



**Counseling Department
Annual Unit Plan for Academic Year 2014-15
Planning Year 2013**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Department Mission/Connection to College 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. 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. These are ongoing relationships that require continued communication between all campus partners.

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. Community employers partner with the Job Development Specialist in developing employment and internship opportunities.

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 facilitated the concurrent enrollment of students attending college classes taught on ground at their High School. Past year partners in these types of concurrent enrollment opportunities included Cal City High School, Mesquite and Mammoth High School. Counseling has been actively engaged in the implementation of the CATEMA system that allows for High School/College instructors of concurrent enrollment classes to enter course completion information so college credit is accurately reflected on college transcripts. Counseling participates in the CTE High School/College Collaborative meeting that assists in the coordination of college activities and High School partners.

Counseling services are provided to CTE students with the recognition that employment readiness is a priority to CTE students and CTE faculty. Counseling staff partner with local agencies such as EDD, ETR, and Department of Human Services, and Military base Human Resources to facilitate educational training and employment opportunities. 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. Some STEM funding is provided to counseling for the purposes of coordinating outreach activities and counseling materials. The following are partners in the implementation of the STEM grant: CSU Long Beach representatives, Jacobs Technology, and NNAWCWD.

Counseling staff has been an active participant in providing guidance and support to the development and implementation of the C6 federal grant. The department Assessment technician completed training administering Work Keys assessments required by all C6 student participants and the MSSC certification required for the accelerated Welding program. The technician developed a process for C6 testing and has dedicated a significant amount of her time to testing C6 participants and collecting data. Counseling staff have developed orientations specific to C6 students, and facilitated enrollment of C6 students. File management, data input, and other tasks related to the coordinating of services has involved dedicated time from counseling staff. Counseling does receive C6 funding for time spent on activities, but no new staff was hired for the additional tasks required. This resulted in less counseling staff time available for ongoing counseling services.

The Counseling department maintains partnerships with local/feeder High Schools focused on providing transitional services to students planning to attend Cerro Coso after High School graduation. Assessment, orientation and counseling services are provided at many of the local High Schools. The following is a list of High Schools who collaborated with Cerro Coso this past year: *Big Pine High School, Bishop Union High School, Boron High School, Burroughs High School, California City High School, Desert High School, Immanuel Christian School, Kern Valley High School, Lee Vining High School, Lone pine High School, Mammoth High School, Mesquite High School, Mojave High School, Mt. View/Douglas High School, Opportunities for Learning, Owens Valley Career Development Center, Owens Valley High School, Palisades Glacier High School,*



Summit Continuation School, Tehachapi High School, Trona High School.

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. Participating elementary schools included Faller Elementary School, Richmond Elementary School, Las Flores Elementary School, Gateway Elementary School, Immanuel, Ridgecrest Charter, and St. Anne Catholic school.

The following community agencies and businesses collaborated with the counseling team to provide information during the Career Exploration Day on campus, providing local employment and resource options to High School recruits and current college students.

- All Care Therapy
- Alta One
- China Lake Fire Department
- DART
- Desert Valley FCU
- IWWISP
- Jacobs Technology
- Kern County Sheriffs
- Liberty Ambulance
- Lippin' Lizards
- NAWCWD Apprentice Program
- NAWCWD
- NDTI
- Ridgecrest Police Dept.
- SIDEWINDER
- US Army
- Women's Center

Part of the mission of the counseling department is to provide transfer services to other four year colleges and universities. This past year counseling staff provided two field trip opportunities for students to travel to the UC Los Angeles and CSU Bakersfield campus for



presentations on major options at the campuses, tours and information presentations. Cerro Coso continues to maintain a TAP agreement with UCLA to facilitate priority transfer opportunities. Additionally, the counseling center maintains a transfer center and invites other college and University representatives to come to Cerro Coso campus to provide presentations and one on one meeting with Cerro Coso students. The following is a list of the participating colleges in visiting Cerro Coso during the past year.

- CSU Bakersfield
- CSU Long Beach
- National University
- Bellevue University (New)
- UC Merced

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 and attended the Athletic Conference (Region V 3C4A Conference) to update information related to athletic eligibility (3C4A Division II Rules). Staff hold regular meetings 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.

c. Special Initiatives for Student Engagement

New Last Year:

Events

- Open House offered at IWV campus for first time; assessment, orientation and educational planning offered-approximately 150 people attended
- Cal City HS orientation and counseling provided related to offering Concurrent enrollment in English classes-60 students

Continuing:

Events

- Career Exploration Day - 400 HS students in attendance



- Provided information at two Tehachapi Career Fairs-approximately 300 students in fall and 800 students in spring
- Mesquite HS Senior class visit, assessment and counseling provided-met with 25 Seniors to discuss transition to Cerro Coso College
- "I'm Going to College" 5th event-400 5th graders from local Elementary schools
- Local HS Economics and Government class visits-approximately 300 students
- Provided Orientation, Assessment and Counseling provided on HS campus to 130 Seniors
- Parent Orientation Night at local HS-35 parents and students attended
- Cal City HS placement exam given at HS campus-75 students
- Trona HS assessment and counseling provided
- Open House events at Bishop, Mammoth and KRV sites-assessment, orientation, counseling offered prior to start of semester to facilitate enrollment and meet community needs
- Transfer Awareness month in October with workshops offered throughout the month focused on application process, CSU and UC focused workshops, transfer with a guarantee informational workshop and other college representatives to meet with students one on one.

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES

a. Progress Made on Program Review

The counseling department goals that have been the driving force for the past 6 years are stated in our mission: 1) Commitment to provide quality student services and meet the changing needs of our diverse student populations at all sites, 2) continued involvement in college wide activities and outreach programs in the community, 3) implement new strategies that focus on increasing student retention and success.

1) In the spring semester of 2011 the CCSSE (Community College Survey of Student Engagement) provided the counseling department with feedback that helped clarify specific areas counseling is successfully addressing and areas of concerns. Counseling areas of highest student engagement were in academic advising/planning and career counseling. An area of concern was the high percentage of students who were not aware of a college orientation. Another area of concern was the comparatively low number of students who engaged in a "first year experience".

In the spring semester of 2012 the Student Experience Survey was administered to a sample of both online and on ground students to assess satisfaction with student services. An area of higher satisfaction reported by students was again with counseling/advising services related to career and educational planning and transfer preparedness. The only notable lower satisfaction with counseling services was site specific.



In response to gaps identified in the surveys administered within the last year, the counseling department has developed an extended orientation that provides; more comprehensive educational planning information, greater information regarding college policies, vernacular and procedures, greater emphasis on student responsibility for the registration process and in their class performance, and an introduction and tour of campus resources. Students are being required to complete an orientation before taking their college placement exam.

In addition to providing extended orientations, more student success classes taught by counselors are being offered each semester. Although these courses are not mandatory, the classes do fill to capacity. An increase in the percentage of students participating in orientation and student success classes is expected starting 2011-2012. Counseling believes that the increase in these types of "first year experiences" will increase the retention and success rates.

Counseling has developed many outreach programs that are now yearly events that the community is aware of and is eager to participate in. The yearly Preview Day (now called Exploration Day to reflect the integration of community employers attending the event) that now incorporates a career fair, has grown in the number of High School participants from less than 200 initially to almost 500 in spring 2012. The High School outreach activities have expanded to include more local area High Schools. Additionally, counseling staff have included more High Schools in the on campus visits during the spring recruitment period that includes visiting High School Senior classes, providing placement exam testing and educational planning to graduating Seniors. Two other annual events that provide outreach to 5th graders and to 2nd graders have also grown in numbers.

Due to the growing success of the counseling outreach activities, more resources and personnel are needed to keep the annual events going. The gaps identified are in funding and staffing. One of the approaches to obtaining more funding has been to partner with the CTE programs so that VATEA and other CTE funding sources can be utilized in outreach activities. This has led to greater inclusion of CTE program emphasis in all of the activities. The personnel/staff shortage is still a problem. The ability to increase college student participation in the events has helped to some degree. Example: athlete and student government students have been encouraged and involved in providing tours to the High School students during the annual Exploration Day event. Faculty is involved by providing information booths and expertise in demonstrations during outreach events on campus. The area needing more counseling staff is in the planning, coordinating and supervising of events. There has been a call to form a college outreach committee that would include faculty and other college staff to help with these types of events, but little has resulted from this committee. All areas of Student Services are short in staffing so in the end, there is a general need for more counseling staff to maintain the same level of outreach while developing services and increasing the completion of all the student matriculation components.

Counseling has been addressing the need to implement new strategies that focus on increasing student retention and success as well as new delivering methods that will provide more students with the counseling services they need. Counseling's response to both these needs has been to use a group workshop approach. Counseling developed and implemented the workshops beginning fall, 2011. Three workshops are offered on a regular basis; Orientation, Student Educational Planning, and a workshop to address issues, strategies and consequences for students on



Probation or Disqualification status. Students attending workshops have provided positive feedback regarding content and helpfulness. The gap identified is not enough students are participating in the workshops. Counseling has continued to offer the same one on one appointment during the times of the workshops and students can still obtain counseling appointments as they want. Counseling has undertaken the task to work with the appointment desk in developing questions to ask students prior to scheduling so students can be referred directly to workshops as appropriate. Counseling will also reduce the one on one time available and increase the number of workshops. The following table shows the pattern of workshop attendance, semester by semester, and by academic years (shaded). No semester patterns are noted, but overall number of workshop participants has been increasing each academic year since the beginning the offering of workshops in 2010-2011.

	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Orientation wkshp	NA	NA	20	88	136	43
SEP wkshp	14	27	11	7	8	3
Prob/Disq wkshp	31	100	51	34	73	51
Totals	45	127	82	129	217	97

The counseling department had a previous goal to work together and complete a full cycle of SLO assessment for active courses. Counseling faculty followed through and coordinated the assessment process by identification of SLO outcomes to be assessed and scheduled a pattern of assessment for all active classes. Data has been collected following assessment of each course. Analysis of the data has been presented to group for further discussion. The result has been better alignment of course activities and timelines that better coordinate with department activity timelines. A full SLO cycle was completed end of the 2011-2012 academic year. During 2012-2013 counseling instructors met regularly to review SLO data collected, discussed and are in the process of developing new SLO for student success courses. Counseling instructors have also been working on updating courses offered through the department, deleting courses no longer taught, and updating COR of those courses being offered to be sure they reflect student's current needs.

In the past year, new legislation has been past requiring major changes on how student services need to address community college student needs. Three of the new mandates have had an immediate impact on our students as well as impacting how counseling services must prioritize their services to students.

- 1) New Federal requirements regarding financial aid student academic progress restricts students who struggle with completing their coursework and maintaining a GPA above 2.0. New requirements have set length of time students can receive financial aid and requires educational plans to support student completion.
- 2) State legislation has determined which student groups will receive priority registration and enforcement of these priority groups.



- 3) State legislation is also requiring student compliance with all four matriculation components (orientation, assessment, counseling and completion of long term educational plan) to receive priority registration. Colleges will receive 60% of their Student Success and Support Program allocation based on the college demonstrating students' completion of these four components.

These three changes have led counseling to immediately address how more students can be provided the services they need with the current level of resources. Counseling has determined that additional methods of delivering matriculation components need to be developed as well as increasing staff time to assist in delivering those services. Development of online workshops and a FAQ page on the college website is being pursued to facilitate consistent matriculation services to all students at all Cerro Coso locations including service to our totally online students. During 2012-2013 a new full time counselor was hired for the IWV campus and a new educational advisor was hired for the KRV campus. Planning for the 2013-2014 year includes hiring two additional adjunct counselors for IWV and KRV campus and a new educational advisor for the South Kern site. Classified staff to support intake process, data collection and input, file management and office maintenance will also require additional staff.

Counseling Contacts											
Year	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
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	15,882

b. Progress Made on Outcome Assessment.

One of the strategic plans from last year was to fully implement Degree Works so staff and eventually students could perform audits to determine how close student is to completing their coursework/educational goal. Due to technical delays and input of enough course data to make program practical to use, the goal for full implementation will continue into 2013-2014.

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed
-------------------	---------	----------------------------	-----------------------	-----------------



<p>Fall 2012 Spring 2013</p>	<p>Counseling staff, using capstone classes and identified groups of classes in a major, will complete searches within CTE programs with the goal of finding students who have completed certificates but have not filed graduation evaluations to increase CTE program completion rates.</p>	<p>The overall number of completers within CTE programs increased for the academic year 2012-13. Counseling staff was able to identify additional completers in their search and found that some students were:</p> <ul style="list-style-type: none"> • not aware they had completed program or • not interested in requesting an evaluation (didn't care about the certificate) or • did not know what classes were needed to finish certificate 	<p>Search by counseling staff for CTE certificate completers demonstrated that there were greater numbers of completers than the number of those students who elected to request an evaluation to complete their program. Counseling staff contacted those students not initiating completion and award process to encourage and facilitate process for students. Counseling staff also contacted those students close to completing awards, certificates and degrees to go over the remaining courses they needed in order to complete. Counseling and CTE faculty are now more aware of the need to communicate to students regarding award, certificate and degree requirements. This can be accomplished with counseling staff presentations within CTE capstone classes, through targeting messaging to students, and eventually once Degree Works is fully implemented, using a Degree Works search for completers within majors. Counseling will continue to develop processes to encourage student completion of programs.</p>	<p>Data compiled end of academic 12-13 year. Results were increase of 55 CTE awards (36% increase) compared to previous year. This is the highest number of CTE awards in the past 10 years.</p>
<p>Spring 2013</p>	<p>Complete implementation of Pilot program, Smarter Measure, to assess students' online course readiness.</p>	<p>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</p>	<p>Counseling customized Smarter Measure assessment with information specific to Cerro Coso College. Students were encouraged to take Smarter Measure when they reviewed the steps for new students wanting to enroll at Cerro Coso</p>	<p>353 Students took the Smarter Measure Assessment from Oct 1, 2012 through Jan 25,</p>

		<p>skill recommendations to improve student success in online classes. Online courses have lower retention and success rates and there is concern that this may be due to lack of student skills to navigate online environment.</p> <p>There was no evidence that Smarter Measure effectively provided guidance to students as to their ability to successfully take online classes. Smarter Measure did not have a learning component so no additional learning occurred as a result of students completing Smarter Measure. Students were provided with resources to increase their skills if they chose to do so, but there was no requirement for them to follow through.</p>	<p>for the 2013 semester. Due to not having control over who completed the assessment, inability to definitively determine how students scored on assessment, and not having the staff to follow up with each student and collect the complicated data needed for direct comparisons of multiple factors, comprehensive and accurate data analysis was not completed.</p>	<p>2013 (registration period for spring 2013). No apparent correlation between completing the assessment and retention or success in online courses was found. Data analysis was not comprehensive in determining definitive correlation. Data insufficient to assess due to the varying factors of mixed course loads of on ground and online, and the inability to obtain qualitative data of course readiness. Overall, it was agreed upon that the assessment tool was staff intensive to successfully</p>
--	--	--	---	--

				implement, and did not achieve the goal of preparing students for online classes. Recommendation to find other method to assure student is prepared to successfully navigate online course environment.
--	--	--	--	---



<p>2012-2013 academic year</p>	<p>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. The goal of the workshops is to provide more students the same quality of information and service as individual appointments would. Counseling staff time is limited and the Student Success plan requires more new students to access matriculation services.</p>	<p>The goal of the Counseling staff was to provide consistent, efficient workshops to students that provide them with good information they can use in their educational planning and classroom success. The goal was to increase the overall number of students completing workshops. Two new athlete orientations were offered in the fall and spring semesters and were well attended. These will continue as developed. One VA orientation was offered but only one student attended. Incentive for VA student compliance with the matriculation components is needed. Discussion is focused on an online orientation to best serve this population. Workshop participation did increase compared to the previous two years. Students served in 10-11 = 172, 11-12 = 211, 12-13 = 314.</p>	<p>Counseling staff have determined that using incentives is not feasible to promote student participation in workshops. Instead, a more direct method for the use of workshops to deliver services is being developed. This will be managed through an intake process for students coming to the counseling office for services. Students will be scheduled for workshops after reception staff determine what needs they have related to matriculation components or probation issues, etc. Counseling will also do individual outreach to students who by pass counseling services. The counseling department will develop a culture of expectation that students will need to attend workshops in order to complete full matriculation and obtain priority registration.</p>	<p>Goal achieved in increasing the number of students serve through workshops for the year.</p>
---------------------------------------	---	--	--	---

c. Progress Made on Department/Unit Strategies

The counseling department's primary goals this past year was to 1) increase student success by improving methods of determining students who had completed an educational goal and 2) providing a greater number of students with orientation, assessment, educational planning and counseling services. Significant progress was made in both these areas. Students earned more awards this past year than in the previous four years.

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
239 awards/certs	250	342	286	375

Counseling also achieved the highest percentage of first time students who completed assessment, orientation and counseling in the past four years. The only



matriculation component that was not as high as the past three years was completion of educational plans. The overall percentage of fully matriculated first time students was significantly higher than the past four years.

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
29% fully matriculated	26%	25%	26%	31%

Other significant findings when looking at increases in the number of first time students matriculated are between campus locations. ESCC campus shows a steady increase in their number of fully matriculated students from 18% in 2008-2009 to 40% in 2012-2013. IWV campus also shows increase in fully matriculated students of 40% in 2008-2009 to 49% in 2012-2013. Both KRV and South Kern sites show increases in all but educational planning services. Overall increases are noted by combining continuing and first time students who received orientation, counseling and educational planning services. Assessment rates show more variance during the past five years.

Counseling will continue to focus on fully matriculating greater percentage of new students applying to Cerro Coso College to increase students retention, persistence and success rates, which in turn will increase completion rates. This next year will focus on developing consistent matriculation services online as well as on ground and targeting specific groups of students who have lower rates of participating in matriculation services, such as men and Veteran students.

d. Department/Unit Strategies for Next Academic Year. *If more strategies needed, copy and paste additional boxes.*

Strategy 1: Implement Degree Works for counseling staff use with students.

1. *College Strategic Objective(s) addressed:* Increase student success by providing educational planning and resources needed to complete educational goal. 1.1,2.1.
2. *Action Plan:* Participate in completion of Degree Works templates. Hold counseling staff trainings related to use of Degree Works during individual student appointments.
3. *Measure of Success:* All counseling staff fully trained in use of Degree Works and evidence that staff is using Degree Works in appointments with students.
4. *Expected Completion Date:* End of academic year, 2013-2014
5. *Person Responsible:* Director of Counseling Services



6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations
- It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake
- Remediation
- First Year
- 2nd Year/Program Completion
- Post-Graduation

Strategy 2: Develop online SEP and Probation/Disqualification workshops, online V.A orientation. Develop FAQ page on website to facilitate directing students to workshops and expedite other counseling services.

1. *College Strategic Objective(s) addressed:* Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.

2. *Action Plan:* Research online platforms and programs that can be used to develop online workshops, VA orientation and FAQ site.

3. *Measure of Success:* Completed FAQ web page and completed online delivery of SEP, Orientations, and Probation/Disqualification workshops.

4. *Expected Completion Date:* End of the fiscal year.

5. *Person Responsible:* Director of Counseling Services

6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations
- It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake
- Remediation
- First Year
- 2nd Year/Program Completion
- Post-Graduation



Strategy 3: [State Strategy Here]

1. College Strategic Objective(s) addressed:

2. Action Plan:

3. Measure of Success:

4. Expected Completion Date:

5. Person Responsible:

6. Which of the following is **primarily** true of this strategy? Choose one.

It is designed to improve internal unit operations

It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

Intake

Remediation

First Year

2nd Year/Program Completion

Post-Graduation

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 <u>one</u>): G = General Fund, O = Other	
							G	O
Adjunct Counselor	IWV	1						
Adjunct Counselor	KRV	1						

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	Funding Source (check <u>one</u>): G = General Fund, O = Other	
								G	O
Department Assistant II	IWV	1	2.4,4.3	35	20 weeks	25	\$7,610		X

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. The counseling department needs to increase the number of new and continuing students who are fully matriculated in the next two years by developing new processes and enhancing current delivery methods for orientation, assessment, and student educational plans. Part of the strategy to increase matriculation compliance includes the identification of students who have not completed matriculation components, and then contacting them to schedule them for workshops and counseling appointments. The increase numbers of new students being served will require additional filing, tracking and data input.

2. Explain why the work of this position cannot be assigned to current staff. Current staff have full workloads and the increase in the number of students served demands more support in the office for data management and providing front desk coverage to answer phones and schedule appointments and workshops. Currently there is only one full time office support staff.

3. Describe the impact on the college if the position is not filled. If counseling is not able to increase the number of new students needing matriculation components, Student Success and Support Program funding will decrease. Additionally, the college will have fewer new students beginning classes that have not been through orientation, assessment and counseling which has been determined through research is a successful strategy to increasing student retention, persistence and success.

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
FAX machine	IWV	1	1.1, 1.2	Students need to send transcripts and other assessment documentation to the counseling office in order to obtain services that lead to enrollment and completion of educational goals. Concurrent enrollment students fax enrollments for registration. If	\$230	yes	G	



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	
				the switchboard FAX machine is not working, there can be a work stoppage for the counseling department. Another FAX machine must be used which is located in another office impacting that offices business.				
Scanner	IWV	2	1.1, 1.2	Currently there are no counseling staff with a scanner. This makes the entire office dependent on some other office such as the Administrative or Access program office to scan necessary documents for sending. Counseling often needs to send students documentation or forms, as well as reporting documents to the District and State office are requested to be scanned before mailing.	\$300	Yes	G	
File Cabinets	IWV	1	1.1, 1.2	Currently counseling file cabinets are full. Several file cabinets were broken during the moving back and forth after the office was flooded. Maintaining student files for 3 years is a legal requirement and counseling staff need student files close at hand to provide efficient services.	M&O has files at ESCC.. Just need to relocate them to IWV.	Yes	G	



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

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



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 COMPLETED BUDGET WORKSHEET (provided separately)

SMARTERMEASURE 2013

353 STUDENTS TOOK THE SMARTERMEASURE ASSESSMENT FROM OCT 01, 2012 TO JAN 25, 2013

Of those 353 students:

- 74 were from Bakersfield College
 - 14 Bishop
 - 85 IWV
 - 16 KRV
 - 14 MAMMOTH
 - 132 ON LINE



1	OV CEP
8	PORTERVILLE
9	SKERN

New Students:

Yes	137
No	204
NA	12

Assessment Test

ACCUPLACER	104
ASSET	13
COMPAS	42
SLEP	2
MM	8
NO	172
NA	12

Students Enrolled for Spring 2013

Cerro Coso	182	151 taking online courses
Bakersfield	34	19 taking online courses
Porterville	6	3 taking online courses

Spring 2013 (reflects units dropped, not courses)

Students dropped units before Start Date	117
Students dropped units with a refund	63
Students dropped units without a refund	31
Students dropped units after 20% date	70



Open House, April 6 2013, Notes and Comments:

Staff comments:

Everything organized on the hour

Offer more than one workshop on F.A., orientation, SEP/Transfer

Use mezzanine for some of information tables and for meeting of tours

Sandwich boards in front of bridge walkway to help new people locate entrance

If we offer College Placement exam testing, students need to be better prepared and know what to expect. Maybe offer through appointment only, or as back up for High School students who miss the exam offered at their High School. Need to rethink. Only 6 students tested and they were not prepared for the exam. Maybe we should think about doing it each semester prior to registration rather than just once a year.

Feedback from Survey (41 respondents to survey):

How did you find out about our Open House? (some respondents marked more than 1 answer)

Newspaper (4)

Cerro Coso Website (7)

Family or Friend (18)

High School (11)

Owens Valley Center (3)

SGCC (1)

Which part was most informative for you? (some respondents marked more than 1 answer)

Tour (20)

Workshops (15)

Information tables (15)

Comments:

"I liked seeing the classes" "BBQ" "V.A. benefits"

Are you planning to register for the summer or fall 2013 semester?

Yes (27)

No (11)

Maybe (2)

Did you learn something new about Cerro Coso Community College today? (3 non respondents)



Yes (36)

No (2)

Which choice best describes you? (some multiple answers)

New Student (11)

Graduating HS Senior (12)

Community member (13)

Current Student (2)

HS non Senior student (1)

Returning Student (1)

Parent (4)

What service area do you live in?

Ridgecrest/Inyokern (34)

Mojave/Cal City (1)

Lake Isabella (5)

Other written comments made on survey:

- “More information/one on one on how to register for classes and credits would be helpful” from graduating HS senior
- “BBQ was sweet” from current student
- “Everything was great and a learning experience as a parent” from parent
- “Possibly bring people from different areas of career and studies, like a career day” from a graduating HS senior
- “I would hope for future events like this, the workshops could be offered more than once due to the times of tours” from a graduating HS senior
- “Demonstrations to peak interest in specific areas (science, welding, the arts, etc.) from a new student
- “Have more than 1 person at information tables” from a community member
- “If we were to see a small demonstration of the class, more people might get interested in the program as not everyone may fully understand a certain class or program. Also, if we could have seen more than just 2 programs (welding and biology), it could be much more interesting and peak our interest that may bring more people to the Open House. Furthermore, Abby was an excellent tour guide despite making a slight mistake. I would enjoy to be on a tour with her again and see her once I begin my courses next fall. Thank you for your time.” From a graduation HS senior



ANNUAL PLACEMENT REPORT
07/01/2012 TO 06/30/2013
1390 STUDENTS TESTED

READING

C036	57
C046	275
C056	355
NO READ	542
<u>BLANKS</u>	<u>161</u>
TOTAL	1390

ENGLISH

C020	13
C030	235
C040	357
C070	363
C101	205
<u>BLANKS</u>	<u>217</u>
TOTAL	1390

MATH

C020	597
C040	380
C050	159
C055	104
C141	36
C142	01
C151	00
<u>BLANKS</u>	<u>113</u>
TOTAL	1390