

Counseling Department
Annual Unit Plan for Academic Year 2017-2018
October 2016

Describe Department/Unit

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.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Persistence rate, successful course completion

Population:

Ethnicity: African American

Analysis and Plan:

African-American students are much less likely to persist from semester to semester and successfully complete their courses in their first year. The use of our new technologies and targeted outreach and in-reach will provide opportunities to engage African-American students and develop new strategies for improved outcomes.

Access

Population:

Socioeconomic Status: Economically Disadvantaged

Analysis and Plan:

Foster Youth - The college does not have a consistent strategy for identifying and reaching out to foster youth. As this is a high-risk group, we need ways to improve access and develop strategies around improved identification and support for foster youth. We will develop outreach materials and support activities specifically designed to reach this population of students.

Outcomes Assessment: Overall Report

The Counseling Department has made a number of improvements in the preceding academic year as a result of outcomes assessment. These improvements occurred in both instructional and non-instructional areas. The Director of Counseling & SSSP started in November 2015 and was able to assess areas of strength and need within the department. Improvements have been made by evaluating existing processes, making modifications where necessary, and providing professional development to the staff and faculty in the department. The Director has worked closely with the Vice President of Student Services and the Department Chair(s) to identify needs and implement improvements. The department identified additional areas of improvement needed that relate to the SSSP Plan, the completion of core services, the Student Equity plan, and other efforts to improve student success,

retention, and completion. In order to increase the number of students completing core services, the department has implemented a number of strategies including the introduction of new technologies, improvements to services, staffing changes, training, and proactive outreach and student support services.

The department continues to invest significant resources in increasing the number of students completing the required core services. Staff and faculty have worked together to increase the number of new students fully matriculating and increasing the number of existing students completing core services that they may be missing. The following overall report on outcomes assessment focuses on a number of initiatives that have been developed and implemented to promote core service completion. Overall, the completion of core services has increased in all areas (assessment, orientation, counseling, education planning) and the number of students who have fully matriculated has increased as well. Students who have fully matriculated (completed all core services) demonstrate significantly better outcomes than those students who have not completed any components. This college data is reported in the attachment "SSSP Data and Updates".

New technologies were implemented and additional training on existing technologies were provided. The department moved from the development phase to the implementation phase with EAB Navigate, a student-facing onboarding platform. After pilot and testing phases in fall 2015, the platform was fully implemented in Spring 2016. According to utilization reports, students are using Navigate to plan their classes. The students completing the intake survey have been less than the overall utilization so the team has strategized ways to increase the student's use of the intake survey in Navigate. Communication will be sent to the students to promote the completion of this survey and tie its benefits to the completion of a long-term education plan. In fall 2016, students will also be able to use Navigate to register for their classes.

The Counseling Department continues to use SARS for scheduling and its Early Alert function and Banner as its Student Information System. Staff and faculty received additional training on using these technologies and how to properly reflect counseling contacts to ensure MIS data is being recorded accurately. The use of SARS Early Alert has been challenging as it has not worked reliably. Our Early Alert Counselor continues to work with the vendor and our district to get it functioning properly.

It had been identified that there was a need to involve faculty in the completion of core services and provide them a tool to aid them in communicating with students about the need for matriculation. A Faculty Guide to SSSP was developed to meet this need and distributed to faculty at Flex days and at all sites. The department has also developed Basic Skills presentations and Class to Career workshops which are provided to students in the classroom setting. The department is in the process of evaluating these presentations and making improvements where necessary. Class to Career presentations focus on career planning, career exploration, and Cerro Coso programs linked to careers. The core components (orientation, assessment, and education plan) are highlighted and the completion of a long-term education plan is strongly encouraged. Other topics covered include drop dates, financial aid requirements, campus resources, and registration information. This program has gained momentum and has started to expand to all class, not just CTE classes. For example, last year a non-CTE faculty member asked counseling to give a presentation based on one of the associate degrees for transfer. Rather than linking the classes to a career the presentation linked the classes to a transfer degree. This prompted us to expand the Class to Career presentations to be used in all areas.

The Counseling Department made some changes and improvements to the new student orientation for both the on-ground presentations and the online orientation. This included making required additions per Title V and Title IX requirements. The college's orientation has been identified as something that needs further updating and to be more attractive and relevant to all students. This aligns with the SSSP plan and the college is contracting with a vendor to re-design our existing orientation into an interactive, web-based student orientation and tracking system.

In the area of assessment and placement, the department made some significant changes and improvements over the past year. In addition to the further use of multiple measures to maximize student placement, a focus on assessment preparation was developed. When students sign up for an assessment, they are encouraged and given resources to prepare for the test. It is highly recommended that they do not take the assessment without proper preparation. Through preparation and the use of multiple measures, counselors/advisors have been able to maximize student placement. The branching profile within Accuplacer was also reviewed and modified.

In the past, the Counseling Department had provided online counseling to students who were at a distance. This service was interrupted due to issues in its implementation but it was still identified as a need. Over the past year, after meeting with staff and faculty, the department has now revised the online counseling form and intake process. The process is in place and counselors are assigned daily to conduct online counseling. Further development of online counseling will be done over the next year with the introduction of new technologies such as Cranium Café or Confer Now.

Further improvements were made in the department by hiring permanent staff and adjunct faculty. There had been several vacant positions which have all been filled at this time. Where possible, the department has been able to hire faculty and staff that are representative of the student population based on diverse pools of applicants. Additional improvements were made by identifying training and professional development needs for staff and faculty; both seasoned and new. Training has occurred through regular all-

site counseling meetings and through professional development conferences including areas such as transcript evaluation, assessment preparation, use of multiple measures, reporting, data collection, outreach, online counseling, SLOs, student success, processes, and policies. There are areas for additional and ongoing training that have been identified for the upcoming year including career counseling, transcript evaluation, supporting basic skills and dual enrollment students, and more.

The department developed some improved outreach activities to new and existing students in order to increase student engagement and completion of core components. One of the foundations of these activities is the idea of meeting students where they are at and being more intentional and proactive in our outreach efforts. Some of these activities include mobile counseling, classroom presentations, workshops, open houses, meetings with the high schools, and awareness events. Outreach to high schools and community partners is one area that has grown and will continue to develop at the main campus and all of the sites. Counseling, in collaboration with other departments, is also trying new activities to increase student engagement and retention. This has coincided with an increase in our dual enrollment and concurrent student population. As this population continues to increase, the need to establish, revise, and solidify policies and procedures has been identified. Increases in the dual enrollment population have been significant at the East Kern and Lake Isabella sites. In addition, we have had an increase in students needing counseling services through classes offered at California City Prison and Tehachapi Prison.

The department has recently evaluated the probation and disqualification interventions used for students experiencing academic challenges. The goal is to incorporate more high-touch services at an earlier point in time to promote student success and prevent progression along the probation/disqualification continuum. New procedures for students who are placed on Probation 1 have been implemented including requiring the completion of a long-term education plan and workshops through Student Lingo. Students are receiving letters from the Director of Counseling & SSSP outlining their status and requirements for next steps and registration.

In the instructional area, the need to develop a method of assessing SLOs was identified. SLO data being collected was based on the number of students who completed a particular assignment rather than assessing if the student met the SLO. This was a department issue that was addressed in the 2015-2016 COUN C101 courses by collecting a survey to determine if students met the course SLOs. While the survey satisfied the collection and assessment of SLOs, the department noticed that the five SLOs for COUN C101 and the course description was too complex and not capturing the true essence of COUN C101 – Tools for College Success. The course description and SLOs were revised and is currently undergoing review at CIC for planned implementation in 2017-2018. While waiting for approval, the department decided that the survey is not fully assessing the SLOs. Therefore, it was determined to provide the same assignment and rubric in the fall 2016 semester for COUN C101 to capture SLO #1 “Articulate an educational goal and describe the pathway to meet this goal”. In the spring 2017, the department will provide the same assignment and rubric to capture SLO #2, #3, #4, and #5.

The development of PDEV C100 – “Student Success Career Pathway” was completed for the 2016-2017 academic year and is currently being offered as a dual enrollment class at California City High School, Tehachapi High School, and is being offered as an articulated class at Mammoth High School. The plan is to offer PDEV C100 at other service area high schools who would like to participate in dual enrollment or articulation. The department is currently working on an articulation agreement with Bishop Union High School for implementation spring 2017 semester.

Cerro Coso is offering dual enrollment classes at Burroughs High School (BHS), California City High School (CCHS), Mojave High School (MHS), Boron High School (BHS), and Tehachapi High School (THS). In 2015-2016 THS offered six dual enrollment classes in the fall and seven dual enrollment classes in the spring semester. CCHS offered one dual enrollment class in the fall and two dual enrollment classes in the spring semester. BHS offered one dual enrollment class in the spring semester. Currently in fall 2016, THS has increased their dual enrollment classes to 14, CCHS to four, and BHS to three. The counseling department plays a significant role in dual enrollment, because the current process involves counselors and educational advisors to go to the high schools, provide presentations on dual enrollment, discuss the process, provide significant follow-up, meet with students, and process the “Concurrent/Dual Enrollment” forms. Our plan, in collaboration with the Career Technical Education dean, is to develop a process, such as a handbook and/or website with resources for high school instructors/counselors, parents, and students. In addition to resources, a step-by-step procedure will be available online that explains the process of signing up for dual enrollment classes. While the process will be available online, the counseling department will still be very involved with the dual enrollment program and will provide additional support to students, by connecting them via class presentations and email.

Outcomes Assessment: Gaps Identified in Prior Year's Assessments

Students who have participated in counseling services will express a high degree of satisfaction with the quality of services.

Type:

AUO

Target Missed/Gap Detected:

Target: 90%

Gap: 63.5% of students were very satisfied or satisfied.

Type of Gap:

Need to improve operational processes.

Analysis and Plan:

Evaluation of processes within the counseling department has occurred over the past year with a focus on improving student satisfaction and improved engagement and accessibility for students both on-ground and at a distance. Strategies have included staff training, proactive outreach to students, and increased in-reach and outreach activities. These activities will continue and expand over the next year.

COUN C101 - SLO #1: Articulate an educational goal and describe the pathway to meet this goal

Type:

SLO

Target Missed/Gap Detected:

Target: 70%

Results: 57%

Type of Gap:

Need for revision to assessment method.

Analysis and Plan:

The survey is not fully assessing the SLO's, therefore students will be required to complete an education plan with their counselor and complete an essay addressing questions that meet the current SLO. A rubric was developed to grade the assignment and assess the SLO for the fall 2016 semester.

COUN C101 - SLO #4: Develop and apply academic and study skills necessary for success in classes and everyday living

Type:

SLO

Target Missed/Gap Detected:

Target: 70%

Results: 51%

Type of Gap:

Need for revision to assessment method.

Analysis and Plan:

The survey is not fully assessing the SLO's, therefore students are required to write a short answer essay to address both the academic skill and study skill (currently only one or the other is being addressed) and how those skills will be used in future classes and everyday living (currently students are only addressing how skills will be used in future classes OR everyday living, not both per the SLO). A rubric will be developed for grading and assessing the SLO.

COUN C101 - SLO #5: Identify issues of diversity and be able to discuss impacts of diversity within the community**Type:**

SLO

Target Missed/Gap Detected:

Target: 70%

Results: 50%

Type of Gap:

Need for revision to assessment method.

Analysis and Plan:

The survey is not fully assessing the SLO's, therefore a student will be required to complete a diversity collage about their own life, and present it to the class addressing several questions regarding diversity. Two rubrics will be needed to assess the collage and the presentation.

PDEV C131 - SLO #3: Articulate major choices and connect majors with career options.**Type:**

SLO

Target Missed/Gap Detected:

Target: 80%

Results: 62%

Type of Gap:

Need for revision to assessment method. Need to alter/refine course content. Need to alter/refine instructional techniques.

Analysis and Plan:

The assignment may be unclear regarding major choices and connecting majors with careers. The assignment will be more detailed and will involve more research regarding their career choices and how their major choice will lead to career choices. Research will be done through various websites, such as cacareercafe.com.

PDEV C131SLO - #6: Analyze the benefits and challenges of attending and completing degrees within each system (UC, CSU and Private) of higher education.**Type:**

SLO

Target Missed/Gap Detected:

Target: 80%

Results: 76%

Type of Gap:

Need for revision to assessment method. Need to alter/refine course content. Need to alter/refine instructional techniques.

Analysis and Plan:

Students are able to identify the benefits of attending and completing degrees within each system, however struggle more with identifying the challenges. Plan to have a discussion forum so students can share their ideas regarding the benefits and challenges of completing degrees within each system. Assignment will then be given along with a rubric so that students have a better understanding of the assignment.

PDEV C101 - SLO #3: Describe and apply study techniques such as note taking, power reading, mnemonics, and test taking.

Type:

SLO

Target Missed/Gap Detected:

Target: 70%

Results: 68%

Type of Gap:

Need for revision to assessment method. Need to alter/refine instructional techniques.

Analysis and Plan:

Not all instructors were utilizing the same materials and assessment; consistency is needed. The department chair will work with instructors to ensure that SLO assessments are being collected in the same way.

Progress Made on Program Review

Counseling

Year of Last Program Review:

2013

Progress in the last year on two-year strategies:

Action Plan: Continue to partner with other student service groups and faculty to provide more comprehensive services to students in the delivery of core component activities.

- The SSSP Committee continues to meet regularly and includes staff and faculty across departments.
- The “Faculty Guide to Student Success & Support Programs” was developed in 2016. The guide provides information

about the core components of the SSSP programs and was given to all faculty members. The purpose was to explain how students benefit from each core components and how faculty can refer their students to these services.

- New student orientations have been revised to be more comprehensive and includes mandated Title IX & V requirements.
- Class to Career presentations were previously developed for CTE programs. CTE faculty who choose to participate have a counselor go into their classroom 2-3 times per semester to give presentations either on-campus or online. The online classes watch videos that mirror the on-campus presentations. The presentation focus on career planning, career exploration, and Cerro Coso programs linked to careers. The core components (orientation, assessment, and education plan) are highlighted and the completion of a long-term education plan is strongly encouraged. Other topics covered include drop dates, financial aid requirements, campus resources, and registration information. Last year the Class to Career presentations were expanded and revised to offer it college-wide to include presentations for associate degrees for transfer programs and other non CTE programs.

Action Plan: Implement mandatory completion of core components.

- The counseling department has provided proactive outreach to students who are identified each term from the Matriculation Report as not meeting core components. Counseling staff contacted students by phone and email, encouraging them to complete the core components online or on campus.
- SVAMSTD is being used to report completion of core components. Counseling staff are routinely trained on the reporting process to ensure everyone is inputting the information the same way.

Action Plan: Implement Degree Works for counseling staff use with students.

- There was a District wide meeting in June 2016 to fix existing scribe blocks, scribe the assessment blocks, scribe the GPA blocks for CSU and UC in Degree Works. There was also discussion on how SEP plans and templates will be developed and set up.

Action Plan: Develop online SEP and workshop, online VA orientation.

- Online workshops that are in place are: orientation, Student Education Plan, and Probation and Disqualification.
- The Student Education Plan (SEP) workshop was completed prior to the end of spring semester 2015, however is not being utilized by students. The implementation of Degree Works will have the online SEP component that students can utilize. The development of an SEP is also addressed during orientation and will be a component of the new online orientation that is currently under development.
- An online VA orientation has not been developed. The college is contracting with a vendor to develop a new online orientation and that orientation will have information for veterans, links to resources, and other pertinent information. Once that project is complete, the college will evaluate whether an additional separate orientation is needed.

Progress in the last year on five-year strategies:

Action Plan: Increase counseling staff to provide increased student contact time and deliver core components to all first-time and continuing students.

Counseling staff has increased to:

- Director of Counseling and SSSP
- Counselor at IWV
- Educational Advisor at ESCC
- Educational Advisor at East Kern
- Adjunct Counselor at IWV

Action Plan: Create One-stop Student Services Center. Co-location of student services will allow for increased collaboration, efficiency, and consistency in services provided. Facilitates students' ability to move through enrollment processes more quickly and efficiently.

- The main building at the IWV campus began its renovation in the fall 2015. Upon completion of construction, the main building will house the "One-Stop Center."

Action Plan: Continue ongoing search for technological tools that can streamline counseling facilitation of new student orientation, assessment process, educational and career planning, and in providing support services and resources at the beginning of the student experience at Cerro Coso.

- New technologies were implemented and additional training on existing technologies were provided. The department moved from the development phase to the implementation phase with EAB Navigate, a student-facing onboarding platform. After a couple pilot and testing experiences in fall 2015, the platform was fully implemented in spring 2016. According to utilization reports, students are using Navigate to plan their classes. The students completing the intake survey have been less than the overall utilization so the team has strategized at ways to increase the student's use of the intake survey in Navigate. Communication will be sent to the students to promote the completion of this survey and tie its benefits to the completion of a long-term education plan.
- Online counseling was re-introduced in the spring 2016 with a more extensive intake questions to narrow the student's question. Cranium Café or other technologies are being considered for online counseling tools in the upcoming year.
- We have contracted with Advantage Design Group to develop new student orientation and instructional videos as a replacement to our current online orientation platform.

Progress Made on Prior Year Initiatives

Full implementation of Education Advisory Board initiative

The department moved from the development phase to the implementation phase of the EAB Navigate platform. After a pilot and testing phase in fall 2015, the platform was fully implemented in Spring 2016 except for one-click registration. According to utilization reports, students are using Navigate to plan their classes. The students completing the intake survey have been less than the overall utilization so the team has strategized at ways to increase the student's use of the intake survey in Navigate. Communication will be sent to the students to promote the completion of this survey and tie its benefits to the completion of a long-term education plan. In fall 2016, students will also be able to use Navigate to register for their classes through one-click registration. Fall 2016 will be the first term with full implementation of the platform.

Change over to SARS alert to increase support for students at risk in class

The Counseling Department implemented the changeover to SARS Early Alert in spring 2015. Staff and faculty received training on use of the system. Since its implementation, there have been challenges with the system as it has not worked reliably. The department and the Early Alert counselor have worked with the district office and the SARS company to fix the issues but reliability remains an issue. For example, not all students are showing up on the Early Alert System so faculty may have only half of their class roster shown in Early Alert. Since the implementation of SARS Early Alert, there has been a decrease in faculty use of the Early Alert System. In the next year, the department will be surveying faculty and students on the use of SARS Early Alert to evaluate its effectiveness. The department is also in the process of looking at other technologies to use if we cannot get SARS Early Alert to operate effectively.

Engage faculty in campaign to increase student completion of all matriculation components

It had been identified that there was a need to involve faculty in the completion of core services and provide them a tool to aid them in communicating with students about the need to complete core services. A Faculty Guide to SSSP was developed to meet this need and distributed to faculty at Flex days and at the sites. The department has also developed Class to Career workshops which are provided to students in the classroom setting; in partnership with faculty. The department is in the process of evaluating these presentations and making improvements where necessary. Class to Career presentations focus on career planning, career exploration, and Cerro Coso programs linked to careers. The core components (orientation, assessment, and education plan) are highlighted and the completion of a long-term education plan is strongly encouraged. The department will continue to develop these existing activities as well as new strategies to involve faculty in the student's completion of core services.

Administer Student Experience Survey to gather student input on intake process for new students

The Student Experience Survey was developed and administered and currently gathers information from students on the intake process for new students. Students are asked to provide information regarding their use of certain sources in the enrollment process and rate how helpful specific enrollment tools/steps were for them in the intake process.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Improving Matriculation Services with a Focus on Distance Education and Addressing Equity Gap

Populations

Action Plan:

- New Student Orientation: after viewing demos of other college orientations, it was determined that Cerro Coso needed an updated orientation for students that was interactive, professional, connects students early on with supports and services, and is more representative of the college and its student population. The college will contract with a vendor to assist in the development of the orientation including content and video production. The orientation will include tracking capabilities.
- The Online Counseling Form and intake process was revised and implemented with recent changes that have provided an interim measure for engaging students at a distance. To further improve the ability to provide online counseling, the college has purchased Cranium Café and will be working towards implementation and training of counselors. In addition, other technologies such as Confer Now could be used for this purpose.
- The department needs to work in partnership with faculty to further improve matriculation and the completion of core services. We will partner with faculty to provide resources, presentation opportunities, and other engagement activities to improve student completion of core services.
- The plan for next year is to continue to offer the Class to Career presentation to all programs/classes. In addition, we plan to change the presentation time to the end of class in order for students to have informal access to a counselor to ask questions after class. A survey is provided at the final presentation of the Class to Career presentations. An evaluation of the survey is being reviewed and the necessary changes will be implemented in the 2017-2018 academic year. We will review data on the completion of long-term education plans to determine if students were more likely to complete their education planning after receiving the Class to Career presentations.
- Discussion on PDEV C052 – “Becoming a Successful Online Student” will take place this academic year to determine if the curriculum for PDEV C052 needs to be revised to fit the new Learning Management System or discuss deletion of the course.

Measure of Success:

Completion of a new student online orientation, implementation and training on Cranium Café, presentations to faculty, presentations in classrooms, resource materials developed for faculty, evaluation of the PDEV C052 curriculum

Person Responsible:

Director of Counseling & SSSP, Counseling Staff and Faculty

It addresses a program review strategy

Action Plans: Implement mandatory completion of core components, partner with other student service groups and faculty to provide more comprehensive services to students in the delivery of core component activities, and use of technological tools that can streamline counseling and support services and core component completion.

Implementation of Technology Solutions to Improve Access and Efficiency

Action Plan:

In order to meet the needs of students at a distance, improve student onboarding, and meet core services, further development of our new technologies is needed.

- Online Counseling will be further developed with use of Cranium Café or a similar technology to ensure student support services are provided in a platform that allows synchronous communication. Counselors will be trained to deliver counseling using any new technology.
- EAB Navigate was recently launched and one-click registration will rollout in fall 2016. The need to increase the student's use of the intake survey has been identified as this will help students to explore areas of interest related to possible majors and careers. The use of the Navigate platform will help with students in the onboarding process and provides useful tools for students to persist and complete; especially those students identified in our equity gap groups. Communication to students to promote the use of Navigate and the intake survey will be developed and distributed. Further evaluation of the utilization of Navigate will be monitored and strategies to promote maximum use and benefit will be further developed.
- Improve MIS data function and collection – evaluate the functionality of SARS Early Alert, work with IT staff to improve the functionality of the program, review exemption criteria of MIS data, work with district to improve data collection for SSSP and

Student Equity, work with MIS on attributing specific population data (e.g. athletes), and meet with district staff to review MIS data criteria.

- Work with the statewide initiatives in the areas of assessment (CCCAssess), multiple measures (MMAP), and CCCApply to ensure CC is involved in the implementation discussions at a local and state level for new technologies and student service strategies.
- Redesign of counseling services website to ensure all services are represented and explained in a user-friendly format. Provide a more comprehensive view and explanation of counseling and core services.

Measure of Success:

Implementation of Cranium Café or other technologies for online counseling, evaluation of the EAB platform based on student utilization data, improved data collection procedures and functionality, improved website for counseling services

Person Responsible:

Director of Counseling & SSSP, Counseling Staff and Faculty, IT staff

It addresses a program review strategy

Action Plan: Continue ongoing search for technological tools that can streamline counseling facilitation of new student orientation, assessment process, educational and career planning, and in providing support services and resources at the beginning of the student experience at Cerro Coso.

Increased Outreach and In-reach to Improve Student Success

Action Plan:

There is a need for the counseling department to further develop and refine community partnerships. In addition, the department has identified the need to improve student retention and persistence by increasing engagement with existing students; including those identified in our equity gap groups.

The following are some activities and strategies that will be developed and implemented:

In-reach –

- Support students through some of our non-traditional programs such as concurrent/dual enrollment, online, and classes within the prisons.
- The department will provide opportunities to support students who are identified as equity gap groups such as African-American students and foster youth (both on and off campus). For example, incorporating transfer activities around the needs of these groups (partnering with CSU foster youth programs).
- The department has begun to develop new activities to further engage existing students and to keep them persisting throughout the semester. Activities such as mobile counseling, Coffee with Counseling, assessment preparation, workshops, probation workshops, resource fairs, recognition of milestone activities, and other in-reach strategies will be developed over the next year to engage students in persisting and moving towards completion.
- The department will work in conjunction with Student Life along with other departments and faculty to reach these students. Activities will include strategies to target equity gap groups such as outreach to online students, foster youth, and African-American students (e.g. Transfer tours, HBCU partnership, Black College Expo, on-campus activities at the sites).

Outreach –

- The department will continue to further develop its relationships with local high schools and community partners to identify potential students. In addition, with an increase in dual and concurrent enrollment, the department will work to develop, evaluate, and solidify policies and procedures for this population of students by developing handbooks and presentations for community partners. Evaluation and improvement of internal policies and procedures will also be conducted.
- The college recently began offering more classes within the prison. With the increase in students being served at the prison, we have needed to increase the student support services provided as well.
- Further outreach is needed to identify and provide access to foster youth. Foster youth is an identified equity gap population but the college and department has not developed consistent strategies to reach out to this group of students. This will

include the development of outreach materials, partnering with community groups that represent these youth, providing training to an identified counselor/advisor on working with foster youth, and strategizing additional intentional opportunities to increase access for foster youth.

- Redesign of counseling services website to ensure all services are represented and provides a more comprehensive view and explanation of services available to students.

Measure of Success:

Increased number of partnerships, outreach events, development of materials, student engagement activities, redesign of counseling webpages. Assess success through student surveys and participation. Increase in identification and participation of foster youth. Increased percentages of core service completion.

Person Responsible:

Director of Counseling & SSSP, Counseling Department staff and faculty

It addresses a gap in student equity

Foster youth, African-American students

Evaluate Resource Needs

Facilities

The Counseling Department has had additional need for office space due to increased staffing needs and the limited space provided in the modular at the IWV campus. It is expected that there may be some additional office space needed over the next year as well as more adjunct faculty are hired or other positions are identified. New file cabinets are being purchased this year but it is expected that a few more will be needed next year.

Information Technology

The Counseling Department will need IT support as it develops and implements the new student online video orientation. This may include integration with the Student Information System. Additional IT support will be needed to continue to support the implementation of EAB and other new technologies as well as troubleshooting existing technology such as SARS Early Alert.

Printers are needed for the Bishop and Mammoth Counseling offices and for the Counselor/Educational Advisor at Tehachapi. The EOPS Counselor in Bishop and Mammoth has a printer but general counseling needs a printer at each site. The staff/faculty there currently share printers in public areas. They have a need for the counseling area due to the amount of printing needed as well as the need to maintain confidentiality of student records.

A desktop computer and monitor is needed for the Educational Advisor in Tehachapi. She is currently using a laptop that was assigned for the campus but then the laptop is not available for other uses.

Headsets for advisors and counselors are needed as they are often on the phone for extended periods of time. They cannot always use speakerphone due to privacy issues and the close proximity of our facilities. Headphones would allow the staff to carry on extended phone appointments with students at a distance while maintaining their privacy and allow their hands to be free to write or type and also prevent neck pain issues.

Cameras (webcams) with microphones are needed for counselors and advisors to conduct online counseling with students.

Marketing

The Counseling Department will coordinate outreach and in-reach activities with the marketing department for the development and production of print materials. The marketing department will also be an integral part of the development of the new student online orientation in terms of content, video production, and photography. Outreach materials will need to be developed to target equity gap groups and to promote core services completion and student success.

Professional Development

Additional and ongoing professional development is needed in some areas such as transcript evaluation, technologies, MIS reporting, transfer awareness, career counseling, and course curriculum development and revisions.

Staffing Requests

1000 Category - Certificated Positions

Counseling (Full-time Faculty – EOPS & General Counseling)

Location:

EKC Edwards/Cal City, EKC Tehachapi

Justification:

Are there too few or too many students enrolling for particular classes or majors?

- There are additional students registering for classes as part of the dual enrollment program and classes at the California City and Tehachapi prisons. In terms of students served, the East Kern campus has become the second largest physical campus at the college (after the main campus) due in large part to the outreach, recruitment, and development of relationships in Tehachapi. With this in mind, the need for counseling staff has increased based on only having one 32-hour per week Ed Advisor, and 1-day per week counselor. Smaller sites have more counseling/student services staff to meet the needs of the students and community.
- Cal City Prison - Total student population 160 students (and growing). In terms of students served and enrolled, CCCC is one of the top three California Community College programs that educates inmate populations in a face-to-face classroom setting. Approximately 30% of Cal City inmate students are participating in the EOPS program. Our goal is to have 80% of this population involved in the EOPS program by the end of spring 2017.
- Tehachapi prison - Total student population is currently 32 (enrolled in one course), but will grow based on the increase number of course offerings (1 course offered during fall 2016 to 4-6 courses offered during spring 2017 semester). The plan is to have EOPS available to students during the 2017-2018 academic year.
- East Kern provides student services support to the largest dual enrollment population at Cerro Coso Community College. East Kern (Mojave, Cal City, Boron High School) dual enrollment students during the fall 2016 semester – 167. Tehachapi High School - 361 dual enrollment students during fall 2016 (with this number increasing). The above school districts also have a large amount of high school students who take concurrent classes at Cerro Coso.
- This position will also support the offerings of counseling courses (i.e. COUN C101 and/or PDEV C101) at the East Kern sites (including the two prisons). Lack of faculty willing to teach at the prison sites makes it extremely difficult to schedule counseling courses, courses that are truly needed when working with the inmate student population.

Are there too many courses or programs that are under capacity? No

Are courses “core mission”? Yes

Are courses overscheduled? No

Is there capacity to offer courses or programs at different times and/or locations? Yes

Is there a workforce shortage in the service area or region? Unknown

What are the costs and/or lost revenue from gaps between student demand and course or program capacity? Unknown

In support of your proposal, provide the following data:

- Size of wait lists in the discipline – N/A
- Department productivity, previous year – see description under #1
- Number of faculty currently in the department – Counseling faculty is in Tehachapi 1 day per week, no faculty at Edwards at this time
- Number of adjunct faculty – 0

- Number of certificates awarded, previous year – N/A
- Number of degrees awarded, previous year – N/A
- Core curriculum classes – COUN C101, PDEV C101
- CTE classes with workforce data (wage/high demand) - unknown
- Number of students at first day and census, previous year - unknown

2000 Category - Classified Staff

Educational Advisor

Location:

EKC Edwards/Cal City, EKC Tehachapi

Salary Grade:

46.5

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

\$87,318.83 (Salary + benefits)

Justification:

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

- There are no other staff in these locations who meet the qualifications required to perform these duties.

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

- In terms of students served, the East Kern campus has become the second largest physical campus at the college (after the main campus) due in large part to the outreach, recruitment, and development of relationships in Tehachapi. If this position hours are not increased, there is a potential that the areas of outreach and recruitment will not be able to get the full attention required, thus affecting growth, enrollment, and overall student support. Additional advising support is needed for the students at the Tehachapi and Cal City prisons as well.

Is a temporary employee currently performing the work of this position? (Y/N) - NO

How is the work assigned to this position presently accomplished? East Kern Ed Advisor – 32 hour position and assistance from IWV staff and KRV part-time counselor (for the prisons)