

# Counseling Department

## Annual Unit Plan for Academic Year 2018-2019

October 2017

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### Describe Department/Unit

#### 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.

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### Report on Improvements Made and Gaps Identified in the Prior Year

#### Student Equity: Actions Taken

Cerro Coso has implemented the use of multiple measures to be aligned with the research and recommendations from the Multiple Measures Assessment Project (MMAP). A Multiple Measures Guide was developed for counselors to use to evaluate different assessment measures. The purpose of the guide is to have a uniform and consistent approach to the implementation of multiple measures and placement and ensure we were maximizing placement for all students and particularly those identified as disproportionately impacted. The number of students completing the assessment process has increased from 46% of students in 2014-15 to 63% of students in 2016-17. The college has been collecting data on the use of multiple measures and subsequent placements since spring 2017. The counseling department will be working with the Institutional Research department to evaluate this data.

The counseling department has been working diligently to expand services for students at a distance or who cannot access a campus easily. The implementation of online counseling was reinstated and a new online intake form was developed to streamline the intake process. A new online orientation was developed with participation from students, faculty, and staff and recently launched in summer 2017. This new online orientation is a much more robust and interactive experience for both new and returning students. In addition to the new orientation, the college worked with the same vendor to develop instructional videos for students. These instructional videos were designed to support students through some of the more difficult processes at the college. These videos are embedded within the online orientation but are also housed outside of the orientation on the college website and used in class presentations. A Spanish language version of the online orientation, for our Hispanic population, is currently being developed. Counselors go into Basic Skills classes every semester to present to students information regarding basic skills completion, education planning, transfer preparation, and career advancement. Instructional videos are also being developed to supplement in-person presentations and to offer students at a distance an option for gaining this information.

Cerro Coso serves such a large area in terms of distance and each of the sites has different populations of students, staff, and faculty. The counseling departments works to ensure that students are receiving equitable services across the college by providing appropriate oversight, staffing, and resources at all sites. The Director of Counseling & SSSP works closely with the Site Directors to ensure that the SSSP budget reflects the resource needs of all sites. In addition, while counseling staff receive training across the department, they also are provided with individualized training as needed to address the unique needs of their sites and populations of students they serve.

In academic year 2016-2017, student success courses including COUN C101 and PDEV C101 were offered to students incarcerated at the California City and Tehachapi prisons. COUN C101 was offered in the fall 2016. While the course was successful, it was determined that a 3-unit student success course would be a better offering for students in the prison. As a result, PDEV C101 was offered at the California City prison in summer 2017. For 2017-2018, PDEV C101 will be offered in the fall and spring semester at the Tehachapi prison, with the same cycle to occur at the California City prison starting spring 2018.

In fall 2017, the Umoja program was developed which focuses on improving student success rates; particularly for African American

students. Faculty attended the Umoja Summer Learning Institute and learned instructional strategies for their classrooms. The first class to be offered with an "Umoja focus" was PDEV C101 in fall 2017.

## **Student Equity: Gaps to be Addressed**

### **Ethnicity: African American**

#### **Gap Identified:**

African-American students are much less likely to persist from semester to semester and successfully complete their courses in their first year. The expansion 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. In fall 2017, the Umoja program was developed to help address gaps in this area as well. The counseling department has a dedicated counselor supporting students in the Umoja program, teaching PDEV C101 – Becoming a Master Student, and supporting other student service activities for the program. The counseling department will continue to work closely with the Director of Student Equity as the Umoja program expands.

### **Socioeconomic Status: Economically Disadvantaged**

#### **Gap Identified:**

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. The counseling department work both internally to identify foster youth and with external community partners to provide outreach materials and engage potential students. The department will work closely with A&R and Financial Aid to partner in this initiative. Our Educational Advisor who focuses on outreach activities will be our point person for this initiative. We expect to develop targeted outreach materials to support these activities.

## **Outcomes Assessment: Actions Taken**

### **Actions taken in the prior academic year**

#### **Non-instructional Outcomes Assessment: Actions Taken**

A new online orientation was developed with participation from students, faculty, and staff and recently launched in summer 2017. The design and filming for the orientation took the entire year and was a collaborative process among counseling and other departments. This new online orientation is a much more robust and interactive experience for both new and returning students. In addition to the new orientation, the college worked with the same vendor to develop instructional videos for students. These instructional videos were designed to support students through some of the more difficult processes at the college. These videos are embedded within the online orientation but are also housed outside of the orientation on the college website and used in class presentations.

The counseling department has worked at revising the assessment/placement process to ensure students are being accurately placed into appropriate English and math courses. In order to maximize placement and adhere to existing research protocols, the college has aligned the assessment and placement process to the recommendations from the Multiple Measures Assessment Project (MMAP). Using these recommendations, the Counseling, Math, and English departments developed a Multiple Measures Guide in 2017. The department began collecting data to track placements in spring 2017 and will be working with our Institutional Researcher to begin evaluating that data. The college is also participating in the Common Assessment Initiative (CAI) and has completed some pilot testing of the new assessment. Our college will continue as an early adopter in the CAI but the initiative is currently on hold by the state.

Efforts to involve faculty in the completion of core services has been gaining momentum. These include activities such as Class to Career and the development of a Faculty Guide to SSSP. Class to Career presentations were revised and new videos were developed for online classes and to enhance on-ground presentations. These workshops have been expanded and are available to all classes across the sites. The presentations encourage students to complete core services, provide information on transfer, financial aid, and other resources. The counseling department has also been inviting academic departments to attend counseling staff meetings in an effort to improve communication, partnerships, and the completion of core services. This has helped with some academic departments adopting strategies within the classroom to complete services such as the long-term education plan.

The department has been evaluating MIS data procedure, collection, and evaluation to determine the need for training, further evaluation, and next steps. Based on some audit findings, staff were directed to change some data collection methods which seemed to cause additional confusion. The Director recently consulted with Porterville College and is going to retrain staff on data collection procedures. In addition, the Director will meet with IR to review our data collection procedures and evaluate the existing data to ensure it is being captured accurately.

### **Instructional Outcomes Assessment: Actions Taken**

#### *COUN C101 (Tools for College Success)*

The counseling faculty revised the course description and Student Learning Outcomes (SLOs) for COUN C101 which were approved in fall 2016. In spring 2017, the counseling faculty developed assignments and rubrics to assess the new SLOs. Data will be collected for COUN C101 during the fall 2017 and spring 2018 using the new SLO's, assignments, rubrics. Once the SLOs have been assessed for two semesters, counseling faculty will meet to review the data and revise the assignments/rubrics if needed.

#### *PDEV C052 (Becoming a Successful Online Student)*

After discussions in 2016-2017, it was determined that the PDEV C052 course description and SLOs will be revised and submitted to CIC in fall 2017.

#### *PDEV C101 (Becoming a Master Student)*

Discussions will begin this year regarding revisions that need to be made to PDEV C101's course description and the course's seven student learning outcomes.

#### *PDEV C100 (Student Success Career Pathway)*

PDEV C100 was offered for the first time in fall 2016 as a dual enrollment course at Tehachapi High School and California City High School. Tehachapi High School offered PDEV C100 as a dual enrollment course in spring 2017. SLO data was collected via a class survey for each semester.

## **Assessments completed in the prior academic year**

### **Non-instructional Assessments:**

#### *Overview of Core Services/Matriculation Data (see attachment for matriculation data)*

Overall, the completion of core services has decreased during the past year. This varies from site to site but in general the numbers of students completing orientation, counseling, and education planning have decreased. The exception to this is that the number of students completing the assessment process has increased across sites. The number of students completing abbreviated education plans increased by 5% but the number of students completed comprehensive education plans decreased by 3% overall. Again, these numbers vary from site to site. Some of our sites have increased the completion numbers of both abbreviated and comprehensive education plans while others have decreased but overall less students are completing these services at all sites. Counseling services had an increase in 2015-16 from 51% to 60% and then decreased in 2017-18 back to 49%. Overall, our services for students at a distance (online students or students not near a campus) have increased. For students that we serve at a distance, from 2014-15 to 2016-17, the completion of assessment increased from 22% to 35%; completion of orientation increased from 30% to 49%; completion of counseling increased from 32% to 40%; and completion of an education plan increased from 16% to 29%.

#### *Class to Career*

In fall 2016, 232 students were enrolled in the classes that received Class-to-Career presentations. Of those students, 73 (31%) had completed a long-term education plan prior to the Class-to-Career presentation. After the presentation, 91 additional students completed a long-term education plan. Our SSSP student worker contacted the students who had not completed education plans to invite them to do so. Of the students she called, five completed long-term education plans afterwards. Thus, 96 students (41%) completed education plans after the presentation and follow-up contact. This equates to a 31.5% increase in the number of students who completed long-term education plans after the presentation, as opposed to before. There are other variables that most likely contributed to this increase, in addition to the Class-to-Career presentation. The department will be working with our IR department to further evaluate the impact of Class to Career and develop annual unit outcomes associated with this program.

#### *Early Alert*

Two surveys were developed for students who received Early Alerts: one for students that were able to be contacted by phone, and one for students that were emailed. In fall 2016, 39 students received Early Alerts. Of those students, 32 were called by a student worker for the follow-up survey (some students did not have phone numbers listed). Only seven students completed the survey. Of those seven students, four had originally been contacted via phone by a counselor regarding the Early Alert, and three had originally been contacted via email by the counselor. The three who had received emails from the counselor did not complete the entire survey, because none were aware that they had received an Early Alert and follow-up email in their college account.

The students who had originally been contacted via phone were much more responsive to the student worker: they answered all of the questions, they expressed appreciation of the Early Alert contact, and they said the contact was encouraging and helpful. Two students reported utilizing resources more after the Early Alert, and three students increased communication with their instructors after the alert. One student reported that the Early Alert contact "provided [him] an opportunity to contact a counselor and make a decision." Another student said the Early Alert contact "created a sense of urgency to not put [the class] off."

### **Instructional Assessments:**

#### *COUN C101 (Tools for College Success)*

The counseling faculty revised the Student Learning Outcomes (SLOs) for COUN C101 which were approved in the fall of 2016. In spring 2017, the counseling faculty developed assignments and rubrics to assess the new SLOs. Data will be collected for COUN C101 during the fall 2017 and spring 2018 using the new SLO's, assignments, rubrics. Once assessed for two semesters, counseling faculty will meet to review the data and revise the assignments/rubrics if needed.

#### *PDEV C052 (Becoming a Successful Online Student)*

After discussions in 2016-2017 it was determined that the PDEV C052 SLOs will be revised and submitted to CIC in fall 2017.

#### *PDEV C101 (Becoming a Master Student)*

Discussions will begin this year regarding revisions that need to be made to PDEV C101's course description and course's seven student learning outcomes.

#### *PDEV C100 (Student Success Career Pathway)*

- Fall 2016 - no SLO gaps were identified
- Spring 2017 - no SLO gaps were identified

## **Outcomes Assessment: Gaps to be Addressed**

### **Increase the number of students completing orientation, education planning, and counseling.**

#### **Type:**

AUO

#### **Target Missed/Gap Detected:**

Based on 2016-17 program review data, the number of students completing orientation, education planning, and counseling have decreased except for students at a distance.

#### **Type of Gap:**

Need to improve operational processes. Other (explain in Analysis).

#### **Analysis and Plan for Improvement:**

Overall, the completion of core services has decreased during the past year. This varies from site to site but in general the numbers of students completing orientation, counseling, and education planning have decreased. The exception to this is that the number of students completing the assessment process has increased across sites. The number of students completing abbreviated education plans increased by 5% but the number of students completed comprehensive education plans decreased by 3% overall. Again, these numbers vary from site to site. Some of our sites have increased the completion numbers of both abbreviated and

comprehensive education plans while others have decreased but overall less students are completing these services at all sites. Counseling services had an increase in 2015-16 from 51% to 60% and then decreased in 2017-18 back to 49%. Overall, our services for students at a distance have increased. For students that we serve at a distance, from 2014-15 to 2016-17, the completion of assessment increased from 22% to 35%; completion of orientation increased from 30% to 49%; completion of counseling increased from 32% to 40%; and completion of an education plan increased from 16% to 29%.

There are several strategies that will be put in place to increase core service completion among students at on-ground campuses. In addition, we will continue to provide services for students at a distance so that our improved efforts in those areas continue.

- Increase interaction with students regarding missing core services at multiple points of contact (e.g. using SARS to alert and advise students, use of Navigate, reminders during appointments, etc.)
- Retraining for front line staff (e.g. department assistants) to promote completion of core services upon first student contact
- Expand Class to Career presentations to more classrooms
- Expand partnerships with faculty and academic departments to promote core service completion
- Work with IR to verify accuracy of MIS data reporting, collection, and evaluation procedures are accurate and consistent
- Provide training to staff on data reporting and collection

#### **Anticipated Semester for Implementing Planned Improvements:**

fall 2017

#### **Anticipated Semester of Next Assessment:**

spring 2018

## **Program Review: Actions Taken**

### **Counseling**

#### **Year of Last Program Review:**

2013

#### **Actions Taken in the Prior Year to Address Strategies:**

- The Student Success and Support Council continues to meet regularly to coordinate, plan, assess, and evaluate student support services including initiatives under the Counseling Department such as SSSP and Student Equity.
- Staffing has been increase over the past 2 years with an additional adjunct counselor hired in the past year.
- A new online orientation was developed with participation from students, faculty, and staff and recently launched in summer 2017.
- Efforts to involve faculty in the completion of core services has been growing. These include activities such as Class to Career and the development of a Faculty Guide to SSSP. Class to Career videos were redone and enhance on-ground and online classroom presentations. Presentations have been expanded to be available to all programs. The counseling department has also been inviting academic departments to attend counseling staff meetings in an effort to improve communication, partnerships, and the completion of core services. This has helped with some academic departments adopting strategies within the classroom to complete services such as the long-term education plan which is a benefit to both the non-instructional and instructional sides of the college.
- The college has implemented the EAB Navigate platform to streamline student onboarding and to provide a support mechanism to help students identify pathways and stay on their path from start to completion. In fall/spring 17-18, the platform will be expanded into Navigate 2.0 which will include an enhanced student experience with text/email notifications, an advisor dashboard, and an early alert system.

#### **Strategies Still to be Addressed:**

- The implementation of mandatory core services has not been implemented college wide due to enrollment management concerns at the district level. We are able to ensure mandatory completion for certain populations such as students in programs such as EOPS, DSPS, Umoja, etc. but we are not able to go full scale with all students at this time.
- Degree Works - the program is ready to be implemented but the district needs to agree on the use of catalog rights before it

can be utilized.

- The online SEP will be available once Degree Works is in place. In the meantime, students are emailed their SEP upon completion.
- Creation of a One-Stop Student Services Center - it is expected that this will be opened in fall 2018.
- Cranium Cafe will be introduced to improve online counseling services and services for students at a distance.

## **Annual Planning: Actions Taken**

### **1. Development and implementation of technology solutions to improve counseling and education planning.**

The college has implemented the EAB Navigate platform to streamline student onboarding and to provide a support mechanism to help students identify pathways and stay on their path from start to completion. During the past year, the platform was expanded to be available to all students. This involved developing new configurations for returning students and targeted populations. The students have a dynamic path that is tailored to their individual status as a new or returning student. In fall/spring 17-18, the platform will be expanded into Navigate 2.0 which will include an enhanced student experience with text/email notifications, an advisor dashboard, and an early alert system. College Lingo was implemented and is being used to supplement probation and disqualification workshops. Workshops are available to all students but those students identified as at-risk are required to complete specifically identified workshops as part of the efforts to get them back into good standing. SARS Early Alert continues to be used but still remains minimally functional at best. The department is in the process of switching early alert systems to Navigate.

### **2. Development of outreach and in-reach activities and materials to engage students in completion of orientation, assessment, counseling.**

Efforts to involve faculty in the completion of core services has been gaining momentum. These include activities such as Class to Career and the development of a Faculty Guide to SSSP. Class to Career presentations were revised and new videos were developed for online classes and to enhance on-ground presentations. These workshops have been expanded and are available to all classes across the sites. The presentations encourage students to complete core services, provide information on transfer, financial aid, and other resources. The counseling department has also been inviting academic departments to attend counseling staff meetings in an effort to improve communication, partnerships, and the completion of core services. This has helped with some academic departments adopting strategies within the classroom to complete services such as the long-term education plan. The counseling department has increased outreach and in-reach activities to both new and existing students throughout the year; including those students identified as disproportionately impacted. Activities have included mobile counseling (advising where the students are at such as the LRC), open houses, increased outreach to the high schools and middle schools, targeted outreach activities to veterans, career exploration day, parent nights, and much more. The department will continue these activities and add more to target additional populations in the next academic year.

### **3. Improvement of assessment preparation process and use of multiple measures to improve appropriate placement.**

The counseling department has worked at revising the assessment/placement process to ensure students are being accurately placed into the correct classes. In order to maximize placement and adhere to existing research protocols, the college has aligned the assessment and placement process to the recommendations from the Multiple Measures Assessment Project (MMAP). Using these recommendations, the Counseling, Math, and English departments developed a Multiple Measures Guide. The college began collecting data to track placements in spring 2017 and will be working with our Institutional Researcher to begin evaluating that data. The college is also participating in the Common Assessment Initiative (CAI) and has completed some pilot testing of the new assessment process. Our college will continue as an early adopter in the CAI. In addition to the use of multiple measures to improve and maximize student placement, a focus on assessment preparation was fully implemented in 2015. Students are highly encouraged to prepare for the Accuplacer ahead of taking the test and giving preparation materials to assist them. The overall culture at the college has shifted to one of ensuring students spending time preparing and refreshing their skills before taking the placement exam. The college also adjusted the branching profile within Accuplacer after review of data. Through test preparation, the use of multiple measures, and the changes to the branching profile, the college has been able to maximize student placement in courses.

### **4. Expansion of services for students at a distance.**

Online counseling has been reinstated via an email format and an online form submission. Counselors at IWV are able to provide support for students via email communication and assist them in the completion of core services. The department will continue to

work on expanding our services for students at a distance by implementing Cranium Cafe for online counseling. While we have had an online orientation for years, the new online orientation (developed and hosted by Advantage Design Group) is much more advanced in its functionality than the one we had from Comevo. We are looking to move some of our other online workshops to this platform as well as it is much more dynamic, appealing to students, and user-friendly. Services at a distance within the counseling department are to be further expanded through the implementation of Cranium Café and developing our existing presentations such as Class to Career in the student learning system, Canvas.

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## Review of Current Year Initiatives

### Reminder of Initiatives for the Current Year

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

The Director of Counseling and the Faculty Chair have requested support from the Institutional Research Department to assist in development of AUOs, evaluation of matriculation data, and training where necessary.

#### Implementation of Technology Solutions to Improve Access and Efficiency

The counseling department will need to work with IR to ensure MIS reporting is accurate and reflects actual work being done within the department.

#### Increased Outreach and In-reach to Improve Student Success

The department needs a tracking mechanism for documenting in-reach and outreach activities and outcomes from those activities.

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## Plan Initiatives for Next Year

### Initiatives for Next Academic Year

#### Improving and Increasing Matriculation Services

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

- Develop campaign to promote new online orientation
- Implementation of Cranium Cafe for online counseling
- Partner with faculty and academic departments to engage them in the completion of core services
- Expansion of in-reach and outreach activities
- Retraining of staff on promoting core service completion
- Training and evaluation on data procedures and collection

**Lead Measure of Success:**

- Requests for Class to Career presentations or other activities by faculty
- SARS appointment data
- Review of online orientation dashboard to monitor student use and satisfaction

**Are any of the lead measures identified above lacking assessment instruments?**

Yes

**Does the department request help to develop these instruments?**

Yes

**Lag Measure of Success:**

- Number of students completing core services
- Student Experience Survey data

**Person Responsible:**

Director of Counseling & SSSP, Counseling Staff and Faculty

**It addresses a gap in outcomes assessment**

**Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

**Increase the Use and Integration of Existing Technology Solutions**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

- Develop campaigns to promote the various technology tools we have such as Navigate 2.0, College Lingo, Cranium Cafe, and Online Orientation
- Implement the use of the Advisor Dashboard within Navigate 2.0
- Transition from SARS Early Alert to Navigate 2.0 Early Alert in collaboration with faculty
- Provide training and awareness opportunities for faculty and staff on various technology tools

**Lead Measure of Success:**

- Activities for faculty and staff to increase their awareness of existing technology solutions
- Student & Advisor Test Groups for Navigate

**Are any of the lead measures identified above lacking assessment instruments?**

Yes

**Does the department request help to develop these instruments?**

Yes

**Lag Measure of Success:**

- Navigate data - student usage rates, return use, use of specific components
- Orientation data - student usage rates, satisfaction
- College Lingo data - student usage and satisfaction

**Person Responsible:**

Director of Counseling & SSSP, Counseling Staff and Faculty

**It addresses a program review strategy**

**Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

### **Develop a Guided Pathways Model**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

- Direct students to tools such as Navigate 2.0 - Major Explorer, O\*Net, and similar inventories to explore interest areas and pathways
- Identify processes that are barriers or points of confusion for students and develop strategies to address those issues
- Expand technology solutions to support students to remain on the pathway or provide guidance if the need redirection (e.g. Navigate, orientation)
- Provide faculty and staff professional development opportunities supporting Guided Pathway strategies and activities

**Lead Measure of Success:**

- Evaluation of Navigate student usage
- Identification of barriers and points of confusion for students

**Are any of the lead measures identified above lacking assessment instruments?**

Yes

**Does the department request help to develop these instruments?**

Yes

**Lag Measure of Success:**

- Persistence from semester to semester

**Person Responsible:**

Director of Counseling & SSSP, Counseling Faculty & Staff

**It addresses a gap in student equity**

**Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

### **Develop a Communication Plan to Improve Identification of and Support to All Students Including those Identified as Disproportionately Impacted**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

- Launch a campaign to introduce the new features associated with Navigate 2.0
- Identify strategies to promote the completion of 30 units within a year
- Develop strategies from the standpoint of the student experience to promote communication regarding workshops, programs, activities, etc.
- Develop strategy for getting students to utilize their college email

**Lead Measure of Success:**

- Increase in number of outreach strategies, ads, modes of communication
- Partnership with marketing and other departments
- Students willing to increase the number of units they take

**Are any of the lead measures identified above lacking assessment instruments?**

Yes

**Does the department request help to develop these instruments?**

Yes

**Lag Measure of Success:**

- Development of a communication plan
- Increase in student use of email

**Person Responsible:**

Director of Counseling & SSSP, Counseling Staff and Faculty

**It addresses a gap in student equity**

It addresses a goal of the Integrated SSSP/Student Equity/BSI Plan.

**Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

## Evaluate Resource Needs

### Facilities

The Counseling Department at IWV needs to ensure that there is enough space to provide adjunct counseling support to students whether that is in the modulars, LRC, or in the new one-stop space. As full-time positions have increased and been filled, the space has been reduced for adjunct counselors to meet privately with students. The Director is trying to work their schedules around available office time but this is not what is always best operationally or what meets the needs of students.

### Information Technology

The Counseling Department will need support from IT as we expand the Navigate 2.0 platform which will include an advisor dashboard and Early Alert system.

### Marketing

The Counseling Department will need support from the marketing department for the following initiatives:

- Ongoing campaign to promote new online orientation
- Campaign to direct students to Navigate and promote its use among students and staff/faculty
- Developing strategies from the standpoint of the student experience to promote communication regarding workshops, program, activities, use of student email, etc.
- Design of dual/concurrent enrollment handbook and other outreach materials

## Professional Development

- Training for faculty and staff on various technology tools in order to promote and increase use
- Professional development on strategies in the area of Guided Pathways

## Staffing Requests

### 1000 Category - Certificated Positions

#### Counseling

**Location:**

EKC Edwards/Cal City, EKC Tehachapi, Kern River Valley

**Justification:**

There have been a number of factors that have influenced changes in student demand and associated job responsibilities in the East Kern area such as an increase in population of students at the prison and dual enrollment sites, and decreases in on-ground students at the KRV campus. As a result, the college needs to evaluate current positions and job duties at these sites to ensure appropriate distribution of work based on need.

### 2000 Category - Classified Staff

#### Counseling

**Location:**

EKC Edwards/Cal City, EKC Tehachapi, Kern River Valley

**Salary Grade:**

**Number of Months:**

**Number of Hours per Week:**

**Salary Amount:**

**Justification:**

There have been a number of factors that have influenced changes in student demand and associated job responsibilities in the East Kern area such as an increase in population of students at the prison and dual enrollment sites, and decreases in on-ground students at the KRV campus. As a result, the college needs to evaluate current positions and job duties at these sites to ensure appropriate distribution of work based on need.

### Counseling

#### Student Demographic Information

Unduplicated Headcount <sup>1</sup>	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	% Change								
Cerro Coso College	<b>324</b>	6%	<b>324</b>	0%	<b>370</b>	14%	<b>484</b>	31%	<b>447</b>	-8%

Gender	Counseling										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	192	59%	191	59%	232	63%	271	56%	257	57%	5,310	59%
Male	132	41%	132	41%	138	37%	213	44%	189	42%	3,574	40%
Not Reported			1	0%					1	0%	105	1%

Age	Counseling										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	104	32%	109	34%	116	31%	174	36%	173	39%	1,848	21%
20-29	135	42%	129	40%	140	38%	180	37%	172	38%	3,672	41%
30-39	40	12%	40	12%	57	15%	76	16%	54	12%	1,837	20%
40 & Older	45	14%	46	14%	57	15%	54	11%	48	11%	1,632	18%

Ethnicity	Counseling										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	13	4%	8	2%	19	5%	37	8%	28	6%	478	5%
American Indian	6	2%	11	3%	30	8%	28	6%	24	5%	127	1%
Asian/Filipino/Pac. Islander	7	2%	7	2%	9	2%	17	4%	10	2%	366	4%
Hispanic/ Latino	96	30%	120	37%	119	32%	178	37%	165	37%	3,574	40%
White	175	54%	158	49%	162	44%	193	40%	165	37%	3,940	44%
Two or More Races	26	8%	18	6%	29	8%	31	6%	29	6%	385	4%
Not Reported	1	0%	2	1%	2	1%			26	6%	119	1%

Ed Plan Completion	Counseling										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	19	6%	12	4%	50	14%	106	22%	89	20%	1,407	16%
Comprehensive	215	66%	238	73%	199	54%	165	34%	150	34%	1,955	22%
Both (Abbrev. and Comp.)	37	11%	21	6%	60	16%	150	31%	132	30%	1,475	16%
Other Ed Plan					6	2%	2	0%	3	1%	31	0%
Exempt							3	1%	1	0%	479	5%
No Ed Plan Completed	53	16%	53	16%	55	15%	58	12%	72	16%	3,642	41%

Completed Matriculation <sup>2</sup>	Counseling										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	228	70%	247	76%	291	79%	386	80%	329	74%	4,687	52%

\*This subject has no majors/awards

## Course Enrollments

Active Sections	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	8	8	10	12	10
Distance Ed	3	2	3	5	5
<b>Total</b>	<b>11</b>	<b>10</b>	<b>13</b>	<b>17</b>	<b>15</b>

First Day Enrollment <sup>4</sup>	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	264	268	290	375	311
Distance Ed	157	100	142	231	243
<b>Total</b>	<b>421</b>	<b>368</b>	<b>432</b>	<b>606</b>	<b>554</b>

Census Day Enrollment <sup>4</sup>	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	232	254	261	336	283
Distance Ed	98	76	113	151	175
<b>Total</b>	<b>330</b>	<b>330</b>	<b>374</b>	<b>487</b>	<b>458</b>

Subject Students/Section <sup>5</sup>	Subject				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	29	32	26	28	28
Distance Ed	33	38	38	30	35
<b>Total</b>	<b>30</b>	<b>33</b>	<b>29</b>	<b>29</b>	<b>31</b>

Collegewide Students/Section <sup>5</sup>	Collegewide				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	18	19	17	17	17
Distance Ed	29	28	27	27	27
<b>Total</b>	<b>24</b>	<b>24</b>	<b>22</b>	<b>22</b>	<b>21</b>

First Day Waitlist <sup>6</sup>	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	18	36	5	16	14
Distance Ed	39	25	15	8	15
<b>Total</b>	<b>57</b>	<b>61</b>	<b>20</b>	<b>24</b>	<b>29</b>

## FTES, FTEF & Productivity

FTES <sup>7</sup>	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	17.6	18.5	18.6	24.5	20.6
Distance Ed	6.1	4.7	7.0	9.4	10.7
<b>Total</b>	<b>23.7</b>	<b>23.2</b>	<b>25.7</b>	<b>33.9</b>	<b>31.3</b>

FTEF Workload <sup>7</sup>	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	0.5	0.3	0.1	0.5	0.7
Distance Ed	0.1	0.0	0.2	0.3	0.3
<b>Total</b>	<b>0.7</b>	<b>0.3</b>	<b>0.3</b>	<b>0.8</b>	<b>0.9</b>

FTEF Workload By Contract Type	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time	0.0	0%	0.0	0%	0.0	11%	0.1	17%	0.0	0%
2) Overload	0.3	40%	0.1	50%	0.1	44%			0.3	29%
3) Adjunct	0.3	40%	0.1	50%	0.1	44%	0.5	67%	0.5	57%
4) Summer	0.1	20%					0.1	17%	0.1	14%

Subject Productivity (FTES/FTEF) <sup>8</sup>	Subject				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	33.2	69.5	140.1	46.1	30.9
Distance Ed	45.8		42.2	35.2	40.4
<b>Productivity (FTES/FTEF)</b>	<b>35.7</b>	<b>87.2</b>	<b>85.7</b>	<b>42.5</b>	<b>33.6</b>

Collegewide Productivity (FTES/FTEF) <sup>8</sup>	Collegewide				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	13.9	13.0	12.4	12.3	11.8
Distance Ed	15.1	14.1	13.9	13.9	13.7
Productivity (FTES/FTEF)	14.5	13.6	13.1	13.1	12.8

## Success & Retention Rates

Subject <sup>9</sup>	2012-13		2013-14		2014-15		2015-16		2016-17	
	Retention	Success								
Traditional	84%	64%	85%	63%	81%	71%	80%	68%	84%	66%
Distance Ed	78%	56%	76%	55%	83%	63%	81%	60%	79%	66%
<b>Total</b>	<b>82%</b>	<b>62%</b>	<b>83%</b>	<b>62%</b>	<b>81%</b>	<b>68%</b>	<b>80%</b>	<b>66%</b>	<b>82%</b>	<b>66%</b>

Collegewide <sup>9</sup>	2012-13		2013-14		2014-15		2015-16		2016-17	
	Retention	Success								
Traditional	90%	76%	89%	75%	90%	79%	91%	80%	94%	83%
Distance Ed	79%	61%	79%	61%	81%	65%	82%	64%	85%	66%
<b>Total</b>	<b>83%</b>	<b>67%</b>	<b>82%</b>	<b>66%</b>	<b>85%</b>	<b>71%</b>	<b>86%</b>	<b>70%</b>	<b>89%</b>	<b>73%</b>

## Success & Retention Rates Disaggregated

Because of small numbers, the five years represented in this report were combined. Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results.

Subject Overall Combined	Retention	Success
Counseling	82%	65%

Collegewide Overall Combined	Retention	Success
Cerro Coso College	85%	70%

Subject Gender	Retention	Success
Female	83%	68%
Male	80%	61%

Collegewide Gender	Retention	Success
Female	84%	69%
Male	86%	71%

Subject Age	Retention	Success
19 & Younger	85%	68%
20-29	81%	61%
30-39	80%	68%
40 & Older	78%	67%

Collegewide Age	Retention	Success
19 & Younger	88%	71%
20-29	83%	66%
30-39	84%	71%
40 & Older	85%	75%

Subject Ethnicity	Retention	Success
African American	69%	42%
American Indian	75%	65%
Asian/Filipino/Pac. Islander	82%	73%
Hispanic/ Latino	85%	71%
Two or More Races	79%	59%
White	82%	63%

Collegewide Ethnicity	Retention	Success
African American	73%	49%
American Indian	80%	60%
Asian/Filipino/Pac. Islander	89%	77%
Hispanic/ Latino	84%	67%
Two or More Races	84%	68%
White	87%	74%

Subject Ed Plan Completion	Retention	Success
Completed Student Ed Plan	87%	71%

Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	86%	72%

Subject Fully Matriculated	Retention	Success
Fully Matriculated	88%	73%

Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	86%	72%

\*This subject has no majors/awards

## Footnote Explanations

- 1 The Unduplicated Headcount is the number of students enrolled on census day, where each student is counted one time.
- 2 Fully matriculated is completing (or being exempt from) all matriculation components (Assessment, Orientation, Counseling, and Ed Plan).
- 3 When the same major is offered at another KCCD college, the student count includes students who selected their major at the other college but who attended this college. Only majors that students have declared are shown. An '\*' indicates that a Major does not exist in the 2016-17 college catalog.
- 4 Enrollments are reported on both First Day and Census Day. Each course a student is enrolled in is counted as one enrollment.
- 5 Students per Section is defined as census enrollments divided by active sections. Cross-listed sections are not combined.
- 6 Waitlisted Enrollments on First Day (determined by section start date) where each section a student is waitlisted in counts as one waitlisted enrollment.
- 7 Acronyms FTES and FTEF represent full-time equivalent students and full-time equivalent faculty (workload associated with sections taught) respectively.
- 8 FTES/FTEF: A measurement of productivity where the generally accepted target is 17.5.
- 9 Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,P).  
Retention rate numerator: Number of course enrollments retained through the semester (grade=A,B,C,P,D,F,NP,I).  
Success and Retention rate denominator: Number of enrollments retained (A,B,C,P,D,F,NP,I), dropped after Census Day (DR), and withdrawn (W).
- 10 Only programs with student awards will be shown. An '\*' indicates that the program major does not exist in 2016-17 college catalog.

### Counseling

Student Headcount, Unduplicated <sup>1</sup>	2012-13		2013-14		2014-15		2015-16		2016-17		Trendlines (% of Column)
	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	
First-Time Students	1,017	-	1,484	46%	1,411	-5%	1,598	13%	1,076	-33%	
<b>CA Matriculation Requirements<sup>2</sup></b>	#	%	#	%	#	%	#	%	#	%	
<b>Assessment</b>											
Completed	582	57%	690	46%	649	46%	794	50%	682	63%	
Exempt	1	0%	5	0%	1	0%	19	1%	9	1%	
Not Completed	434	43%	789	53%	761	54%	785	49%	385	36%	
<b>Orientation</b>											
Completed	530	52%	706	48%	650	46%	868	54%	579	54%	
Exempt	1	0%					20	1%	11	1%	
Not Completed	486	48%	778	52%	761	54%	710	44%	486	45%	
<b>Counseling</b>											
Completed	603	59%	780	53%	717	51%	951	60%	525	49%	
Exempt											
Not Completed	414	41%	704	47%	694	49%	647	40%	551	51%	
<b>Ed Plan</b>											
Abbreviated	15	1%	16	1%	163	12%	268	17%	183	17%	
Comprehensive	442	43%	473	32%	253	18%	237	15%	153	14%	
Both (Abbrev. and Comp.)	7	1%	2	0%	68	5%	173	11%	95	9%	
Other Ed Plan					2	0%			2	0%	
Exempt							18	1%	10	1%	
No Ed Plan Completed	553	54%	993	67%	925	66%	902	56%	633	59%	
<b>Fully Matriculated</b>											
<b>Fully Matriculated<sup>3</sup></b>	<b>339</b>	<b>33%</b>	<b>348</b>	<b>23%</b>	<b>367</b>	<b>26%</b>	<b>533</b>	<b>33%</b>	<b>340</b>	<b>32%</b>	
<b>Not Fully Matriculated</b>	<b>678</b>	<b>67%</b>	<b>1,136</b>	<b>77%</b>	<b>1,044</b>	<b>74%</b>	<b>1,065</b>	<b>67%</b>	<b>736</b>	<b>68%</b>	
<b>Follow-up<sup>4</sup></b>	#	%	#	%	#	%	#	%	#	%	
Completed					152	11%	708	44%	412	38%	
Not Completed					1,259	89%	890	56%	664	62%	

### Counseling

Students Completing CA Matriculation Requirements by Campus Location <sup>5</sup>	2012-13		2013-14		2014-15		2015-16		2016-17		Trendlines (% of Column)
	#	%	#	%	#	%	#	%	#	%	
<b>Bishop/ Mammoth</b>											
First-Time Student Headcount	163	-	159	-	180	-	220	-	149	-	
Assessment	106	65%	104	65%	100	56%	135	61%	103	69%	
Orientation	77	47%	70	44%	82	46%	113	51%	99	66%	
Counseling	112	69%	111	70%	103	57%	161	73%	112	75%	
Ed Plan	99	61%	99	62%	99	55%	142	65%	112	75%	
Fully Matriculated <sup>3</sup>	<b>66</b>	<b>40%</b>	<b>49</b>	<b>31%</b>	<b>64</b>	<b>36%</b>	<b>91</b>	<b>41%</b>	<b>88</b>	<b>59%</b>	
Follow-up <sup>4</sup>					6	3%	126	57%	89	60%	
<b>Main Campus</b>											
First-Time Student Headcount	350	-	402	-	391	-	556	-	405	-	
Assessment	288	82%	329	82%	297	76%	431	78%	322	80%	
Orientation	255	73%	285	71%	258	66%	405	73%	217	54%	
Counseling	283	81%	327	81%	294	75%	463	83%	249	61%	
Ed Plan	230	66%	247	61%	215	55%	370	67%	207	51%	
Fully Matriculated <sup>3</sup>	<b>187</b>	<b>53%</b>	<b>204</b>	<b>51%</b>	<b>177</b>	<b>45%</b>	<b>308</b>	<b>55%</b>	<b>156</b>	<b>39%</b>	
Follow-up <sup>4</sup>					99	25%	358	64%	180	44%	
<b>KRV/ South Kern</b>											
First-Time Student Headcount	105	-	150	-	179	-	151	-	288	-	
Assessment	67	64%	88	59%	106	59%	87	58%	174	60%	
Orientation	55	52%	90	60%	113	63%	95	63%	149	52%	
Counseling	60	57%	87	58%	106	59%	98	65%	70	24%	
Ed Plan	42	40%	45	30%	63	35%	70	46%	56	19%	
Fully Matriculated <sup>3</sup>	<b>27</b>	<b>26%</b>	<b>37</b>	<b>25%</b>	<b>50</b>	<b>28%</b>	<b>58</b>	<b>38%</b>	<b>47</b>	<b>16%</b>	
Follow-up <sup>4</sup>					5	3%	35	23%	60	21%	
<b>Not a CC Zip Code</b>											
First-Time Student Headcount	399	-	773	-	661	-	671	-	234	-	
Assessment	121	30%	169	22%	146	22%	141	21%	83	35%	
Orientation	143	36%	261	34%	197	30%	255	38%	114	49%	
Counseling	148	37%	255	33%	214	32%	229	34%	94	40%	
Ed Plan	93	23%	100	13%	109	16%	114	17%	68	29%	
Fully Matriculated <sup>3</sup>	<b>59</b>	<b>15%</b>	<b>58</b>	<b>8%</b>	<b>76</b>	<b>11%</b>	<b>76</b>	<b>11%</b>	<b>49</b>	<b>21%</b>	
Follow-up <sup>4</sup>					42	6%	189	28%	83	35%	

Source: Cognos Report (August, 2017)

<sup>1</sup> **First-Time Student Headcount, Unduplicated**: Number of first-time students enrolled on census day, where each student is counted one time.

<sup>2</sup> **Matriculation Requirements**: There are four matriculation requirements for CA Community College students: Orientation, Assessment, Counseling/Advising and the development of an Educational Plan.

<sup>3</sup> **Fully Matriculated**: Students who completed or were exempt from all four matriculation requirements.

<sup>4</sup> **Follow-up**: Students who received any Academic Progress and/or Career Interest services.

<sup>5</sup> **Campus Location**: A student's campus location is determined by the student's zip code. A student may have received services from a different campus.

# Counseling

