

Counseling- Student Learning Outcome/Service Department Outcome Assessment Data

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 available at Cerro Coso following extended	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 related to 1) units required to graduate 2) location of	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 information presented by Director to counseling staff for further comments and reflection of data.	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. On the first question regarding the number of units required to	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 related to student success behaviors. Provide comment area

	<p>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>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>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>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>Following the post test questions were again</p>	<p>for feedback regarding overall presentation and suggestions for improvement. To be assessed again during fall 2012 semester.</p>
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						<p>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 academic planning, career services, transfer	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 counseling services effectiveness.	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 areas of counseling services will be targeted for	<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 completed end of academic year.</p> <p>Sample: All online students currently</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 satisfaction from counseling services (with the exception of</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 satisfaction. Further tools for assessing student satisfaction

	<p>services, and in the overall performance in meeting student's needs.</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>feedback. A Likert scale will be used to evaluate student satisfaction based on their personal interactions with the targeted counseling areas.</p>	<p>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>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 from the Counseling center helped me attend college at Cerro Coso.</p>	<p>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>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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