



**Annual Division Plan
2012-2013 Academic Year**

Student Services

PLANNING

a. Review of Previous Goals

Goal 1: Encourage broad based participation in dialogue about Student Success and Institutional Effectiveness.

Strategies

- Host a Student Success Summit to include all stakeholders to take a community approach to student retention, success, and completion.

Student success has been discussed on an ongoing basis within the Student Services Executive Council (SSEC) and within the various student services areas. During the fall semester, an All Student Services Staff training was conducted with a focus on moving from a focus solely on open access to a focus on strategic access and student success and completion. All student services staff from all sites attended. The dialogue focused on the shift at the state and institutional level to develop policy, goals and strategies that set student completion as the primary priority. Following this dialogue, department areas met to discuss current strategies and student learning outcomes assessment. This outcome of these discussions were captured and will be used to inform the February planning and evaluation meeting of the Student Services Executive Council and, specifically, the development of the next cycle of Student Learning Outcomes.

Goal 2: Improve coordination of and communication between student services departments to create a more streamlined, seamless process for all students at all sites.

Strategies

- Continue to host bi-annually All Student Services staff and faculty professional development retreats.



- Continue to hold bi-annual Student Service Executive Council collaboration and profession development retreats.
- Design and implement Virtual One Stop Student Services center according to the guidelines for the website remodel.
- More fully implement cross-training of staff and faculty between departments.
- Provide intensive training opportunity focused on Customer Service to all Student Services Staff and Faculty.

For all Above Strategies:

Each Student Services Department hold regularly scheduled meetings that include department staff at all sites. These meetings are designed to communicate updates and changes, provide the sites an opportunity to communicate and ask questions, and, ultimately, increase the accuracy and consistency of services provided. Due to the ongoing illness of the Director of Financial Aid, these meetings have been less consistent. Given the number of changes to rules and regulations governing our Financial Aid processes, this is particularly problematic and will need to be addressed in the spring.

Retreats or professional development days have occurred once a semester for both all student services staff and the Student Services Executive Counsel. The all staff meetings have focused on customer service, information sharing and teambuilding, coordination of services, and updates on policy, procedure and legislative changes. Out of these discussions have come some strategies for better coordinating communication among student services departments and with the sites. In the fall, a Student Services Group was developed to house all current forms, policies and procedures, Student Learning Outcomes and assessment data, and announcements for all student services departments. Since this is a web-based tool all staff, faculty and administrators in student services have access to, this will allow for better coordination and ensure that all have access to current and consistent forms and information. Additionally, an all student services calendar is being developed to provide a master calendar of all processing, event, and reporting dates associated with student services. This will help departments in better coordinating and communicating with one another. This calendar will be in place at the beginning of the Spring 2012 semester.

Very little progress has been made on revising web information and services for student services online. An overall, institutional approach to web information has yet to be developed. Though the Luminis portal has been implemented, no clear strategy for approaching internal versus external information has been developed. While the need to completely change our approach to providing online information and services for student services is urgent, it will be challenging to accomplish this until and overall direction for the college has been set. We will continue to make modification and updates to better provide information and service with our existing sites until a more comprehensive change can be made.

Goal 3: Fully implement data informed planning, assessment, and continuous quality improvement for all Student Services.



Strategies

- Convene student and community focus groups for input on Student Services accessibility, modes of delivery, student satisfaction, consistency and accuracy.

Focus groups have not yet been conducted, but will be scheduled during the spring term and will deal particularly with the components of Matriculation.

- Provides an opportunity for direct student feedback.

Satisfaction with services information has not been gathered in Student Services for several years. A survey instrument has been developed and will be administered to all sites and online during the spring 2012 semester. The information yielded from this survey will be used to develop trainings and to identify professional development needs for student services staff, faculty, and administration.

- Develop consistent data sets to be reviewed on an annual/bi-annual basis depending on the nature of the data.

The Student Services Executive Counsel has worked with the Institutional Researcher to develop an annual data plan for Student Services. This data plan has been started and will continue to be more fully developed. The plan includes three levels of data including usage, satisfaction and effectiveness for all student services departments and programs.

- Fully implement accessible data tools to allow departments to have direct access to data needed for program improvement.

As the data plan is being developed, tools for gathering this data are also being identified and developed. Along with the plan will be the mechanism for efficiently gathering this information from term to term, year to year.

- Regularly review and update Administrative and Student Learning Outcomes and Assessments to facilitate continuous quality improvement.

Student Learning Outcomes are included in the unit plans for all student services programs. In February, the Student Services Executive Council will meet to identify Administrative Units Outcomes, discuss assessment results, any identified gaps, and the overall outcomes assessment cycle.

Goal 4: Develop and implement strategies to improve success and retention rates for first year students.

Strategies

- Require Student Athletes to participate in an extended orientation developed according to the specific needs of Student Athletes.

All student athletes were required to participate in an extended orientation during fall 2011 semester. This information includes specific support services available, the need for a student educational plan, and the specific regulations with which they must comply to maintain eligibility. The Athletic Director, coaches, counselors, educational advisors, financial aid representatives, and the Director of Admissions and Records and Veteran's Affairs helped to facilitate the orientation.



- Require Veteran Students to participate in an extended orientation developed according to the specific needs of Veteran Students. While participation is not required, an extended orientation has been developed and was delivered to Veteran students during the fall semester. Approximately 40 students participated in this extended orientation that was developed specific to the information most needed by Veteran students to increase the likelihood of successful completion. This information includes specific support services available, the need for a student educational plan, and the specific regulations with which they must comply to receive benefits. Counselors, educational advisors, financial aid representatives and the Director of Admissions and Records and Veteran's Affairs helped to facilitate the orientation. The orientations offered and number of students participating will increase in subsequent semesters. Additionally, an orientation will be scheduled at the South Kern campus, the only other site with a significant Veteran student population, during spring 2012 semester.

- Increase and improve the use of the student success class to engage larger numbers of students in meaningful connection to counseling/advising services and student success strategies:
- Increase the number of COUN C101 classes offered by counselors.
- Revise the focus of the curriculum for a greater emphasis on educational planning, career counseling, and the informed decision making process.
- Provide training for all those who will be teaching COUN C101 classes to align syllabi, develop common assignments, share successful activities, and align the counseling focus of the course.

The number of COUN C101 classes was increased from the 2 sections previously offered to 5 for the Fall 2011 and Spring 2012 semester. In order to more fully meet student needs, the number of sections will still need to be increased, though all counselors are currently teaching at least one section of COUN C101. If the currently vacant counseling position is filled, sections will be increased for Fall 2012. Training for all COUN C101 instructors Spring 2011 to align curriculum and share best practices. COUN C101 has been taken to CIC for distance education approval. After Spring 2012, PDEV C101 will no longer be offered onsite nor online. A degree applicable, but not transferable extended orientation will be developed in Spring 2012. Once developed, Basic Skills students will be directed to the course.

Goal 5: Identify factors that negatively impact student retention and implement early intervention strategies to address these factors.

Strategies

- Review and evaluate the current pathway of services from first point of contact with the college, examine the interactions between students and programs/services at each point along the pathway. Assess whether policies and procedures at each point to determine whether policies and practices help or hinder progress to completion.



- Continue to require ongoing Academic Monitoring and the use of the Early Alert system for early intervention with Student Athletes, Veteran Students, Basic Skills Students, EOPS/DSPS Students.

- Require regular updates to the long-term education plan developed in the first semester of attendance.

Strategies are being implemented to increase the number of students completing a long-term education plan (SEPs) during the first semester of attendance. Counseling is offering ongoing SEP workshops. Board Policy has been changed to require the completion of an SEP in order for a student to receive priority registration during the second semester of attendance. Counseling has developed Pathway documents for the majority of the CTE programs. They will continue to collaborate with faculty on developing Pathway resources for all programs.

- Continue to promote the use of the Early Alert process and to follow up with student referred through the Early Alert process to connect with student support services and/or refer them to the drop process if appropriate.

Early Alert continues to be promoted to faculty 2-3 times per semester. Usage has increased over time, though there are still many faculty not using the system. Student Services will work with the VPAA to promote the use of this follow-up tool. In Spring 2012, we will run a report out of ODS to identify all students who have not declared a specific education goal to engage them in a process for identifying a program of study.

- Identify all students without a declared educational-goal and require them to participate in a strategic exploration and decision making process, no later than the 2nd semester of enrollment.

Goal 6: Insure that Student Services has sufficient resources to provide comprehensive access to students and evaluate current processes and identify and implement targeted strategies to support students at each stage of their experience with Cerro Coso.

Strategies

- Fully implement Student Services reorganization.

Many elements of the student services reorganization have been implemented. Two new administrative roles, the Director of Student and Counseling Services and the Director of Student Programs and Athletics were filled on a one year interim basis for the 2011-2012 academic year. The filling of the positions on an interim basis was to provide an opportunity to evaluate the new structure and to determine if the positions should be made permanent. Based on the evaluation of the re-allocation of this workload, the appropriate placement of administrative work on administrative versus faculty positions, and the direction that these programs are going, the determination was made that these positions should be advertised and filled permanently. These positions have been advertised and will be filled shortly. The additional Financial Aid Technician has been hired.



Some areas of the reorganization have yet to be implemented and addressed. Evaluation is still needed to determine the appropriate staffing for the Special Services Program. Additionally, the recommendation to hire an Educational Advisor to serve the Bishop and Mammoth campuses remains.

- Hire new Financial Aid Technician to increase assistance to students, reduce delays in students being packaged and receiving disbursements.

This position was hired in Spring 2011.

- Offer ongoing Financial Aid application workshops for current and prospective students.

Workshops have been offered sporadically and primarily at the ESCC campus open houses and at service area high schools. The Director of Financial Aid and Scholarships has been asked to develop an annual schedule of Financial Aid workshops to serve all sites and best fit the application filing period for Financial Aid.

- Use Veteran Student listserv for proactive communication and engagement with Veteran Students.

The VA Student listserv is used multiple times a semester to communicate important dates, deadlines, and activities for VA students.

- Develop a plan for targeted workshops to be offered at all sites and online.

Workshops for student educational planning, probation/disqualification, careers and transfer are offered regularly at the IWV site. This will be expanded to the sites and online in the next couple of semesters.

Goal 7: Enhance Professional Development opportunities throughout Student Services, with less emphasis on individualized professional development and more on comprehensive opportunities that are broadly applicable.

Strategies

- Develop an annual calendar of professional development activities and opportunities for all of Student Services, including statewide and regional conferences and trainings, conference known to be meaningful and practically applicable, speakers and groups applicable to all of Student Services Staff and Faculty, and college wide trainings and professional development opportunities.
- Provide intensive training opportunity focused on Customer Service to all Student Services Staff and Faculty.
- Require coaches, Athletic Direct, counselor and advisor to participate in Professional Development activities particularly focused on improving success, retention, and completion for Student Athletes.



Professional development activities have been provided through ongoing meetings and trainings, conferences at the regional and state level, and participation in District provided professional development. There is still a need to further formalize professional development planning and ensure that professional development opportunities are reflected in each student services employee's evaluation.

Goal 8: Implement strategies to increase the number of students completing their educational goals and decreasing the time it takes students to achieve completion.

Strategies

- Implement a degree audit program, Degree Works, to allow students to proactively track progress towards educational goals and to be used as an educational planning and intervention tool for counselors and advisors.

Degree Works well on the way to implementation. The current catalog is being scribed and the database developed that is the foundation for use of the tool.

- Check students who have completed 30 units to evaluate progress towards the educational goal. Implement intervention strategies for students who are failing to make progress:
- Intrusive counseling.
- Referrals to Career exploration and decision making resources.
- Required updates to the Student Educational Plan.

These strategies have not yet been implemented, though are planned to begin in the spring 2012 semester. The strategies are consistent with those recommended to promote greater completion and consistent with the types of recommendations made by the statewide Student Success Task Force.

- Check students who have completed 60 units to evaluate progress toward the educational goal. Implement intervention strategies for students who are failing to make progress:
- Intrusive counseling.
- Enforce an enrollment restriction that requires the student to take classes only from an approve plan restricting them to take only classes specifically required for the educational goal.



b. Review of Overall Division

Student Services has weathered through major cuts to categorical funding, disadvantages in resource allocation due to the limitations of the 50% law, consequent reductions to staffing, and ongoing legislative and policy changes that have significantly changed our ways of serving students. A fairly significant change occurred in the leadership structure of student services as a result of the evaluation that took place through the 2010-2013 Reorganization Plan, with the addition of two administrative positions within Student Services. Both the Director of Student and Counseling Services and the Director of Student Programs and Athletics were proposed to address the administrative work being accomplished through faculty release time. Initially hired on a one-year, interim basis, the positions are now being filled permanently.

The overall shift in the direction of the community college system has had a profound effect on Student Services. Historically, much of the focus within Student Services has been on student access and the reduction of any barriers to a student's ability to take community college classes. Access, obviously, is still a focus, but consistent with the nationwide trend, student outcomes are now a greater priority. This shift has major implications for student services and requires a major adjustment to the approach to and delivery of services. This is reflected in the recommendations of the Statewide Student Success Task Force, many of which center on student services. All of the recommendations that impact student services have implications for an increased workload within our programs. This is particularly challenging coming on the heels of a period of major cuts to our program and staffing. Student Services leadership is watching closely these developments. In the meantime, however, our programs have moved forward on planning for the College. This is reflected in the goals and strategies of the College Student Success Plan, as described above.

Consistent with the focus on outcomes is the increased focus on the use and evaluation of data in decision-making. Historically, in our programs, much of the focus has been on usage and satisfaction data. How many students are we serving and how satisfied are they with how we are serving them. While these continue to be important data points, the student learning outcomes and student achievement outcomes associated with our support services have become the greater focus. Student services has engaged in an annual cycle of student learning outcomes assessment, though work is still needed to more effectively integrate this into our annual evaluation, planning and resource allocation processes. A formalized plan for tracking usage, satisfaction and effectiveness data on an annual basis is being finalized and will be a tool to be used for this improved integration. The plan below reflects the plan for making progress on moving student services in the direction necessary to provide services and support to best contribute to strategic student access, success and achievement.



c. Goals for Upcoming Year

Goal 1: Increase opportunities for meaningful student engagement

1. *Connection to College Strategic Goals:* 1, 2 and 3

2. *Specific internal* or external** condition(s) the goal is a response to:* This is in response to the Recommendations of the California Community Colleges Student Success legislation and the District and College Strategic Goals.

3. *Action Plan:*

- Reevaluate orientations for new EOPS students. Develop a more comprehensive orientation that includes interactive activities to establish relationships between students and staff and immediately provide resources and campus contacts for assistance during the first few weeks of the semester. (ACCESS)
- Fully implement Peer Mentoring Program. (ACCESS)
- Continue to expand current sports programs. This lends to the colleges goals of recruit a diverse full time student population. (Athletics)
- Provide equity and opportunity for all. (Athletics)
- Focus on developing efficiencies and opportunities for automation of previously manual tasks in order to use staff time for direct student contact. (A&R)
- Increase work study opportunities for CW students who are not already working or have been placed in a volunteer site. (CalWORKS)
- Provide employment transition workshops monthly for CalWORKs students on campus. (CalWORKS)
- 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. (Counseling)
- Increase student access to FAO Technicians for assistance. (Financial Aid)
- Create programming that is diverse, timely and educational. (SGCC)
- Increase student awareness and participation in S.A and SGCC events. (SGCC)

4. *Measure of Success:*

- Improved rates of success, retention and completion (ODS)
- Improvement in ARCC measures
- Increased percentage of students who successfully complete 12 units within one year (CCCC Strategic Goal Objective 1.1)



- Increased number of students who, within a one-year period, successfully complete English or Math courses one level below transfer and at the transfer level (CCCC Strategic Goal Objective 1.2)
- Increase in student engagement annually as measured by the student participation rate and number of student activity and athletic opportunities offered (CCCC Strategic Plan Objective 2.4)
- Improved success and retention rates by student services program (ODS Unit Plan reports)

Goal 2: Implement student success strategies to improve student achievement

1. *Connection to College Strategic Goals:* 1, 2, and 3

2. *Specific internal* or external** condition(s) the goal is a response to:* This is in response to the Recommendations of the California Community Colleges Student Success legislation and the District and College Strategic Goals.

3. *Action Plan:*

- Increase the number of new students completing the matriculation process (All student services- VPSS)
- Reevaluate orientations for new EOPS students. Develop a more comprehensive orientation that includes interactive activities to establish relationships between students and staff and immediately provide resources and campus contacts for assistance during the first few weeks of the semester. (ACCESS)
- Fully implement Peer Mentoring Program. (ACCESS)
- Create a tracking system in banner to track the success, retention and GPA of student athletes. This will allow the most up to date and current information on our athletes. (Athletics)
- Support the academic and athletic success of student-athletes. (Athletics)
- Ensure accuracy, consistency and currency of Admissions and Records processes, functions and information. (A&R)
- Provide students with updated information on CalWORKs regulations. (CalWORKS)
- Complete implementation of Pilot program of Smarter Measures, assess data and report out. (Counseling)
- Complete CTE project of providing counseling support in determining and facilitating student completers in designated CTE programs. (Counseling)
- Implement Degree Works for students to perform self-audits of their completed coursework. (Counseling)
- Response to students will be timely, accurate and consistent. (Financial Aid)



- Implement updates and changes of federal and state regulations for financial aid programs to maintain compliance and currency. (Financial Aid)
- Improve the efficiency and effectiveness of the application and packaging processes. (Financial Aid)

4. Measure of Success:

- Improved rates of success, retention and completion (ODS)
- Improvement in ARCC measures
- Increased percentage of students who successfully complete 12 units within one year (CCCC Strategic Goal Objective 1.1)
- Increased number of students who, within a one-year period, successfully complete English or Math courses one level below transfer and at the transfer level (CCCC Strategic Goal Objective 1.2)
- Improved success and retention rates by student services program (ODS Unit Plan reports)

Goal 3: Increase and improve outreach, recruitment and intake efforts

1. Connection to College Strategic Goals: 1, 3

2. Specific internal or external** condition(s) the goal is a response to:* This is in response to the California Community Colleges Student Success legislation, District and College Strategic Goals, and the need to stabilize enrollments.

3. Action Plan:

- In collaboration with academic affairs, maintain current Pathway documents (Counseling)
- Intervene with students who have not declared a major by the second semester of attendance.
- Increase community awareness and involvement with Cerro Coso Athletics Programs. (Athletics)
- Participate in matriculation events. (A&R)
- Work with academic affairs, department chairs and faculty to engage better participation in outreach activities. (Counseling)
- Identify enrollment target populations and develop outreach activities specific to those populations. (VPSS and Counseling)



- Develop an outreach schedule that includes all service area high schools, at least once contact per semester (Counseling)
- Develop a schedule of workshops to be offered to graduating seniors and their parents (Financial Aid)
- Work with all service area high schools on understanding and developing partnerships for concurrent and dual enrollment and high school articulation. (Counseling and A&R)
- Finalize CATEMA process (Counseling and A&R)

4. Measure of Success:

- Increased participation rate (KCCD Scorecard)
- Increased high school enrollment yield (ODS)
- Increased number of concurrent and dual enrollment students (ODS)
- Increased number of student earning credits through high school articulation (CATEMA)
- Increased Community connectedness by 5-10% over baseline year 2011-2012 by 1) Increasing employee participation in community organizations, 2) expanding relationships with educational institutions, and 3) Increasing the number of community attendees at college and district events (CCCC Strategic Goal Objective 3.2)

Goal 4: Improve Basic Skills support.

1. Connection to College Strategic Goals: Improve Service To Under-prepared Students and Increase Their Success Rates

2. Specific internal or external** condition(s) the goal is a response to:* : This is in response to the Recommendations of the California Community Colleges Student Success Task Force, District and College Strategic Goals, and the need to improve student success and retention.

3. Action Plan:

- Require Basic Skills Students to participate in support services (VPSS)
- Require all Basic Skills students to develop a Student Educational Plan with a counselor (Counseling)
- Develop and offer COUN C070, a degree level, but not transferable student success course, to be paired with lower-level Basic Skills courses in reading, English and math (Counseling)



- Reevaluate orientations for new EOPS students. Develop a more comprehensive orientation that includes interactive activities to establish relationships between students and staff and immediately provide resources and campus contacts for assistance during the first few weeks of the semester. (ACCESS)
- Require Extended Orientation of all first time Basic Skills students (Counseling)

4. Measure of Success:

- Improvement in Basic Skills improvement rate. (ARCC)
- Improvement in success and retention rates for Basic Skills Students. (ODS)

Goal 5: Operate at a level of Sustainable Continuous Quality Improvement

1. Connection to College Strategic Goals: 4

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

- Accreditation Standards and Rubric (ACCJC)
- Student Success Legislation
- Strengthen personnel and institutional effectiveness (KCCD Strategic Goal 4)

3. Action Plan:

- Enter SLO and SDO data for student services into CurricUNET for ongoing tracking of assessment data (All student services programs- VPSS)
- Codify practices and procedures in writing for consistency and accuracy (All student services programs- VPSS)
- Provide training on developing assessments for all events and activities, so each can be evaluated (VPSS)
- Host two all staff training days (VPSS)
- Provide training and professional development on SLO/SDO Assessment and Program Review
- Establish a reputation as a responsive, efficient, customer service oriented department, targeting high volume enrollment periods. (A&R)
- Create and implement a Staff Training Plan that includes opportunities for conference attendance. (Financial Aid)
- Improve the efficiency and effectiveness of the application and packaging processes. (Financial Aid)

- Increase base funding for SGCC. (SGCC)

4. Measure of Success:

- Improvements in Service Department Assessment Data (Unit Plans)
- Improvements on Student Experience Survey
- SLO assessment reports (Curricunet)

RESOURCES

a. Facilities

Admissions and Records:

There is a need for access for wheelchair students at the Admissions and Records counter. The counter is too high for a student in a wheelchair to see the screen on the kiosk computers. This is a high priority access issue.

Because of office size and configuration, the director needs a smaller desk.

ASCC:

No facilities requests made

Athletics:

CalWorks

No facilities requests made



Counseling

IWV

Most of the needs of Counseling have been addressed through upcoming move and remodeling. Once the ACCESS program is co-located there may be a need for additional partitions.

The **workshop room** will need furniture appropriate for presentations and student participation (long tables and chairs), as well as furniture to accommodate student use computers with at least one accessible station.

The **conference room** in MB 229 will need furniture appropriate to a meeting configuration and facilitation- conference table, chairs, a white board.

KRV

This will depend entirely on how the project at the Kern River Valley Campus progresses.

Financial Aid

IWV

In the IT request section, Financial Aid at IWV is requesting 3 computer stations in the office lobby on which students will be able to complete the FAFSA in an assisted environment. Furniture to accommodate these stations will be needed. One of the stations will need to be wheelchair accessible.

After the move is completed, there may be a need for additional partitions.

Space for Financial Aid functions will need to be considered as planning for the East Kern site progresses.

Matriculation

Please see request in Counseling above

ACCESS

Please see request in Counseling above

Student Services

IWV

There is an urgent need for a One Stop Student Services Center at the IWV campus. Based on the current status, this project is currently moving forward. This will tremendously benefit our Student Services programs and our students.

Veteran's Affairs



No facilities requests

b. Information Technology

Admissions and Records:

1. **DegreeWorks implementation-** As full implementation of DegreeWorks moves forward, there may be additional demands on our campus IT.
2. **Hershey Imaging-** This is a related item. Currently, we have an imaging system for archiving incoming transcripts, BOSS. This imaging system is a stand-alone system and only images and stores the transcripts. For DegreeWorks to be fully functionally and useful, we need to be able to image the incoming transcripts and have them uploaded to DegreeWorks to be considered in a student's education plan. Hershey imaging is the only system that will give us that functionality. The other two colleges already use Hershey. Without imaging that works with DegreeWorks, the system will only be able to provide degree audit information to students who have completed all of their course work at Cerro Coso. This is a major limitation and one that will severely limit the benefit of DegreeWorks.

SGCC

No requests

Athletics

No requests

Child Development Center

CDC Copier- Xerox will not renew the contract with the existing copier, as it is too old. Because the CDC is a stand-alone facility and they do not have easy access to another existing copier, this will need to be replaced.



Counseling

IWV

Conference Room Equipment- Video conferencing equipment for the 229 conference room

Workshop Room- A presentation station and computers for the counseling workshop room

All Sites

Standard software tools for counseling/advising: There are a basic set of tools required by all counselors and educational advisors at all sites. We have had varying levels of success with maintaining these tools on all stations, at all sites. The following needs to be on the computer of every counselor/education advisor:

1. Adobe Standard
2. Laserfische
3. SARS
4. Spark
5. CollegeSource with TES (Transcript Evaluation System.)

This is high priority as any one of these missing tools will disrupt the efficiency and accuracy of providing counseling/advising to students.

Financial Aid

IWV

Computer stations- Financial Aid is still planning for the 2-3 computer stations for the Financial Aid office lobby to allow for student to complete the application process and check on their processing status in the office where they have assistance from a trained staff member. These will be installed once the move is finalized.

There is a need for a **computer station** for student workers in the office.

New printer- The office networked laser printer, which is very heavily used is not functioning correctly and needs to be replaced.

Matriculation

No IT requests

ACCESS



A heavy use shredder- Though I am not certain that this is an IT requests.

Veteran's Affairs

No IT requests

c. Marketing

Admissions and Records:

No marketing requests made

SGCC

ASCC requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some particular areas of focus for next year:

Marketing for ASCC Card Sales- There is a need to improve the marketing for the card. Card sales have declined dramatically. ASCC will be launching a campaign to get better benefits and sponsorship for the card. Along with this, better marketing materials and advertising will be needed to promote the benefits of purchasing a card to students. This is essential to sufficient support for student activities.

Recruitment of Students- Student engagement is a well-recognized retention strategy. Marketing the activities and engagement opportunities available through Student Activities is a key strategy for attracting students to the different offices, leadership opportunities and clubs supported at the college.

Marketing of Events- Along the same lines, Student Activities relies heavily on print and radio advertising of the different events sponsored throughout the year for students and the community.

Athletics

Athletics requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some



particular areas of focus for next year:

- Brochures
- Game Programs
- Marketing and advertising large scale fundraising and community events, such as Annual Celebrity Athlete Dinner

CalWorks

No marketing requests made

Counseling

Counseling requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. There are a few main events for which additional marketing and advertising assistance is needed:

- Preview Day
- Transfer Awareness Month
- I'm Going to College

Financial Aid

Because of the increasing need for students to apply early for Financial Aid in order to be processed in a timely way, Financial Aid would like to begin issuing press releases promoting the important application filing dates. Financial Aid would like to publicize the schedule of Financial Aid workshops they will be offering students. Other student resource materials need to be developed by the Financial Aid Office, with the assistance of the print shop to help with a better understanding of the financial aid process.

Financial aid needs two marketing campaigns:

1. **A scholarship campaign to better promote both internally and externally scholarship opportunities.**
2. **A campaign to better promote student employment opportunities.**

Matriculation

Matriculation requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some particular areas of focus for next year:

Orientation: There is a need to continue to provide current orientation materials and expand and improve on current materials. As one of the first meaningful interactions the institution has with students, the quality and effectiveness of orientation materials is important. While the funding for this is typically provided by the Matriculation budget, the assistance of the print shop is required. Similar to Financial Aid and consistent with the effort to increase the number of students completing the matriculation process, the program would like to begin using other media to publicize the Matriculation schedule of orientations, assessment, etc.

Planners: For a number of years now, Student Services has produced a combination student handbook and planner. The handbook contains essential information, procedures, rights and responsibilities for students combined with a planner to provide students a time



management and scheduling tool. The production of the planner is outsourced and is typically paid for by Matriculation funds, though for the planner this year CTE and Matriculation combined resources to produce a planner that fulfilled the needs of both programs. Resources are not requested to fund the planners, the request is for assistance with the layout, organization and presentation of the material in the planner from our Graphic Designer.

Matriculation Completion Campaign: A major area of focus for student services will be a campaign to increase the number of students completing the Matriculation process. The components of Matriculation have been demonstrated to have a direct relationship to student success, but Cerro Coso has a disproportionately small number of students completing this process. Student services would like to launch a marketing campaign to promote student awareness and completion of this process.

ACCESS

Special Services requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some particular areas of focus for next year:

- The annual Special Services Calendar of Events
- Special Services brochures
- Programs for the Special Services Award and Recognition Ceremony

Veteran's Affairs

Veteran's Affairs will need assistance with the marketing and advertising of the annual, smaller scale Veteran's Awareness Day event, in particular, and with Veteran's Services and deadline, in general.

d. Professional Development

Many opportunities for professional development for student services programs are provided at the regional and state level through the Chancellor's Office and through professional organizations. Because of this, professional development planning and requests are presented in the following categories:

Regional and State Meetings, Trainings and Conferences: All of the programs within student services have regional and statewide professional development requirements and opportunities. The directors of the programs are connected to and engage within Region 9, though the degree varies from program to program. Similarly, all programs, with the exception of athletics, have annual trainings and conferences



offered by the Chancellor's Office. For athletics, both the Foothill Conference and the Commission on Athletics, host quarterly meetings and annual conferences. These opportunities are essential to the effectiveness and currency of the programs and must be regularly attended. The student services unit plans all reflect requests to continue to actively participate at the regional and state levels, as is appropriate for the programs. As much as possible, this is supported by categorical funding, though resources are not always sufficient to accomplish this. An example is the need for general fund money to have counselors and educational advisors attend the transfer conferences, an area where the practice is constantly changing and where currency is essential, but there is no categorical funding is provided to support this.

On-campus Staff, Faculty, and Manager Development: Coordination across student services is key to the effectiveness and efficiency of serving students. Once a semester, all student services staff and faculty meet for training, coordination and professional development. Key areas of focus for next year will be:

Customer Service: This is a continuous focus for student services is customer service, with a focus on how this impacts student success and retention. Next year, the results of the satisfaction with services survey will be used for training purposes and to determine the areas of focus for this training.

Data Integrity: Most student services programs enter and submit MIS data, which ultimately impact the evaluation of the effectiveness of the program and the institution. Next year we will focus on when and how this information is recorded, evaluate any inefficiencies or errors in the process and provide training for those front line practitioners to ensure the accuracy of the data recorded.

Coordination in promoting services: Better integration of student services will ensure that students are appropriately referred to needed services. This integration will begin with more cross-training between programs, so that each program understands the work of the other and can appropriately promote and refer students to services that will assist in student success and completion. One starting point for this is development of a comprehensive understanding of the importance of the Matriculation process, so that all programs are regularly referring students to the steps in this process.

Maintaining Currency and Accuracy: All student services are governed by Title 5 and Board Policy. It is essential to track and communicate changes to these policies and the effects on how we serve students. This is particularly important now, as changes are occurring with greater frequency than at any other time in student services at the state and district levels. The Student Services Executive Council will continue to meet regularly, as will the program Directors with their staff.

Student Learning Outcome, Planning and Evaluation: While student services has engaged in student learning outcome assessment for several years now, it still has yet to be effectively integrated into our planning and resources allocation cycles. Student Services Executive Council will be focusing on training and professional development in this area in order to prepare for better engaging all staff in these processes.

Team Building: Student services programs are highly reliant on each other. There is a strong need for a solid ability to work as a well-coordinated and cooperative team. Team building activities, resources and speakers will be considered for next year.

District Collaboration and Coordination: Along these same lines, program Directors will remain proactively engaged and active in District



coordination of services.

e. Staffing

Admissions and Records:

SGCC

Administrative

Director of Student Programs and Athletics- For the 2011-2012 academic year filled on a one-year interim basis. Evaluation has determined the need to fill on a permanent basis. Position is currently being advertised.

Classified

Department Assistant II increased to a 12 month position- The current position is a 9 month position. This is problematic for the programs served by this position, as much of the planning and preparation for the activities of the following year can and should be taking place over the summer. This will be particularly an issue with the addition of sports teams, who will add to the workload of POs to be processed, travel arrangements to be made, and scheduling to be done.

Athletics

Administrative

Director of Student Programs and Athletics- For the 2011-2012 academic year filled on a one-year interim basis. Evaluation has determined the need to fill on a permanent basis. Position is currently being advertised.

Coaches

As described in the unit plan and in the plan for athletic restoration, there is a need for additional coaches. Part of this is a compliance issue. We are currently out of compliance with Title IX. The window we have for addressing this before being sanctioned is closing. In order to maintain athletics at all, we will need to increase our number of women's sports and the number of women participating in those sports. Obviously, the restoration of men's basketball is not a compliance issue and may seem counter-intuitive to addressing the issue with Title IX,



however, compliance is only one consideration in athletics restoration. Based on the tentative plan for additional sports next year, which has changed since the completion of the Athletics Unit Plan, the following coaching staff would be needed:

1. **Women's Volleyball Coach-** Based on annually required three-part test, we are out of compliance with Title IX. The required submission of the R-4 which demonstrates our status on Title IX and the outcome of the external program review by the Foothill Conference has placed much more intense scrutiny on our lack of compliance. We have a very short timeline for coming into compliance or being sanctioned. The Athletics Restoration Plan describes a plan for addition and restoration of sports that will bring us into compliance over the next two years. The addition of women's volleyball is one step in this plan.
2. **Men's Basketball Coach-** In addition to compliance is the intent to return aspects of student life to Cerro Coso and to provide more opportunities for student engagement. Based on the internal and external surveys conducted, there is high demand and support for men's basketball. Men's basketball has the added benefit that, in the Foothill Conference, men and women play on the same nights, which creates efficiencies in support staff, referees and travel.
3. **Co-ed Cross Country Coach-** Along these same lines, cross country is a sport that was highly ranked in demand and support. There are strong programs in both the schools and community to provide partnerships for this sport. Additionally, it is an inexpensive sport to add because of the lack of required equipment and would give us an opportunity to use the beautiful facilities we already maintain.

Assistant Coaches

1. **Men's Assistant Basketball Coach-** See justification above

Classified Staff-

1. **Full-time Athletic Trainer-** The Commission on Athletics requires that we have an Athletic Trainer present at all games and providing ongoing care and prevention for student athletes. We have tried unsuccessfully for years to attract a part-time Athletic Trainer. We have patched together different ways to meet this need. However, with the adding sports, it is essential that we add a full-time Athletic Trainer for safety and compliance.

CalWorks

No staff requested

Counseling

Administrative

IWV

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Faculty

IWV



Counselor- The one-year interim position for the Director of Student and Counseling Programs is currently filled by one of the full time counselors from the Counseling and Special Services Programs. Should this counselor be the successful candidate for the permanent administrative, the full-time counselor position will need to be replaced.

South Kern

Adjunct Counseling- Additional adjunct counseling hours are needed to meet student needs at the South Kern sites and to meet the increased activity associated with implementing strategies of the Student Success Plan and to respond to the strategies defined in the Student Success Task Force, many of which will directly impact the workload of counseling.

Classified

ESCC

Educational Advisor- This position would serve both ESCC campuses. This is one of the positions identified in the 2010-2013 re-organization plan and is reflected in the ESCC section plan.

South Kern

Educational Advisor- This is one of the positions identified in the 2010-2013 re-organization plan as necessary minimum staffing for a site.

Financial Aid

No staff requested

Matriculation

No Staff requested

ACCESS

IWW

Currently, there is a gap in support in Special Services with a Department Assistant III position that we chose not to replace and a staff member who has been out long-term on leave. Special Services has work that is not being addressed with this staffing reduction. This gap will ultimately need to be addressed through either temporary support or a permanent position.

Veteran's Affairs

No staff requested