellor recommendations and priorities. An example of a critical change discussed at the meeting was priority registration processes and changes in who will receive priority registration. This change in procedure and policy was implemented in the spring semester for summer and fall enrollment. Discussion between service programs was crucial to be sure all programs understood what the changes meant to students and what services offered at the college needed to be adjusted to be sure students would have a smooth transition. Other topics of discussion included customer service philosophy and practice and clarification of policies affecting students so all service programs were communicating the same information to students. The meetings also helped to build stronger relationships between service programs which resulted in better day to day communication.

Previous goals related to department course offerings and curriculum were also set in the last annual unit plan as follows:

- 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. **Progress Achieved:** Counseling staff who have been teaching student success courses met several times throughout the year to share tools, exercises, compare syllabus, and exchange information on what they have been finding most successful with students in class. There has been better syllabi alignment between instructors. An example of this is when certain exercises are due. Student success instructors have agreed to move the due date for students to complete their long term educational plans (LTEP) up to the middle of the semester when there is more counseling/advising time available to get the LTEP's done and students are ready for priority registration.

The College Administration has requested that each full time counselor teach a student success course as part of load starting 2011-2012 increasing the number of classes offered by one section. Also, COUN C101 was approved for teaching online this past year and for the first time this student success course was taught online in the summer 2012 semester. At this time, there does not appear to be a greater need for more sections of PDEV C101 and/or COUN C101 class to be taught. These two classes are elective courses and so the number of courses offered seems to meet the current demand. PDEV C052, How to be a Successful Online Student, does appear to have greater demand and the department is planning to increase the number of sections taught 2013-2014. PDEV C131, the transfer readiness course, has been offered online but enrollment is marginal and the majority of students taking the course are out of the Cerro Coso service area. The decision has been made to offer this class on ground next fall semester, 2013. During the 2011-2012 year the only department courses offered were PDEV C101, COUN C101, PDEV C052 and PDEV C131. These classes were offered to support student success and facilitate transfer readiness.

- A nontransferable student success course will be developed 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 and keeping in mind the skill level of basic skills students so class material are delivered in a format that fits the students' academic skill level. **Progress Achieved:** A preliminary course for non-transfer college credit was developed by a department member but was put on hold to be submitted to CIC for review and approval due to some uncertainty of how offerings of basic skills courses would proceed. During the 2011-2012 year, ongoing discussions on how to reconfigure basic skills courses and curriculum to expedite mastery of skills by students continued between departments. After review of best practices and discussion of realigning basic skills curriculum there seems to be consensus on the organization of basic skills curriculum. Counseling will finalize the previously developed basic skills student success course (PDEV C070) to include a lab component and a common reading assignment (other than a text book) to strengthen academic skills as well as study strategies and skills.
- 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. **Progress Achieved:** During the 2011-2012 year all active department course offerings were assessed a full annual cycle. The Faculty Chair for the counseling department facilitated the collection of data from individual instructors, organized the resulting data, and facilitated the analysis of the data during department meetings. The analysis of data resulted in several changes made to courses as demonstrated below in the summary of one student learning outcome assessment cycle.

Learning Outcome for COUN C101

Target of Performance: 80% of students enrolled at census will complete a Long Term Educational Plan

Learning Outcome: Articulate an educational goal and describe the requirements and courses to meet this educational goal.

Assessment Tools/Scoring Method: Other (Long Term Educational Plan completion)

Assessment Plan: The Long Term Educational Plan is completed through a dialog between Counselor and Student. It requires students to articulate educational goals such as major, intent to complete certificate, degree: or transfer. Additionally, if degree and/or transfer is the goal is articulated the student must choose, with guidance the appropriate general education plan. Completion of the plan is considered evidence that the student is able to meet the learning outcome.

Assessment Results: 79% of students enrolled at census completed the Long Term Educational Plan. Data was aggregated across all sections of COUN C101 being taught in Fall 2011. Completion ranged from 63% to 96%.

Analysis and Plan for Improvement and Reassessment: The single most important factor in completion percentage appears to be time assigned. In order to more effectively assess the SLO, Counseling has decided to standardize the due date. Additionally, as the number of students assessed included students who failed to complete the class, subsequent assessments will include only those students who complete (do not withdraw prior to the 60%, date).

Other assessments led to improving the validity of the artifact being used as in the case of the lifeline exercise. Instructors agreed to add a written component where the student writes a self-evaluation following completion of the lifeline where students articulate their strengths or weaknesses in achieving their past goals and reflecting on this to better strategize achievement of future goals. They also agreed to use a rubric for assessing.

The counseling department will continue to work together to complete SLO's for all department course offerings on a regular cycle, share assessment data results, and meet each semester to review results for analysis and recommendations for changes to courses are assessment tools as needed to ensure student success.



b. Review of Overall Department/Unit

Counseling Contacts										
Year	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Number of Counseling Contacts*	10,681	12,066	10,604	13,788	11,585	15,327	14,181	21,702 (SARS)	18,973	16,915

*Number includes all programs and all sites.

The need for counseling/advising services has increased in the past years due to many factors including the need to begin implementing the Student Success practices of requiring compliance to matriculation components in order to receive priority registration and the implementation of basic skills best practices of more referrals and services to basic skills students. Demographic data collected and provided by the Chancellor’s Office DataMart site indicates that Cerro Coso's student population is getting younger and more ethnically diverse. Counseling staff need to address how services are being delivered and reassess if the delivery of services meet the changing make up of our student population needs. Additionally, it has been noted that Cerro Coso has a greater percentage of part time students compared with the other two colleges in the District. This increases the number of students to be served to maintain the level of FTES for the year. This increases the workload for counseling staff during a time when percentage of counseling staff time has been decreasing.

In order to account for the number of students being served by the new Extended Orientation, SEP, and Probation/Disqualification workshops the following data is submitted for the 2011-2012 year. This is the first year of gathering this information since this is the first year of implementing the group workshop approach to meeting student needs. The number of students served in the workshops is not part of the overall totals above which reflect one on one contacts input in the SARS system. Next year’s workshop numbers will be collected to compare with this past year to determine efficiency of workshops.

Workshops	Fa2011	Spring2012
SEP	26	8
Prob/Disq	84	34
Orientation	10	85



The following data taken from DataMart indicates the steady increase in student need for matriculation services at Cerro Coso College. This is happening at a time of decreasing funding to the college and the loss of counseling staff time.

Counseling/Advisement Services	06-07	07-08	08-09	09-10	10-11
Directed to counseling services (credit & noncredit combined)	7,220	7,393	8,238	8,801	8,780
Exempted from counseling services	1,861	1,305	1,097	724	386
Received Student Education Plan (SEP)	2,716	2,580	2,692	2,562	2,528
Received counseling/advisement	493	769	1,078	1,231	1,086
Did not participate in counseling/advisement	5,872	5,347	5,565	5,724	5,552

Orientation Services	06-07	07-08	08-09	09-10	10-11
Directed to Orientation	6,977	7,204	8,068	8,641	8,661
Exempted from Orientation	2,104	1,494	1,267	884	505
Received Orientation	5,369	5,213	5,726	5,797	5,405
Did not receive orientation	3,704	3,467	3,591	3,709	3,744
Refused Orientation	8	18	18	19	17



Placement Assessment Services	06-07	07-08	08-09	09-10	10-11
Directed to Assessment Testing	5,968	7,339	8,096	8,771	8,755
Exempted from assessment testing	1,905	1,359	1,139	534	411
Received placement services based on multiple measures in lieu of assessment test	316	512	565	477	450
Received placement services based on assessment testing and multiple measures	5,470	5,374	5,975	6,417	6,255
Did not participate in assessment placement services	3,295	2,812	2,795	2,631	2,461
Refused placement testing	0	0	0	0	0

The counseling department staff currently includes: 2 full time general population counselors (IWV), 1 full time general counselor (ESCC), 2 full time categorically funded counselors who work for EOPS/CARE/DSPS programs, 2 full time educational advisors, 3 adjunct counselors working 24 hours or less weekly, a Department Assistant I (IWV campus), a Department Assistant III (KRV campus), an Assessment Technician serving all sites, and a partially funded CTE Job Development Specialist. In the past 6 years, 4 full time counselor positions have been lost to retirement or taking on new roles at the college. Only 1 full time counselor position has been rehired during that same time. Since the department has taken on expanded roles in the areas of outreach, development of basic skills support services and increase in providing student success courses, CTE counseling and development of CTE program support services, and the increased expectations of providing all students with orientation and educational planning services as detailed in the Student Success Plan, there is an apparent and immediate need for more counselors. The department has continued to request a full time counselor for the past 5 years but due to continued decrease in community college funding for the next few years the hiring of new full time counselors has not been realized. Currently there is no KRV designated counseling staff but a 30 hour a week educational advisor is in the process of being hired. With the additional responsibilities to the C6 grant, counseling will need additional counseling/advising and job development specialist time available to implement grant requirements. The department will be requesting an additional full time general counselor for the next academic year.



Assessment service costs have continued to increase and counseling is providing more assessments than in previous years. The following data taken from Data Mart shows an increase in placement services given based on assessment testing and multiple measures during the past five years: (06-07) 5,470 students served; (07-08) 5,374 students served; (08-09) 5,975 students served; (09-10) 6,417 students served; (10-11) 6,255 students served. The increase in cost to the counseling department cannot be sustained and other options besides providing the standardize Accuplacer exam for placement will need to be explored. A study was completed to assess the success of students retesting in specific areas with the intent to move up a level from their original placement. The following results indicated a need to change the retest policy to be sure that those students retesting had the optimal chance of successfully demonstrating increased skills to move them up at least one placement level.

49 retakes from 2012
73 retakes from 2011
122 retakes total
369 units used for retakes = \$719.55

Advanced 1 level = 43 people tested advanced a total of 53 advances in levels
(Advanced 2 levels = 3 people tested and advanced in one area/This is a subset of persons who advanced in 1 level higher)
The percentage of persons retesting and actually impacting a change in their placement level is 35%.

The department will continue to problem solve ways to cut assessment costs. Currently, Administration is looking into a multiple measure process of determining incoming High School graduates that does not involve a placement exam process. This has resulted from best practices promoted Statewide as an alternative method of assessment that has proven success.

Early Alert continues to be a successful instrument of communication from faculty to students regarding their progress and needs in class. This past year Early Alert notifications were sent out earlier due to the last day to drop a class date being moved up to the 20% date. This prompted instructors to give students feedback earlier in the semester to assist students in making the decision whether to drop or not. Additional counseling staff were used to respond to the increase in early alerts sent to students, to provide resources and offer advising assistance to students receiving alerts. The following reflects current usage of the early alert process.



	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
Spring 2011	26	545
Fall 2011	23	629
Spring 2012	15	494

The District office took on the task of developing Degree Works (a self-auditing system for students and staff) starting in the 2011-2012 year. Implementation of Degree Works at Cerro Coso will begin in 2012-2013. Counseling staff need additional training on the use of Degree Works and then plans are to roll out to students for use in the spring 2013 semester. This will require publicity and training of students on what Degree Works offers them and how to use the system. Counseling staff will have the majority of responsibility in this process.

c. Goals for Upcoming Year (next academic year).

Goal 1

- 1. Complete implementation of Pilot program, Smarter Measures, assess data and report out.** *(Strategic Goal #2: Foster student success through sustained continual quality improvement of instruction and student services.)*
- 2. Currently there is no required assessment tool available to determine student readiness to take online classes at Cerro Coso. Instructional services have requested a tool be made available to provide feedback to students regarding skill recommendations to improve student success in online classes.*



- 3. Counseling will customize Smarter Measure assessment. Student completion of Smarter Measure will be part of the assessment process for new students getting prepared to take classes in the spring 2013 semester. The Smarter Measure assessment period will take place mid-October 2012 through end of January 2013. Data will be collected and assessed and presented to appropriate college staff. There will be continued collaboration with the Director of Distance Education during this project.*
- 4. Completion of project including assessment data collected, results reviewed, analyzed, and presented to college staff.*

Goal 2

- 1. Complete CTE project of providing counseling support in determining and facilitating student completers in designated CTE programs.** (Strategic Goal #2: Foster student success through sustained continual quality improvement of instruction and student services.)
- 2. Many of the current CTE programs do not have as many completers identified which seems contrary to the number of enrollments in the same CTE programs.*
- 3. Research students enrolled in CTE faculty designated capstone classes to assess students progress in completing CTE faculty designated certificate programs. Once students are identified as being ready to graduate or finish a certificate, counseling staff will facilitate the petition form required from students to initiate and complete the process of verifying completion of the degree/ certificate earned.*
- 4. Completion of search for completers in designated CTE programs and submission of evaluation to A&R for student recognition of certificate/degree completion. Provide feedback to CTE faculty regarding the process and what observations were made during process regarding course offerings and pertinent obstacles in the search process.*



Goal 3

- 1. Fully implement all group workshops (Extended orientation, SEP, Probation/Disqualification, Athlete and Veteran). Increase overall participation by increasing incentives for students to participate in workshops.** (Strategic Goal #2: Foster student success through sustained continual quality improvement of instruction and student services.)
- 2. As group workshops have been added to counseling staff schedules, there has not been an equal amount of decreased time available for individual appointments or drop in services to students. So students are not as inclined to participate in group workshops if the times are less convenient than an individual appointment or drop options. The goal of the workshops is to provide more comprehensive coverage of information to more students with the same counseling staff currently available.*
- 3. Counseling staff will discuss and strategize best ways to incentivize attendance to group workshops and also develop plan of how to decrease one on one services without impacting student access to counseling services.*
- 4. Overall number of services provided and overall number of students served during the year compared to previous years will be used to determine if group workshops are providing greater access to counseling services.*

Goal 4

- 1. Implement Degree Works for students to perform self-audits of their completed coursework.** (Strategic Goal #2: Foster student success through sustained continual quality improvement of instruction and student services.)
- 2. Students are limited in their educational planning. A self-audit system will allow students to monitor their educational progress and create alternative plans for consideration.*
- 3. Fully train counseling staff on Degree Works uses and applications with students. Promote Degree Works with students and facilitate student use of Degree Works.*
- 4. Student feedback on their use of Degree Works will be solicited to determine if better information and direction needs to be given.*



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

- a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. 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 (temporary positions only)	Will this be one-time or on-going funding?	Funding Source (check <i>one</i>): G = General Fund, O = Other	
							G	O
Full time Counselor	IWV	1	2	Provide additional general counseling time for IWV, SK, online.		On-going	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Full-Time Faculty Staffing Justification:

There continues to be a growing need for counseling services as a result of the newly approved State Student Success guidelines related to providing all students with orientation, assessment, counseling (educational planning). Best practices recommend the implementation of student success courses which are taught by counselors. Additionally, data shows that Cerro Coso's student population has a high percentage of part time students requiring more student contacts to meet FTES goals. Increased specialized CTE programs (grant funded) have increased counseling staff workload. Counseling staff is down 2



full time counselor positions starting the 11-12 academic year; one to retirement at the KRV campus and another to taking on the Director of Counseling position (who worked a percentage of general counseling and partially funded by categorical programs which are also down in counseling time). Adjunct counseling costs will decrease by hiring a full time counselor. This would allow the use Adjunct counselors currently trained in teaching student success courses to increase the number of courses they could teach.

b. **2000 Category.** Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

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	Are alternate funding sources available? G = grant (specify) V = VTEA

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.



c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

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 (check <u>one</u>): G = General Fund, O = Other G O	

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

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 (check <u>one</u>): G = General Fund, O = Other G O	



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 (check <u>one</u>): G = General Fund, O = Other G O	

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

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 (check <u>one</u>): G = General Fund, O = Other G O	



STEP 4: ATTACH NARRATIVE SUMMARY OF PRIOR YEAR'S SLO ASSESSMENTS

Usage and Satisfaction Data

Several instruments to assess student satisfaction have been use over the past five years. One of these assessments is the graduate survey developed by the counseling department and provided to graduating Cerro Coso students during their graduation rehearsal. Two questions have remained constant in the assessment tool and the data for the past four years is provided below.

Question: The counseling services I received at Cerro Coso helped me reach my educational goals.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess
2009 (54 responses)	66.7%	27.8%	3.6%	0%	1.8%
2010 (79 responses)	62%	27.8%	2.5%	0%	6.3%
2011 (88 responses)	42%	39.8%	6.8%	3.4%	5.7%
2012 (70 responses)	54.29%	5.71%	5.71%	1.43%	2.86%

Question: I would strongly recommend the Cerro Coso counseling services to other students.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess
2009 (54 responses)	64.8%	33.4%	1.8%	0%	0%
2010 (79 responses)	59.4%	32.9%	1.2%	1.2%	5%
2011 (88 responses)	43.3%	40.9%	6.7%	4.5%	2.3%
2012 (70 responses)	54.29%	35.71%	4.29%	0%	5.71%

It is noted that in the 2011 year there was a greater number of disagree and strongly disagree responses related to satisfaction with counseling services. There was no clear reason for the increase in dissatisfaction. It was the survey year with the greatest number of participating students. It is also a year that the counseling services of a full time counselor were lost.

Other information was gathered from the survey that included transfer plans, employment and employers, educational major as it pertains to employment, and academic preparedness.

In the spring semester of 2011 the college participated in the CCSSE, Community College Survey of Student Engagement. The overall results provided some interesting information related to services offered through the counseling department.



The CCSSE data indicated that Cerro Coso students participated in academic planning/advising less than the comparative cohort (51.8 % compared to 57.8%) but used career counseling services significantly more compared to the cohort (39.6% compared to 28.5%). This may be partially accounted for by a decrease in availability of counseling time to students.

Another significant finding included a higher percentage of Cerro Coso students indicated earlier registration in classes prior to the start of the semester than the cohort. It was during this time that the college made an effort to get students registered earlier for classes. Counseling staff noted a change in registration patterns during this time and since where more students are taking advantage of priority registration and contacting counseling much earlier prior to the start of a new semester. The result has been a shift of resources being required more evenly throughout the academic year instead of peak times and low times of student activity. This puts more strain on permanent counseling staff but also provides more consistent level of counseling services.

The survey also indicated that a higher than expected number of students were unaware of orientation services offered by the college. Since this survey orientation services have been expanded and information regarding the availability of orientation services has been more widely conveyed to new students.

A final significant finding from the CCSSE indicates that slightly fewer Cerro Coso students participate in a student success course compared to the cohort. Again, this issue of engaging more new students and struggling students in a student success course is one that the counseling department has been working on. More sections of student success courses are being offered and students required to participate in the probation/disqualification workshops are being referred to a student success course. Additionally, basic skills students will be required to take a student success course in conjunction with their developmental courses with the hope of increasing student study skills, motivation, educational planning, and college knowledge.

Outcome and Assessment Definitions				Assessment and Data Collection			
Condition of Outcome	Target Performance Level	Student Learning or Department Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment	
Students will be able to demonstrate basic understanding of college graduation requirements and general information and resources	90% of students will answer questions correctly.	Determine effectiveness of the extended orientation related to new students' understanding of basic college academic requirements, services and resources.	Students will be given a pre test before the extended orientation and a post test following the extended orientation. Questions will demonstrate knowledge prior to extended orientation	Description: Students who attend an extended orientation during the Fall 2011 semester may be given pre and post tests (depending on staff availability to hand out tests and collect tests). Orientation attendance and pre and posttest responses are voluntary. Counseling staff forward tests to designated person for collection, tallying of responses, and reporting out results. Preliminary analysis of	After administering the pre and posttests to several orientation groups it was noted that the 3 rd question on the post test omitted the last response choice which was the correct response. Invalidates use of this question for analysis.	Will develop new assessment tool to evaluate on campus orientations using different questions that focus on other aspects of desired student knowledge following orientation. May add questions to collect information	



	<p>available at Cerro Coso following extended orientation presentation. Students will have opportunity to provide feedback to assist counseling staff in the further development of extended orientation presentation. Counseling department will be able to determine effectiveness of achieving orientation goals and develop more effective methods of delivery of orientation content.</p>			<p>related to 1) units required to graduate 2) location of Learning Resource Center building 3) where students can obtain assistance in enrolling in courses. Students will then be asked the same questions post presentation for comparison to check for gained knowledge.</p> <p>Students will also be given opportunity to provide feedback related to what was the most</p> <ul style="list-style-type: none"> a) interesting b) helpful c) important <p>information they gained.</p>	<p>information presented by Director to counseling staff for further comments and reflection of data.</p> <p>Timeline: Assessment tool to be completed during Fall 2011 semester. Analysis completed end of academic year.</p> <p>Sample: New Cerro Coso college students who have never completed an orientation at Cerro Coso college.</p> <p>Pending Tasks: Presentation of information to counseling staff for additional analysis and response.</p>	<p>On the first question regarding the number of units required to graduate, the pretest results had approximately 48% of the participants correctly answered the question compared to 85% posttest.</p> <p>On the second question regarding where the LRC is located the pretest results had approximately 40% providing the correct answer compared to 95% correctly answered on the post test.</p> <p>The results indicate students did learn new information and were able to reflect this on the pre and post tests. The target percentage of correct answers following the orientation was not as high as desired.</p> <p>Additionally, student feedback was asked for on the pretest regarding what student was most interested in learning from the presentation. Most of the written answers were vague and generalized statements. Example: "I would like to learn about the different programs and educational opportunities Cerro Coso has to offer."</p>	<p>related to student success behaviors. Provide comment area for feedback regarding overall presentation and suggestions for improvement. To be assessed again during fall 2012 semester.</p>
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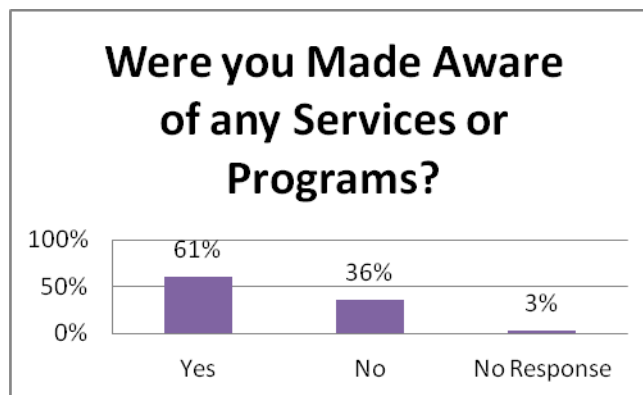
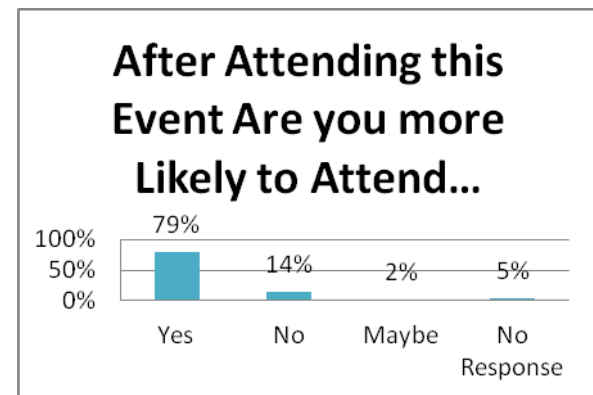
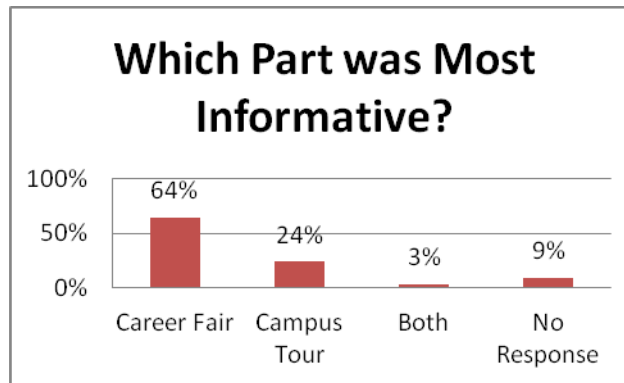
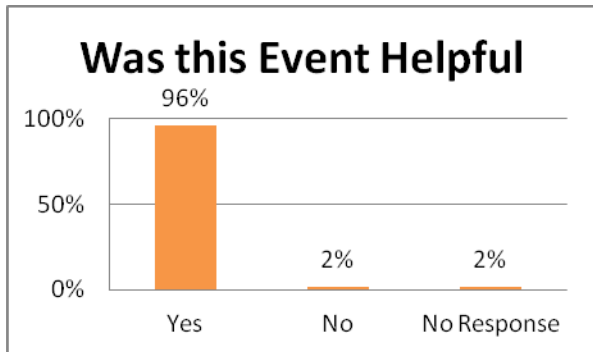
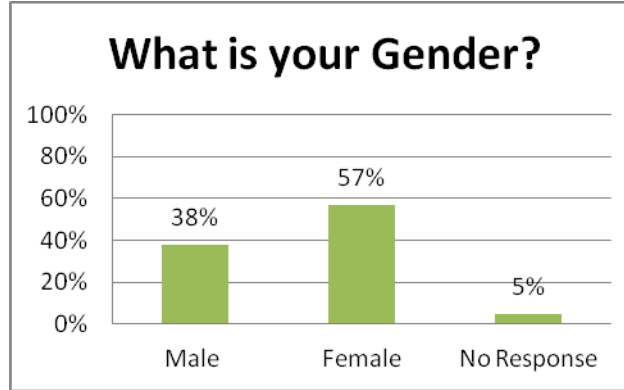
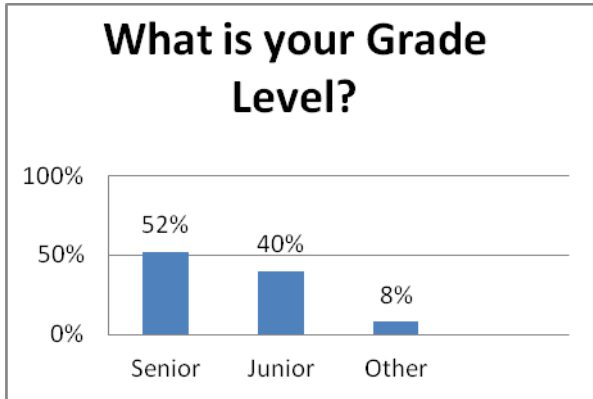
						<p>Following the post test questions were again asked to provide feedback on what they found most interesting, helpful and important to them. The answers this time were more specific to presentation topics. Students reflected on resources offered at the college they were unaware of, specific majors offered at the college, and the tour given during the orientation.</p> <p>Overall written feedback was positive of the presentation. One student shared some helpful suggestions regarding the presentation itself and need to slow down and use microphone so all students could hear.</p>	
	Results of Student Experience survey will provide direct student feedback regarding their individual satisfaction with counseling services they have utilized in the areas of	90% of students will relate satisfied or very satisfied experiences/ interactions with counseling services.	Identify counseling areas where students express less than satisfaction in their personal experience with specific counseling services and counseling interactions. Three statements were designed for student feedback to assess overall	A Student Experience Survey developed through collaboration between the college Institutional Researcher, VP of Student Services and the Student Services Executive committee will be administered to students for feedback. Specific	<p>Description: 100% of the online student population will be sent the survey and a random sample of students taking on ground courses will be selected to be given the survey for completion. An incentive of being entered in a drawing for an IPAD to all students completing and returning will be used to increase student participation</p> <p>Timeline: Survey sent out to students, completed and returned during the spring 2012 semester. Analysis to be</p>	<p>Overall, the survey provided some noteworthy feedback. The survey demonstrates that online students utilize fewer counseling services than students who have the opportunity to meet face to face with counseling staff.</p> <p>Areas where students note 90% or higher</p>	Results will be shared with counseling department staff and faculty. Overall satisfaction for counseling services in general did not meet department goals. This will be discussed in with the goal to develop more effective strategies in meeting student



	<p>academic planning, career services, transfer services, and in the overall performance in meeting student's needs.</p>		<p>counseling services effectiveness.</p> <p>Statement #1: Services from the counseling Center helped me attend college at Cerro Coso. #2: The service I received from Counseling helps me stay in school. #3: The Counseling Center services have helped me prepare for transfer to a four-year college.</p>	<p>areas of counseling services will be targeted for feedback. A Likert scale will be used to evaluate student satisfaction based on their personal interactions with the targeted counseling areas.</p>	<p>completed end of academic year.</p> <p>Sample: All online students currently enrolled for the spring 2012 semester and a random sample of students taking on ground courses during the spring 2012 semester.</p> <p>Pending Tasks: Presentation of results of survey to the counseling staff for further analysis, reflection, and development of follow up actions in areas needing improvement.</p>	<p>satisfaction from counseling services (with the exception of responses from students at ESCC site) are in career planning/testing, registration assistance, transfer, transfer preparation handouts, IGETC or CSU-GE breadth, and in length of counseling session. It is noted that fewer students utilized transfer services but those that did reported satisfied or very satisfied with services provided.</p> <p>Areas that had the lowest satisfaction ratings were in found to be specific to sites rather than an overall trend. Of particular note is the responses given by students located at the ESCC sites. All of the student ratings were lower compared with other sites except in two areas; knowledge of staff and helpfulness of staff.</p> <p>Three statements were provided for students to rate overall effectiveness with counseling center services. The results were as follows:</p> <p>Statement one: Services</p>	<p>satisfaction. Further tools for assessing student satisfaction need to be explored to assist in identifying specific ways to improve student satisfaction.</p> <p>Regarding discrepancy in satisfaction from the responses given by ESCC students, discussion has begun with ESCC site Director in determining strategies to increase counseling services at both Mammoth and Bishop campuses.</p>
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						<p>from the Counseling center helped me attend college at Cerro Coso. Online students responded with an 80.7 % strongly agreed or agreed, IWV 85.9%, KRV 85.1%, and ESCC 75.6%.</p> <p>Statement two: the service I received from Counseling helps me stay in school. Online student responses were 75.4% strongly agreed or agreed, IWV 76.6%, KRV 81.3%, and ESCC 73.2%.</p> <p>Statement three: the Counseling center services have helped me prepare for transfer to a four-year college. Online students strongly agreed or agreed were 69.7%, IWV 69.8%, KRV 71.7%, and ESCC 52.6%.</p> <p>The responses to the three statements demonstrates an overall lower satisfaction with counseling services compared to the individual areas of concerns students sought assistance with.</p>	
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Preview Day 2011 Statistics





STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

College/DO: Cerro Coso College

Fund: GU001

Organization Code: 422CG1-Counseling

2013-2014 Budget Request - Temporary Labor/Benefits and Non-Labor Expenditures

Account Descriptions	Acct	Prgm	Acty	Lcn	2009-10 Actual Expenses	2010-11 Actual Expenses	2011-12 Actual Expenses	2012-13 Budget	2013-14 Request	2012-13 Inc/(Dec) from 12 Accum	Indicate if applicable
											F=Facilities I=IT related M=Marketing P=Professional Development
Acad Emp-Non-Inst Non Cont	1419	631000	CTL001	CI	40,841.10	46,071.76	78,240.00	63,252.50	82,000.00	18,747.50	
Acad Emp-Non-Inst Non Cont	1419	631000	CTL001	CK		960.00	480.00			-	
Acad Emp-Non-Inst Non Cont	1419	631000	CTL001	CS	-	960.00	9,780.00		14,000.00	14,000.00	
Class Non-Instr Overtime	2393	631000	CTL001	CI	84.04	-				-	
Class Non-Instr Overtime	2393	631000		CI	-	254.35				-	
Cls Oth - Temp	2399	631000	CTL001	CI	3,340.26	6,681.74				-	
Cls Oth - Temp	2399	631000	CTL001	CK	1,796.66					-	
Non-Library/Mags/Bks/Prdcls	4211	631000		CI			532.06			-	
Non-Inst Supplies & Materials	4313	631000		CI	461.27	6,516.50	3,730.38	1,455.00	1,500.00	45.00	
Non-Inst Supplies & Materials	4313	631000		CK			64.35			-	
Employee Travel	5220	631000		CI	(40.00)	1,343.51	768.86	3,000.00	3,000.00	-	
Employee Travel DO	5220DT	631000		CB	146.00	294.92				-	
Employee Travel DO	5220DT	631000		CI	135.20	155.07	-			-	
Employee Travel DO	5220DT	631000		CK	-	65.00				-	



STEP 6: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (as provided)

	Sections	Retention Rate		Success Rate	
		Dist Ed	Traditional	Dist Ed	Traditional
COUNC101	Tools for College Success	2011-2012	10	89.9%	63.3%
		2010-2011	2	78.1%	56.3%
		2009-2010	6	81.8%	62.0%
Sum			18	85.9%	62.1%

	Sections	Dist Ed	Retention Rate		Success Rate			
			Traditional	Dist Ed	Traditional	Dist Ed		
PDEVC001	Yoga for Older Adults	2009-2010	2					
PDEVC025	Study Strategies	2010-2011	1		87.5%	62.5%		
		2009-2010	1		68.8%	37.5%		
PDEVC052	Becomssfl ONL Student	2011-2012	12		79.6%	70.0%		
		2010-2011	12		86.0%	69.2%		
		2009-2010	9		70.3%	59.7%		
PDEVC061	YogaPerson Development	2009-2010	2		91.2%	38.2%		
PDEVC075	Career Alternatives	2009-2010	1		60.6%	48.5%		
PDEVC090	BecomStudent Ambassador	2009-2010	1		91.7%	66.7%		
PDEVC101	Becomina Master Student	2011-2012	1	2	69.8%	84.2%	39.5%	73.7%
		2010-2011	4	5	68.3%	85.2%	41.1%	62.3%
		2009-2010	5	6	68.1%	76.1%	47.8%	47.9%
PDEVC106	Orientation to College	2009-2010	1		94.4%	88.9%		
PDEVC131	Making Transfer Easy	2011-2012	1		78.0%	36.6%		
PDEVC190	Exploring Leadership	2009-2010	1		83.3%	66.7%		
Sum			44	23	76.0%	81.1%	59.9%	57.1%

COUN Demographics 2011-12

The demographics by subject displays are unduplicated students (if Jane takes 3 ADMJ classes in one academic year she counts for one person in the demographics data.) In course-related data in DE/Trad and coursebook spreadsheets, the numbers are duplicated as they are based on section-level enrollments so Jane's three enrollments in ADMJ sections over the course of the year are counted as three.



In order to obtain demographic data for the different disciplines, the SUBJ/discipline data is pulled from individuals taking courses of various subjects, rather than by "Major". Major data is severely diluted by the majors of the other colleges and is unhelpful.

COUN	17/younger	4	1%
	18-19	44	14%
	20 - 24	129	42%
	25 - 29	49	16%
	30 - 39	36	12%
	40 - 49	27	9%
	50 or Older	15	5%
	Percent Grand:	3%	
		<u>304</u>	<u>100%</u>

COUN	African American	17	6%
	American Indian	7	2%
	Asian/Filipino	8	3%
	Hispanic/Latino	6	23%
	Pacific Islander	3	1%
	2 or More Races	11	4%
	Unknown	1	0%
	White	188	62%
	Percent	<u>304</u>	<u>100%</u>
	%age of total		3%

COUN	Female	179	59%
	Male	123	40%
	Unk	2	1%
	Percent	304	100%

PDEV	17/younger	48	10%
	18-19	30	6%
	20 - 24	135	29%
	25 - 29	62	13%
	30 - 39	97	21%
	40 - 49	62	13%
	50 or Older	39	8%
	Percent Grand:	5%	
		473	100%

PDEV	African American	48	10%
	American Indian	31	7%
	Asian/Filipino	13	3%
	Hispanic/Latino	1	26%
	Pacific Islander	1	0%
	Two or More Races	27	6%
	White	229	48%
	Percent	473	100%
	%age of total		5%

PDEV	Female	332	70%
	Male	141	30%
	Percent	473	100%