Counseling Department
AUP for Academic Year 2019-2020
October 2018

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.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity: Actions Taken

As a result of expansion at the East Kern sites and to ensure equitable student support services were being provided, the department hired a full-time counselor and expanded the hours of the Educational Advisor. The full-time counselor works with both the general population and Access students in the EOPS and DSPS programs. Both of these staff are also working with incarcerated students, serving students at the campus, and providing support for the expanded dual enrollment population. Inmate education has grown significantly over the past year at both California City Correctional Facility and the California Correctional Institution in Tehachapi. These students are supported by equity funds with textbook reserves, motivational speakers, and properly trained faculty who have attended various inmate education professional development opportunities such as the National Conference on Higher Education in Prison.

In addition to the gaps at East Kern, the department has been working on addressing the gaps of serving male students and veterans. Over the past year, we have been able to hire an advisor to work with the veteran population. We have also been able to hire other staff that are more representative of our student population. The department now has several staff that are bi-lingual. In order to support students who are in the Umoja program, we have a counselor assigned to work directly with these students, participate in program meetings, and provide general support to program activities.

The college continues to implement and expand EAB Navigate and it is now available for all students. This involved developing new configurations for returning students and other targeted populations such as veterans. The students have a dynamic path that is tailored to their individual status. The counseling department has increased outreach and in-reach activities to both new and existing students; including those students identified as disproportionately impacted. Activities have included mobile counseling (advising where the students are at such as the library, classrooms), open houses, increased outreach to the high schools and middle schools, targeted outreach activities to veterans, career exploration day, parent nights, and more. The department will continue these activities and add more to target additional populations and equity gap groups. These activities are tailored based on the needs of the sites and the populations served by those sites. For example, at ESCC Bishop, there are a number of activities developed with the Owens Valley Career Development Center (OVCDC) to provide support to the American Indian population at the college.

In 2017-2018, the department began providing PDEV C101 to incarcerated students. Previously COUN C101 was being offered but it was determined that the 3-unit PDEV C101 class was a better offering for this population of students. The change was implemented as planned and has been successful. PDEV C101 started being offered for the Umoja program in fall 2017 and will be offered each fall.

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. Several faculty attended the Umoja Summer Learning Institute and as the program expands, our department will continue to support the program and identify any additional resources needed.

Socioeconomic Status: Economically Disadvantaged

Gap Identified:

Foster Youth - The college does not have a consistent strategy for identifying and reaching out to foster youth but recently received a grant to provide support and funding 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 will work closely with the Access department to provide support to these students and participate in designated outreach activities.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

Non-instructional Outcomes Assessment: Actions Taken

The department spent a considerable amount of time improving our technology solutions to engage students and modify our Early Alert system. Throughout 2017-2018, a core group of staff and the director worked with EAB to configure the advisor/staff/faculty platform of Navigate. This included the configuration of the advisor dashboard and the new Early Alert System. At the same time, we also were evaluating the student platform and identifying changes needed so that the two platforms will work successfully together. Several staff became trained as administrators to the Navigate site and received training on how to use the site, run progress report campaigns, and initiate and respond to Early Alerts. This was provided in a train-the-trainer model so that we are now able to provide training to other staff and faculty.

In fall 2017, MIS training was provided to all counseling staff to improve the consistency and accurateness of data collection for core services. The department had identified this as a need as well as working with IR to review our data collection procedures and evaluate existing data. There were some gaps identified in data collection that were addressed throughout the year in several different staff meetings. In addition, new documents (cheat sheets) were developed to help staff ensure they are entering data correctly into Banner.

The college's IR Director, provided an Outcomes Assessment training to counseling staff in December, 2017. We used this exercise to identify core outcomes for our department and also focus on outcomes for education planning. The information obtained from the exercise will help inform the 2019 Program Review.

The department began compiling data of students being placed using multiple measures in spring 2017 and began the processing of automating the data collection process with the IR department. The use of multiple measures has enabled students to place at higher levels. The data being collected with enable us to evaluate their success rates.

Changes were made by the department to the Probation and Disqualification process to provide supports earlier and more often. A Student Success Contract was developed in conjunction with the Access department for students who go on Probation 2. This requires students to have monthly contact with a counselor and document use of resources. The department also identified the need to update the online workshop which will be done next year.

Instructional Outcomes Assessment: Actions Taken

In fall 2017 and spring 2018, all counseling classes used at least one strategy that was recommended as a result of the SSSP inquiry group process and the college's student success initiatives.

PDEV C052 (Becoming a Successful Online Student)

PDEV C052 SLOs and course descriptions were not revised in the fall 2017 as planned. However, the SLOs and Detailed Topical Outline have been revised and are currently under review by CIC this fall 2018. If approved the new SLOs and Detailed Topical Outline will be in the 2019-2020 catalog.

PDEV C101 (Becoming a Master Student)

Revisions have been made to PDEV C101 SLOs, course description, and Detailed Topical Outline and submitted to CIC this fall 2018 semester. Once approved counseling faculty will develop assignments and course rubrics to assess the new SLOs in Fall 2019.

PDEV C100 (Student Success Career Pathway)

PDEV C100 has continued to be offered as a dual enrollment course at Tehachapi High School since Fall 2016. SLO data is scheduled to be collected in Fall 2019.

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 still remains low for First-time Students. This varies from site to site; some had additional decreases while others had increases in services provided. IWV and ESCC have the highest completion rates of core services while East Kern generally has the lowest rates. In addition to staff challenges at KRV last year, there was a significant increase in the number of students being served through the prisons. Due to the quick growth in students, the number receiving education plans decreased until we could add more staffing. This year we are focusing on getting these students up to date with their core services through education plan workshops and additional planned days in the prisons. When evaluating the larger student population which includes more than just "first-time" students, rates of completion for core services are higher. Overall, Cerro Coso still has challenges getting students to complete these services as they are strongly encouraged but not required for registration. The department continues to develop new strategies to encourage completion of core services.

Class to Career

Long-term Education Plan Data:

In fall 2017, 224 total students were enrolled in the classes that received Class-to-Career presentations. Of those students, 31 had an LTEP before the first presentation, and 95 completed after the first presentation. Thus, 13% of students who heard the presentation had completed LTEP prior; an additional 42% completed after the presentation. In spring 2018, 118 total students were enrolled in the classes that received Class-to-Career presentations. Of those students, 30 had an LTEP before the first presentation, and 23 completed after the first presentation. Thus, 25% of students who heard the presentation had completed LTEP prior; an additional 19% completed after the presentation.

Survey Results:

Fall 2017—70% of students who participated in Class to Career said the presentations were relevant to their education and career; 71% of students reported being more likely to complete a long-term education plan.

Early Alert

In spring 2018, there were a total of 36 students who received early alerts. Of the 36, 35 were contacted by phone and a total of ten completed the survey. Three out of the ten students had been originally contacted by phone regarding the alert, while seven were originally contacted by email. Two of the seven students contacted by email did not complete the entire survey because they did not remember receiving an Early Alert.

The students felt the Early Alert helped them identify resources to assist them in the class for which they received an alert, and some of them implemented the same resources into their other classes. They also felt more aware and wanted to stay on top of their work when the received the Early Alert. This also prompted the students to stay in communication with their professor.

As we implement a new Early Alert System in 2018-2019, we will have the ability to collect more analytics around Early Alert.

Online Orientation

In FY 2017-2018, 1,374 students completed the new online orientation. For the 12 questions on the Mastery Test, over 80% of students obtained the correct answer. Results from the orientation survey were generally positive with between 80-90% agreeing or strongly agreeing with statements such as "After completing this orientation, I have a greater understanding of Cerro Coso's expectations of me" and "This orientation helped me understand the various campus resources that are available to me."

Instructional Assessments:

COUN C101 (Tools for College Success)

The counseling faculty revised the course description and Student Learning Outcomes (SLOs) for COUN C101 and data was collected in Fall 2017 on the new SLOs.   All instructors who teaching COUN C101 use the same assignment and rubric to assess the three SLOs. See data information below from Fall 2017:

SLO #1: Develop an educational goal and pathway to meet this goal.

84% of students met this goal. For those who did not it is suggested by counseling faculty that there is not a clear understanding of the three different general education patterns a student can follow. Instructors will spend more time discussing the three general education patterns, required prerequisites and major requirements prior to meeting with a counselor.

SLO #2: Utilize skills or strategies necessary for success in college.

88% of students met this goal.

SLO #3: Analyze the personal value or impact of diversity in one's life.

93% of students met this goal.

Outcomes Assessment: Gaps to be Addressed

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

Type:

AUO

Target Missed/Gap Detected:

With the exception of some services at ESCC and the Main Campus, percentages of first-time students completing core services decreased in 2017-2018.

Type of Gap:

Limited capacity/infrastructure. Need to improve operational processes. Other (explain in Analysis).

Analysis and Plan for Improvement:

The department added new outreach activities and increased interactions with students about completion of core services during 2017-2018. In addition, training was provided to all staff and data collection was reviewed by IR. There were gaps identified and addressed. Despite these efforts, core service completion remains low; particularly for education planning. These percentages vary from site to site but overall are low and decreased more at certain sites. It is expected that some of the activities still need to gain momentum before we see an increase. The department will continue with outreach activities and expanding the activities to have students complete core services. One challenge becomes targeting first-time students since this is how the existing funding formula is determined. The department needs to develop strategies that target activities towards this population specifically. Overall completion of core services is higher for the student population as a whole. The department identified that there is particular challenges with providing support services to incarcerated students and this is likely contributing to the decrease in percentages. This was initially due to limited staffing along with a significant increase in student population. The department is currently working on strategies to catch students up on their education plans and also developing protocols for the future to prevent these challenges.

Anticipated Semester for Implementing Planned Improvements:

fall 2018

Anticipated Semester of Next Assessment:

fall 2019

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.
- The college is continuing to implement EAB Navigate and this year has been configuring the advisor dashboard and the new Early Alert System.
- The department has expanded outreach activities to middle and high schools through a number of activities at the main campus and at the sites.
- The department has provided workshops such as Class to Career and Basic Skills presentations to encourage students to complete core services.

Strategies Still to be Addressed:

- Implementation of Degree Works - there are a number of inconsistencies with the scribing and inputting of program information and the college does not have a dedicated person to work on the audit system.
- Online Student Education Plan - we are hoping to utilize EAB Navigate for this option instead of Degree Works as we implement Navigate 2.0 which includes the advisor dashboard.
- Creation of a One-Stop Student Services Center - we are moving in October 2018.
- The department will be implementing the use of Confer Zoom for online counseling.

Annual Planning: Actions Taken

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

Some of the activities in the action plan have been completed such as the new online orientation and expansion of Class to Career. The department has increased partnerships with faculty but there is still more improvements to make in this area.

Implementation of Technology Solutions to Improve Access and Efficiency

Many of the technology solutions have been implemented but are in the process of being expanded or being evaluated for their effectiveness. We are currently expanding the EAB Navigate platform to include a number of new features and it is expected that this will continue. Implementation of multiple measures was completed but now with new AB 705 legislation, this needs to be modified and re-evaluated. Staff have been trained and consistency has improved with data collection.

Increased Outreach and In-reach to Improve Student Success

The department has expanded our outreach to additional high schools and middle schools. We have also developed new outreach

and in-reach activities. This is an ongoing strategy that takes time to gain momentum and will be continued.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Improving and Increasing Matriculation Services

The department will need assistance from IR to make sure our data collection methods are consistent and accurate; and to develop procedures for new AUOs as part of our program review process. We would like to increase our exposure and partnerships with faculty in order to encourage completion of education planning and develop student-centered scheduling. In order to do so, we need to ensure that the department is included in relevant meetings on the instructional side of the college.

Increase the Use and Integration of Existing Technology Solutions

In order to get students, staff, and faculty to utilize the various technologies that we have implemented, we need assistance from SSSP and administration to encourage its use. We will also need to work closely with marketing to develop communication campaigns.

Develop a Guided Pathways Model

We will need to work closely with SSSP and Student Equity to implement strategies around Guided Pathways.

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

These strategies will likely be identified through the Onboarding CFIT and will need the support of the larger SSSP committee along with student services, instruction, outreach, and marketing.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Improving and Increasing Core Services (Orientation, Counseling, and Education Planning)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Implement Confer Zoom for online counseling
- Increase partnerships with faculty and academic departments
- Develop outreach and in-reach activities that target first-time students and other priority groups for core services
- Develop strategies to complete education planning for incarcerated students and other populations that are identified as gap groups
- Continue periodic marketing pushes for online orientation and education planning

Lead Measure of Success:

- Development of new strategies and activities, tracking of activities
- Training staff on use of Confer Zoom
- SARS data

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

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

- Completion data of core services for first-time students
- Completion data of core services for specific populations

Person Responsible:

Director of Counseling, 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 Technology Solutions

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Develop marketing strategies to promote the use of Navigate
- Continue with implementation of Advisor Dashboard and Early Alert; evaluate usage and data
- Train faculty and staff on Navigate (staff platform)
- Provide awareness opportunities for faculty, staff, and students on Navigate
- Begin the process of transitioning to the the scheduling and academic planning tools in Navigate
- Continue to promote online orientation

Lead Measure of Success:

- Activities for faculty and staff to increase their awareness of existing technology solutions
- Usage reports
- Training

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

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

- Number of faculty using Early Alert and progress reports and related outcomes
- Student usage rates
- Orientation data - usage, survey, test results

Person Responsible:

Director of Counseling, 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

Evaluate the Onboarding Process

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Develop a CFIT in conjunction with SSSP to look at the onboarding process for students, identify barriers, and recommend strategies for improvement

Lead Measure of Success:

- Identification of barriers in the onboarding process
- Recommendations for improvement
- Determining what works and doesn't work in the processes

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:

- Improvement in attrition rates
- Improvement in satisfaction with services

Person Responsible:

Director of Counseling, Counseling Staff and Faculty, SSSP Committee

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, Goal 3: Ensure Student Access

Develop Effective Placement Strategies under AB 705

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Develop a placement model for English and math using high school transcripts
- Develop a model using Guided Self-Placement for students who have graduated more than 10 years ago or do not have access to high school transcripts
- Collect data on placement models

Lead Measure of Success:

- Number of students being placed at transfer-level for math and English
- Student satisfaction with placement process and confidence in their placement
- Initial success rates in courses

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:

- Course success rates
- Students completing English and math within two terms

Person Responsible:

Director of Counseling, Counseling Staff and Faculty, SSSP Committee

Other

Program initiative through legislation

Which strategic goal does this initiative address?

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

Evaluate Resource Needs

Facilities

The department will need to evaluate facility needs once in the one-stop area.

Information Technology

The department may need support related to the implementation of technologies such as Navigate as we continue to expand its functions for areas such as scheduling, tutoring, and academic planning.

Marketing

The department will need general marketing assistance with our annual initiatives (e.g. promoting use of Navigate, online orientation, outreach activities).

Professional Development

The department would like to participate in professional development for Flex days and Adjunct PD days. Specifically, we want to continue to train faculty on the use of Navigate, progress reports, and the Early Alert system. We also want to further engage faculty in the education planning process through professional development.

Research and Data

The department will need support for some of the new AUOs and strategies being developed the annual unit plan and our program review.

Examples:

- Evaluation of placement under AB 705 (see annual initiatives)
- Evaluation of students on probation (program review)
- Outcomes associated with completion of long-term education plans (program review)
- Success rates based on student participation in progress report campaigns and Early Alert (program review)

Staffing Requests

1000 Category - Certificated Positions

Counseling (COF)

Location:

EKC Edwards/Cal City, EKC Tehachapi

Justification:

As this is a counseling position, the justification questions do not fully address the need identified by the East Kern site and the Counseling Department. Please see the following position request and justification. This position would be contingent on receiving funding from the Re-entry Grant from the Chancellor's Office.

_____

The East Kern (EK) Re-entry Educational Counselor will implement college counseling services and activities with both incarcerated and formerly incarcerated students within service area prisons, at CCCC campus sites, and with formerly incarcerated on-line students. The EK Re-entry Educational Counselor will be the CCCC's "point of contact" for all incarcerated and formally incarcerated students. They will meet, mentor, and assist students with their college and career goals ensuring that this population of students have access and the ability to continue their higher education.

This position will require the development of support systems and training resources to ensure high quality college counseling services. Responsibilities will include the design and delivery of school wide prison education program initiatives to expose incarcerated and formally incarcerated students to college and career resources, along with targeting college re-entry (from prison campus to college campus outside of the prison). The EK Re-entry Educational Counselor will create school wide events and enrichment opportunities for both currently incarcerated and formally incarcerated students. The EK Re-entry Educational Counselor will also implement and oversee peer mentorship programs in service area prisons, and at CCCC campuses. Other duties include, but are not limited to: participation in student recruitment and articulation, maintaining subject matter currency; developing and revising curriculum; using computer and multimedia technology; collegial participation in departmental, college and discipline-specific professional activities, and adjunct instruction with personal development courses inside service area prisons.

Additionally, successful candidates will also require the below duties:

- Assists inmates with personal and social adjustments to college inside the prison and outside of the prison when student re-enter into society
- Acts as liaison between incarcerated students and the college
- Interviews inmates and identifies needs
- Makes referrals to institutional and outside programs and agencies

- Processes appropriate applications and forms
- Maintains records and writes letters and reports
- Communications with college admissions offices
- Communication with representative from our authorizing school to enhance on campus experiences
- Facilitate students session with a focus on interviewing
- Event planning

The East Kern (EK) Re-entry Educational Counselor will be assigned at the Tehachapi campus (centrally located between the two service area prisons), but responsibilities can range to work with and at all CCCC campuses.

Counseling (COF)

Location:

Ridgecrest/IWV

Justification:

Full-time counselor for CTE (This position will only be funded if the CTE Dean determines there is funding)

The current part-time adjunct for CTE is not able to cover all the needs for students in the CTE program. Some of the programs, such as Allied Health, requires more time to advise students. For example, when we are running an LVN cohort, this requires the counselor to meet with each student in depth. We currently have other counselors who assist with the CTE programs but for purposes of consistency and improving counseling services, it would be beneficial to have a full-time counselor dedicated to CTE. In addition, this would enable the CTE counselor to participate more in advisory committees, outreach activities, and build additional partnerships. The current CTE counselor works .67 during the fall and spring semester and additional hours in the summer. The cost difference of hiring a full-time CTE counselor would be approximately $22,000 annually. The position would be located at IWV but serve as a content expert for other counselors from the other sites for the CTE programs. This position will only be funded if there are funds within the CTE program to do so.

Counseling (COF)

Location:

EKC Edwards/Cal City, Ridgecrest/IWV

Justification:

Full-time counselor - California City Correctional Facility

(This position will only be hired if allocations for categorical funding are sufficient)

Due to the increase in students (both EOPS and general population) at Cal City prison, there has been expanded need for counseling services at the prison. This work is currently being performed by an Adjunct Counselor and Educational Advisor. This full-time counseling position would replace the adjunct position and primarily support EOPS and general population students in Cal City prison. The position would provide orientation, placement, counseling, and education planning services. In addition, the counselor would serve as the EOPS Counselor and organize required program activities. This position will provide additional support to Tehachapi prison during peak registration periods. The position will be funded 85% EOPS and 15% SSSP.

2000 Category - Classified Staff

Department Assistant II (Replacement for Previous DAII)

Location:

Ridgecrest/IWV

Salary Grade:

35

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

32,150.04 (GU001)

Justification:

The department had previously outlined the duties of the two DAII positions and determined that this work needed to be provided by two staff members. Currently, while we are still in the modulars, a temporary worker is fulfilling the work of this position. The need for this position will be evaluated once we move into the One-stop. Aside from in-person reception and answering phones, both DAII's perform a number of back-office duties to support the department.

Program Technician (Replacement for Assessment Assistant)

Location:

Ridgecrest/IWV

Salary Grade:

40

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

41,154.72 (25% SSSP / 75% GU001)

Justification:

The work of this position would include some of the previous duties assigned to the Assessment Assistant along with additional responsibilities. The Program Technician would assist with the placement process, onboarding processes, data collection, conducting workshops, technology assistance (e.g. Navigate), program outreach, sending communication to students, and more. This position would be located at IWV but provide support to all sites. At this time, this work is being performed by a number of program staff including the Assessment Assistant, Educational Advisors, and the Director. As we develop our new placement processes, expand our technology solutions, and develop more outreach activities, additional assistance is needed by a generalist position instead of the Assessment Assistant position. This position would be funded using general funds (75%) and SSSP (25%).

The previous Assessment Assistant position was funding 100% by general funding.

Counseling

Student Demographic Information

Unduplicated Headcount[1]	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
Cerro Coso College	324	0%	370	14%	484	31%	447	-8%	380	-15%

Gender	Counseling										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	191	59%	232	63%	271	56%	257	57%	255	67%	5,421	57%
Male	132	41%	138	37%	213	44%	189	42%	120	32%	4,046	42%
Not Reported	1	0%					1	0%	5	1%	117	1%

Age	Counseling										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	109	34%	116	31%	174	36%	173	39%	167	44%	1,972	21%
20-29	129	40%	140	38%	180	37%	172	38%	143	38%	3,865	40%
30-39	40	12%	57	15%	76	16%	54	12%	39	10%	1,960	20%
40 & Older	46	14%	57	15%	54	11%	48	11%	31	8%	1,787	19%

Ethnicity	Counseling										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	8	2%	19	5%	37	8%	28	6%	19	5%	581	6%
American Indian	11	3%	30	8%	28	6%	24	5%	33	9%	154	2%
Asian/Filipino/Pac. Islander	7	2%	9	2%	17	4%	10	2%	6	2%	400	4%
Hispanic/ Latino	120	37%	119	32%	178	37%	165	37%	128	34%	3,894	41%
White	158	49%	162	44%	193	40%	165	37%	158	42%	3,870	40%
Two or More Races	18	6%	29	8%	31	6%	29	6%	36	9%	429	4%
Not Reported	2	1%	2	1%			26	6%			256	3%

Ed Plan Completion	Counseling										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	12	4%	50	14%	106	22%	89	20%	70	18%	1,424	15%
Comprehensive	238	73%	199	54%	165	34%	150	34%	116	31%	1,965	21%
Both (Abbrev. and Comp.)	21	6%	60	16%	150	31%	132	30%	146	38%	1,787	19%
Other Ed Plan			6	2%	2	0%	3	1%				
Exempt					3	1%	1	0%	1	0%	599	6%
FSEP									1	0%	20	0%
No Ed Plan Completed	53	16%	55	15%	58	12%	72	16%	46	12%	3,789	40%

Completed Matriculation[2]	Counseling										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	247	76%	291	79%	386	80%	329	74%	275	72%	4,927	51%

*This subject has no majors/awards

Course Enrollments

Active Sections	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	8	10	12	10	8
Distance Ed	2	3	5	5	5
Total	10	13	17	15	13

First Day Enrollment[4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	268	290	375	311	246
Distance Ed	100	142	231	243	220
Total	368	432	606	554	466

Census Day Enrollment[4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	254	261	336	283	212
Distance Ed	76	113	151	175	173
Total	330	374	487	458	385

Subject Students/Section [5]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	32	26	28	28	27
Distance Ed	38	38	30	35	35
Total	33	29	29	31	30

Collegewide Students/Section [5]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	19	17	17	17	17
Distance Ed	28	27	27	27	28
Total	24	22	22	21	22

First Day Waitlist [6]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	36	5	16	14	9
Distance Ed	25	15	8	15	0
Total	61	20	24	29	9

FTES, FTEF & Productivity

FTES [7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	18.5	18.6	24.5	20.6	15.2
Distance Ed	4.7	7.0	9.4	10.7	10.4
Total	23.2	25.7	33.9	31.3	25.6

FTEF Workload [7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	0.3	0.1	0.5	0.7	0.8
Distance Ed	0.0	0.2	0.3	0.3	0.4
Total	0.3	0.3	0.8	0.9	1.2

FTEF Workload By Contract Type	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time	0.0	0%	0.0	11%	0.1	17%	0.0	0%	0.4	33%
2) Overload	0.1	50%	0.1	44%			0.3	29%	0.3	22%
3) Adjunct	0.1	50%	0.1	44%	0.5	67%	0.5	57%	0.4	33%
4) Summer					0.1	17%	0.1	14%	0.1	11%

Subject Productivity (FTES/FTEF) [8]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	69.5	140.1	46.1	30.9	19.0
Distance Ed		42.2	35.2	40.4	26.1
Productivity (FTES/FTEF)	**87.2**	**85.7**	**42.5**	**33.6**	**21.4**

Collegewide Productivity (FTES/FTEF) [8]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	13.0	12.4	12.3	11.8	11.8
Distance Ed	14.1	13.9	13.9	13.7	12.7
Productivity (FTES/FTEF)	13.6	13.1	13.1	12.8	12.2

Success & Retention Rates

Subject [9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	85%	63%	81%	71%	80%	68%	84%	66%	84%	71%
Distance Ed	76%	55%	83%	63%	81%	60%	79%	66%	81%	73%
Total	**83%**	**62%**	**81%**	**68%**	**80%**	**66%**	**82%**	**66%**	**83%**	**72%**

Collegewide [9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	89%	75%	90%	79%	91%	80%	94%	83%	91%	82%
Distance Ed	79%	61%	81%	65%	82%	64%	85%	66%	85%	68%
Total	82%	66%	85%	71%	86%	70%	89%	73%	88%	75%

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%	67%

Collegewide Overall Combined	Retention	Success
Cerro Coso College	86%	71%

Subject Gender	Retention	Success
Female	83%	69%
Male	80%	64%

Collegewide Gender	Retention	Success
Female	85%	70%
Male	87%	73%

Subject Age	Retention	Success
19 & Younger	85%	71%
20-29	80%	62%
30-39	80%	69%
40 & Older	79%	69%

Collegewide Age	Retention	Success
19 & Younger	89%	73%
20-29	84%	68%
30-39	85%	73%
40 & Older	86%	76%

Subject Ethnicity	Retention	Success
African American	71%	50%
American Indian	77%	69%
Asian/Filipino/Pac. Islander	84%	76%
Hispanic/ Latino	85%	72%
Two or More Races	79%	61%
White	81%	65%

Collegewide Ethnicity	Retention	Success
African American	76%	54%
American Indian	82%	63%
Asian/Filipino/Pac. Islander	90%	79%
Hispanic/ Latino	85%	69%
Two or More Races	84%	68%
White	88%	75%

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

Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	87%	73%

Subject Fully Matriculated	Retention	Success
Fully Matriculated	87%	74%

Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	87%	73%

*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 2017-18 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), and withdrawn (W).
10 Only programs with student awards will be shown. An '*' indicates that the program major does not exist in 2017-18 college catalog.

Counseling

Student Headcount, Unduplicated[1]	2013-14		2014-15		2015-16		2016-17		2017-18		
	#	% change-prev. yr.	#	% change-prev. yr.	#	% change-prev. yr.	#	% change-prev. yr.	#	% change-prev. yr.	
First-Time Students	1,484	-	1,412	-5%	1,599	13%	1,060	-34%	1,340	26%	
CA Matriculation Requirements[2]	#	%	#	%	#	%	#	%	#	%	
Assessment											
Completed	690	46%	650	46%	795	50%	667	63%	773	58%	
Exempt	5	0%	1	0%	19	1%	9	1%	13	1%	
Not Completed	789	53%	761	54%	785	49%	384	36%	554	41%	
Orientation											
Completed	706	48%	651	46%	869	54%	576	54%	687	51%	
Exempt		0%			20		11	1%	21	2%	
Not Completed	778	52%	761	54%	710	44%	473	45%	632	47%	
Counseling											
Completed	780	53%	717	51%	952	60%	522	49%	544	41%	
Exempt											
Not Completed	704	47%	695	49%	647	40%	538	51%	796	59%	
Ed Plan											
Abbreviated	16	1%	163	12%	268	17%	180	17%	183	14%	
Comprehensive	473	32%	253	18%	238	15%	152	14%	193	14%	
Both (Abbrev. and Comp.)	2	0%	68	5%	173	11%	95	9%	147	11%	
Other Ed Plan			2			0%	2			0%	
Exempt					18		10	1%	13	1%	
No Ed Plan Completed	993	67%	926	66%	902	56%	621	59%	804	60%	
Fully Matriculated											
Fully Matriculated[3]	**348**	**23%**	**367**	**26%**	**534**	**33%**	**339**	**32%**	**317**	**24%**	
Not Fully Matriculated	**1,136**	**77%**	**1,045**	**74%**	**1,065**	**67%**	**721**	**68%**	**1,023**	**76%**	
Follow-up[4]	#	%	#	%	#	%	#	%	#	%	
Completed			152	11%	709	44%	411	39%	416	31%	
Not Completed			1,260	89%	890	56%	649	61%	924	69%	

Counseling

Students Completing CA Matriculation Requirements by Campus Location[5]	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
Bishop/ Mammoth										
First-Time Student Headcount	157	-	183	-	219	-	147	-	128	-
Assessment	102	65%	102	56%	134	61%	101	69%	97	76%
Orientation	69	44%	84	46%	113	52%	98	67%	78	61%
Counseling	109	69%	105	57%	160	73%	111	76%	105	82%
Ed Plan	97	62%	101	55%	142	65%	111	76%	102	80%
Fully Matriculated[3]	**48**	**31%**	**66**	**36%**	**92**	**42%**	**87**	**59%**	**77**	**60%**
Follow-up[4]			6	3%	125	57%	88	60%	59	46%
Main Campus										
First-Time Student Headcount	398	-	390	-	550	-	390	-	542	-
Assessment	326	82%	296	76%	427	78%	309	79%	456	84%
Orientation	282	71%	257	66%	401	73%	215	55%	387	71%
Counseling	323	81%	292	75%	459	83%	245	63%	293	54%
Ed Plan	244	61%	213	55%	364	66%	203	52%	275	51%
Fully Matriculated[3]	**201**	**51%**	**175**	**45%**	**303**	**55%**	**155**	**40%**	**161**	**30%**
Follow-up[4]			98	25%	355	65%	179	46%	222	41%
KRV/ South Kern										
First-Time Student Headcount	152	-	177	-	148	-	279	-	507	-
Assessment	90	59%	105	59%	84	57%	164	59%	168	33%
Orientation	91	60%	113	64%	94	64%	144	52%	156	31%
Counseling	89	59%	105	59%	95	64%	67	24%	85	17%
Ed Plan	47	31%	63	36%	69	47%	51	18%	108	21%
Fully Matriculated[3]	**38**	**25%**	**50**	**28%**	**58**	**39%**	**44**	**16%**	**44**	**9%**
Follow-up[4]			5	3%	35	24%	58	21%	73	14%
Not a CC Zip Code										
First-Time Student Headcount	777	-	662	-	682	-	244	-	163	-
Assessment	172	22%	147	22%	150	22%	93	38%	52	32%
Orientation	264	34%	197	30%	261	38%	119	49%	66	40%
Counseling	259	33%	215	32%	238	35%	99	41%	61	37%
Ed Plan	103	13%	109	16%	122	18%	74	30%	51	31%
Fully Matriculated[3]	**61**	**8%**	**76**	**11%**	**81**	**12%**	**53**	**22%**	**35**	**21%**
Follow-up[4]			43	6%	194	28%	86	35%	62	38%

Source: Cognos Report (July, 2018)

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

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

[3] **Fully Matriculated**: Students who completed or were exempt from all four matriculation requirements.

[4] **Follow-up**: Students who received any Academic Progress and/or Career Interest services.

[5] **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

First-Time Students Completing Matriculation Requirements

Legend:
- Orientation
- Counseling
- Ed Plan
- Assessment
- Fully Matriculated

Fully Matriculated First-Time Students by Campus Location

Legend:
- Bishop/ Mammoth
- Main Campus
- KRV/ South Kern
- Not a CC Zip Code