Counseling Department
AUP for Academic Year 2021-2022
October 2020

Describe Department/Unit

Connection to College Mission

The mission of the Counseling department at Cerro Coso Community College is to support student success and completion through providing equitable, student-centered, and data-driven services in the areas of academic advising, counseling, career planning, and transfer preparation to students regardless of location or mode of delivery.

The mission of the Counseling department directly supports the college's mission and all five of the strategic goals. For example, the department focuses on improved onboarding, one of the objectives under Maximizing Student Success (Strategic Goal 1). Narrowing Equity Gaps (Strategic Goal 2) is an overarching goal that guides the focus and direction for many of the department's strategies and initiatives. Counseling works to Optimize Student Enrollment (Strategic Goal 3) through ongoing outreach activities with local high schools and encouraging students to attend full-time. In response to Enhancing Community Connections (Strategic Goal 4), the department had an increase in male applicants for vacant positions and was able to hire qualified applicants that reflect the communities we serve. There are a number of ways that the department Strengthens Organizational Effectiveness (Strategic Goal 5). Examples include ongoing professional development opportunities, frequent meetings within the department, a collaborative model of decision making, and staff and faculty who are involved in the participatory governance process.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity: Actions Taken

The equity gaps groups identified for last year were African-American students and foster youth. The African-American population in COLL courses in the 2019-2020 academic year had an 81.1% student completion rate if data includes COVID 19 drops/excused withdrawals, and 91.5% student completion rate if data excludes COVID 19 drops/excused withdrawals. The student population sample related to instruction in COLL courses specifically is too small (one student). However, we do know that overall African-American students are much less likely to persist from semester to semester and complete their courses within the first year. The Counseling Department continues to take a proactive approach to addressing equity gaps through instruction by teaching COLL C101 that is Umoja supported and integrates various modalities of multicultural active learning strategies while aligning diverse subject matter to reflect the collective shared experiences of all people of color. This course is open to all students, promotes self-efficacy, and creates a foundation for student success.

The Counseling department has continued to support the Umoja program by having a dedicated counselor available for students in the program. In 2019, a Program Technician was hired who provides direct student support to students in the Umoja program through processes such as onboarding, enrollment, workshops, and ongoing student support. This position is also involved with the Transfer Center and therefore the staff member has knowledge of the CCCC partnership with the Historically Black Colleges and Universities along with other transfer programs. This position also provides onboarding and student support for our incarcerated student population, student athletes, and students on probation or disqualification. A number of staff in the Counseling Department have attended professional development activities, webinars, and conferences focused on social equity, diversity, guided pathways, and inclusion. Examples include Umoja XV and the Pathways to Equity Conference. Several staff and faculty have also participated in the Chancellor's office webinars. One of the Educational Advisors worked closely with another staff member over the past year to develop the Veteran's Club. This has led to an active club membership with regular participation and activities among student veterans and participation from the community.

The Counseling Department has spent the past five years developing student support services for online students and technology to better serve all populations of students. As a result, when COVID hit in March 2020, the department was in a good position to be responsive to the needs of our students and communities. The department had previously purchased laptops for mobile advising and had already begun the process of going paperless. Navigate had also been fully integrated the previous year as the appointment system and case management system, allowing the department to transition fairly easily to remote work, enabling us to serve on-ground and online students with the same services.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

African-American students are less likely to persist from semester to semester and complete courses in their first year. The Counseling Department has several ongoing non-instructional programs and activities that it supports to reduce this equity gap. The Counseling Department provides direct support to the Umoja program by having a counselor that has been trained by the Umoja Institute and is available to work directly with students in the program. Faculty and staff in the Counseling department have ongoing professional development opportunities to engage in learning and conversations around equity, diversity, and inclusion. The program technician is also involved with the Transfer Center and therefore has knowledge of the CCCC partnership with the Historically Black Colleges and Universities along with other transfer programs. The department also develops and implements instructional activities to help African-American students improve outcomes and reduce achievement gaps. Each fall, the department offers a section of COLL C101 which is Umoja supported as previously mentioned. This class is taught by Counseling faculty trained through the Umoja Institute. One of our Umoja trained instructors is also planning on introducing twenty-first century skills such as digital literacy and critical thinking into his online section of COLL C101. Students will have the opportunity to develop these competencies throughout various assignments. Teaching twenty-first century skills creates equitable access to the development of skills that all students need.

Socioeconomic Status: Economically Disadvantaged

Gap Identified:

First-generation Students - The Counseling Department has begun developing strategies to provide targeted support to first-generation students. Through Navigate, there is an Intake Survey that allows students to self-identify as first-generation students. They are also able to do this on their application. By running reports in Navigate, we can identify first-generation students and engage in targeted outreach activities that will provide support and engage students with our department. These students will be included in appointment and text campaigns. As outlined previously, the department also has an instructor who is introducing twenty-first century skills such as digital literacy and critical thinking into his online section of COLL C101. Students will have the opportunity to develop these competencies throughout various assignments. Teaching twenty-first century skills creates equitable access to the development of skills that all students need.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

Non-instructional Actions Taken:

A counseling faculty developed a department Canvas page in fall 2019. This page is accessible to all faculty and classified staff and is the main location that now houses policies, procedures, forms, best practices, and resources for the department. The department further implemented components of the Navigate platform over the past year including completing the integration of the appointment system and care units for use of student notes, documents, and reporting. Training was provided throughout the year to implement the use of new components of the platform, particularly for taking notes, making appointments, and the use of the academic planner.

In August 2019, a full-time counselor was hired to work at IWV and California City Correctional Facility (CAC) to meet the increasing demand on general counseling at the facility. In fall 2019, the counselor was able to meet with many of the students at Cal City prison and develop their education plans. He also worked with the director and the program technician to develop and deliver training for the Phi Theta Kappa peer mentors. Several in-person trainings were delivered to peer mentors during the past year. The counselor at CAC also teaches COLL C101 in the facility for new students. This has enabled students that are new to ISEP to start with this class, get to know the counselor, and get their education plan early on. In spring when COVID hit, this course and counseling services transitioned to correspondence. Counseling services at both prisons (CCI and CAC) were transitioned into correspondence and students are communicated to in writing via mail. A student can complete a Student Inquiry Form requesting a service and it is routed to an advisor, counselor, or other staff who completes the service for the student. Once complete, the student receives a letter and copies of the education plan, transcript evaluation, graduation evaluation, or other service mailed back to them. The program technician for the department has also been supporting students by responding to requests for research on transfer, careers, and other similar needs through correspondence.

The department had already begun the process of transitioning to a paperless file system using Navigate when COVID-19 pandemic began in March and the campuses closed. The department had been providing counseling services through phone and email for years, and in the previous year had begun the process of training staff to use Zoom for online counseling. Having Navigate in place and already some training with Zoom enabled the department to transition much easier to a remote working environment and allowed us to move immediately to serving students through these modalities. Equipment such as laptops had already been purchased in recent years for outreach and mobile advising so these were able to be distributed to staff and faculty once the campuses closed.

The department has taken further steps since the pandemic began to expand online counseling, provide additional training for employees, and to ensure other services are able to be delivered remotely. Activities such as Parent Night, Dual/Concurrent Workshops, Open Houses, Student Success Workshops, Transfer Events, and more have been moved to an online format through Zoom. In some cases (e.g. Dual/Concurrent Workshop), the department has also recorded videos that are placed on the colleges You Tube channel or website. The department also revamped its website pages to ensure the information provided is clear, understandable, and more comprehensive.

Improving core services and increasing student use of core services continued to be a focus of the department throughout the year. The department developed marketing and outreach strategies to build awareness of services, partnered with other departments and faculty, and provided presentations to encourage students use of counseling and completion of education plans. Placement guidelines for English were modified in February 2020 at the recommendation of the English department. This included modifying the English Default Placement Rules to include placement into English C070 for certain student populations with a HS GPA lower than 1.9. It also included the requirement of the support class for certain students with a HS GPA between 1.9-2.6. Math placement guidelines have remained the same and aligned with the Default Placement rules for AB705 since Spring 2019. Guided Self-Placement continues to be used for students who have been out of high school for more than ten years or who otherwise need a further measure to help them determine their placement.

Another focus area over the past year was the onboarding process for students. Activities including the use of Navigate, student engagement with the program technician, outreach events, targeted messaging have all focused on improving the process of student onboarding. The program technician works closely with several student groups such as students in the Umoja program and student athletes from the point of recruitment through enrollment and beyond. She is able to provide high support through pre-advising and guidance along the way. She also works closely with students who are on probation or disqualification to help them get connected to a counselor, reassure them of the process, and provide them encouragement. The director and the program technician have revised the probation and disqualification letters that go to students so that they are less intimidating and punitive, and more supportive in nature. Along with the other changes in probation practices implemented over the past couple years (e.g. more contacts, education plans), we have seen an overall reduction in students who end up on probation 2 or disqualification.

In summer 2020, the department utilized Navigate to develop appointment and text campaigns for students who took part in the Interact Enrollment survey and students who had stopped out in previous semesters. These campaigns were successful at improving registration rates for students who took the survey and for engaging students who had stopped out in spring of 2020. The text campaigns were particularly effective and assisted students on probation or disqualification to get re-enrolled in fall 2020.

Instructional Actions Taken:

Three courses under the Counseling Department were submitted to Curriculum Instruction Council (CIC) and went through the CIC process for review to change the courses subject designator from PDEV (Personal Development) and COUN (Counseling) to COLL (College) in fall 2019 so all courses could have the course subject designator of COLL. In the process of getting the course subject designator changed to COLL, all other components such as, but not limited to, grammar, Course Description, Course Title, Requisites, Method of Instruction and Rationale, Methods of Evaluation, Course Outline, Student Learning Outcomes (SLOs), Delivery Methods, and Distance Education were fixed, determined, modified, expanded, and/or revised. With the changes made by the Counseling Department Chair, all courses were approved by CIC and in the 2020-2021 College Catalog. Below are the approved changes.

- **COLL C100: Student Success Career Pathway** (used to be PDEV C100: Student Success Career Pathway)
- **COLL C102: Tools for College Success** (used to be COUN C101: Tools for College Success)
- **COLL C131: Making Transfer Easy** (used to be PDEV C131: Making Transfer Easy)

This fall 2020 term, the following two COLL courses, COLL C100: Student Success Career Pathway and COLL C101: Foundations for Success in College and Life will be submitted to CIC for a blanket waiver for emergency Distance Education (DE) modes so they can be offered in the spring 2021 and in the future under specific DE modalities. In collaboration with the instructors that teach COLL C101 the DE mode to be added is:

- Correspondence education in high school and prison facilities.

For the COLL C100 course the DE modes to be added are:

- Face to face
- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Interactive
- Correspondence education in high school and prison facilities

As a department, we have discussed transitioning to Open Education Resources (OER) to help all students complete our courses without any financial hardships and assist students in completing their education goal(s). Given the collaboration, between the Counseling Department Chair and the Academic Senate for California Community Colleges (ASCCC) Open Educational Resources Initiative (OERI) Liaison, some additional instructors have adopted OER for courses they teach. Although we acknowledge all instructors have academic freedom, our goal is to have all instructors who teach COLL courses adopt OERs, with the exception of dual enrollment instructors.

Due to the COVID-19 pandemic, the department has adapted to offer COLL courses in a synchronous format via scheduled Zoom and in correspondence format. COLL C101 is the only COLL course that is being taught via correspondence in the California City Correctional Facility (CAC) and Tehachapi California Correctional Institution (CCI). Instructors teaching COLL C101 via correspondence had to adapt and transform their whole method as well as approach to teaching. Teaching via correspondence is new to the Counseling Department and Cerro Coso Community College as a whole and the process involved is extensive and complex. Instructors had to create a packet for their class that consisted of the entire semester worth of material or they had the option to complete the first half of the semester to include in one packet and then the second half of the semester to include in another packet. All course materials were sent to the Print Shop two weeks prior to the start of the course, so the print shop could print and compile the packets so students could have their materials by the first week of class. Students ask questions by writing them on their assignments or on a sheet of paper, which is then put in their correspondence packet to be sent back to the instructor. Currently, feedback is given to students via the graded assignments and returned in their correspondence packet. All correspondence packets go through the Prison College Coordinators.

Sections of COLL C101 have expanded over the past year at both prisons. Other COLL courses, like COLL C102 have added a 12-week section option for students. If remote teaching (synchronous and/or asynchronous) continues, due to COVID-19 or any other reason, the department will provide resources and training opportunities for all faculty teaching COLL courses.

To promote our COLL courses, the department has collaborated with the Child Development (CHDV) Department by providing the CHDV Chair resources and information on topics covered in COLL courses. Topics like creating a long-term education plan, basic college success techniques such as, study skill strategies, time management, and avoiding procrastination, have been embedded into a module in a CHDV course.

For online instruction, the department is still discussing ways in which students can easily identify that they are taking a course under the Counseling Department upon logging into the Canvas learning management system. It would be ideal to have all COLL courses be distinguishable to students when they look at the homepage without having to click on a tab or module to ensure they are in their COLL course. Collaboration will continue with the Director of Distance Education to discuss possibilities. Additional faculty took the online instructor training over the past year making them able to teach online in an asynchronous format.

Assessments completed in the prior academic year

Non-instructional Assessment:

Navigate Progress Report Campaigns:

- In fall 2019, instructor response rates for progress reports reached an all-time high with an 89% response rate. In spring 2020, this response rate continued to be high at 87%.
- Student athletes identified at-risk in these campaigns range from 8-15%. The percentage of students flagged at-risk who went on to earn a C or better has been increasing.
- Based on data gathered in fall 2019, a student success workshop that was offered prior to the first Progress Report reduced the number of students flagged at-risk. As a result, workshops are offered a couple times a semester to students on a variety of topics.
- The average term GPA for student athletes increased from 2.29 in fall 2018 to 2.46 in fall 2019.

Navigate Early Alert:

- An average of 95 unique students per semester have been issued Early Alerts prior to spring 2020. We saw an increase in

Early Alerts related to COVID-19 in spring 2020.
- Positive outcomes are steadily increasing for students flagged at-risk. The percentage of students flagged at-risk who earned a C or better, or withdrew from a course increased from an initial percentage of 47.9% in fall 2018 to 71.5% in fall 2019.
- The average term GPA for students with at least one Early Alert has increased from 1.35 in fall 2018 to 1.64 in fall 2019.

Student Services Trend Data:

The Institutional Research Department at Cerro Coso was able to assist Counseling to break down core matriculation services by campus including the prisons. The department used to be provided this data but with the changeover in data systems the disaggregated report in the past year or two, and previously had not integrated the prisons. Based on the data provided this year, the department has seen gains in most campuses and at both prisons in the majority of core services. Notably, completion of all core services at the Main campus have increased in the past year. A significant increase in students being fully matriculated was seen at the Main campus with an increase of 16%. An increase in completion of counseling and comprehensive education plans was seen at most sites. Services for online students were decreased some after having seen a steady increase over time. As a continued trend, there has been a reduction in core services at KRV; most significantly over the past year with a large reduction in students being fully matriculated. There have also been some smaller reductions at the Bishop campus. For in depth data by core service and campus, see Data Dashboards. See attached PDF for summary of core service data.

Summer/Fall 2020 Enrollment Campaign Data:

As noted previously, the department utilized Navigate to develop appointment and text campaigns for students who took part in the Interact Enrollment survey and students who had stopped out in previous semesters. These campaigns were successful at improving registration rates for students who took the survey and for engaging students who had stopped out in spring of 2020. The text campaigns were particularly effective and assisted students on probation or disqualification to get back enrolled for fall 2020. See PDF attachment.

- "Yes" survey respondents responded yes when asked if they would like to be contacted for enrollment assistance. High registration rate is not surprising with this group. Will consider adding a text nudge to increase registration and appointment attendance rates.
- "Yes" Respondents who also attended an appointment with counseling had a higher registration rate and are enrolled in a slightly higher average number of units.
- Text campaign 1 was the low lift campaign – one way messages nudging students at 3 different time periods starting August 3, 2020. Over 400 of these 1675 students had taken 7 or less credits with CC. These may represent the students who take a one-time course with CC. Of the 285 students who registered, 222 have 8 units or more.
- Text campaign 2 was high touch campaign (students on probation or disqualification) – students were able to reply "yes" if they wanted to be contacted for assistance which allowed Ashley to engage in conversations and address fears/hesitations about returning to college, process of disqualification, etc.
- Spring 2019 and Fall 2019 stop out registration rates were low. Low rates confirm that efforts should be focused on recent stop outs as they are significantly more likely to return than those stopped out a year plus.

Instructional Assessment:

Student Learning Outcomes (SLOs) Assessment

As a department, we agreed to have all counseling courses assessed every semester to have data to make improvements, if needed, before, during and/or after the scheduled Counseling Department Program Review assessment cycle.

The following SLOs assessment information is from to the Counseling Department Program Review assessment cycle for courses taught in the 2019-2020 academic calendar.

COLL C100: Student Success Career Pathway

All SLOs were assessed in fall 2019 and all were met. Although this course was scheduled to be assessed in spring 2020, no data was found in eLumen. The Counseling Department Chair will follow up with the Outcome Assessment Committee Chair and with spring 2020 instructors to obtain information about the data. According to the Counseling Department Program Review assessment cycle, all SLOs for this course are scheduled to be assessed again spring 2021.

COLL C102: Tools for College Success

All SLOs were assessed in fall 2019 and all were met. According to the Counseling Department Program Review assessment cycle, all SLOs for this course are scheduled to be assessed again fall 2020.

COLL C131: Making Transfer Easy

No SLOs were assessed in fall 2019 because the SLOs were revised and changed from six SLOs to three SLOs. The three revised SLOs were approved by CIC and will be assessed fall 2020. This course is only offered in the fall and therefore was not assessed in spring 2020 even though there were changes made to the SLOs.

COLL C052: Becoming a Successful Online Student

All SLOs were assessed in both fall 2019 and spring 2020. All SLOs for both fall 2019 and spring 2020 were met. According to the Counseling Department Program Review assessment cycle, all SLOs for this course are scheduled to be assessed again spring 2021.

COLL C101: Foundations for Success in College and Life

All SLOs were assessed in both the fall 2019 and spring 2020. All SLOs for both fall 2019 and spring 2020 were met. According to the Counseling Department Program Review assessment cycle, all SLOs for this course are scheduled to be assessed again spring 2021.

To ensure that assessment data can be entered into eLumen, the *Need an Assessment Planned* form will be completed every semester and submitted to the Outcome Assessment Committee Chair. To assist all instructors in properly entering their assessment data into eLumen, they will be informed and/or reminded of eLumen training opportunities throughout the academic year.

Outcomes Assessment: Gaps to be Addressed

Improve student success outcomes by providing core services (orientation, placement, counseling, education planning).

Type:

AUO

Target Missed/Gap Detected:

Need to develop effective assessment method for target measure for this AUO.

Type of Gap:

Need for revision to assessment method.

Analysis and Plan for Improvement:

Work with IR to develop an assessment method in order to effectively calculate whether department is reaching target goal.

Anticipated Semester for Implementing Planned Improvements:

Spring 2021

Anticipated Semester of Next Assessment:

Fall 2021

Implement strategies to support first-time students completing an education plan prior to or within their first semester.

Type:

AUO

Target Missed/Gap Detected:

Need to develop effective assessment method for target measure for this AUO.

Type of Gap:

Need for revision to assessment method.

Analysis and Plan for Improvement:

Work with IR to develop an assessment method in order to effectively calculate whether department is reaching target goal.

Anticipated Semester for Implementing Planned Improvements:

Spring 2021

Anticipated Semester of Next Assessment:

Fall 2021

Provide services that support students in completing educational goals through counseling, advising, education planning, and student support programs.

Type:

AUO

Target Missed/Gap Detected:

Unable to assess as Graduation Exit Survey was not sent out to students in 2020.

Type of Gap:

Other (explain in Analysis).

Analysis and Plan for Improvement:

Will assess in May 2021.

Anticipated Semester for Implementing Planned Improvements:

Spring 2021

Anticipated Semester of Next Assessment:

Fall 2021

Program Review: Actions Taken

Counseling

Year of Last Program Review:

2019

Actions Taken in the Prior Year to Address Strategies:

- Use of Early Alert system
- Student Athlete Progress Report (Grade Check Campaigns)
- Hired full-time counselor for IWV and Cal City Correctional Facility (CCI)
- Use of embedded counseling (prior to COVID) in Tehachapi prison
- Increased completion of counseling and education plans at prisons
- Correspondence for counseling, education planning, and other services
- Use of Appointment and Text Campaigns in Navigate
- Update of AB705 Placement Guidelines

Strategies Still to be Addressed:

- Expanded use of Navigate for additional campaigns
- Evaluate effectiveness of AB705 placement guidelines
- Expand use of Navigate Academic Planner
- Continue to develop strategies to address challenges with serving incarcerated students; particularly during pandemic and through correspondence
- Develop additional strategies to address students identified at-risk through Early Alert and Progress Report Campaigns

Annual Planning: Actions Taken

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

Increase the Use and Integration of Technology Solutions

Evaluate the Onboarding Process

Develop Effective Placement Strategies under AB 705

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Improving Student Outcomes Through Early Alert and Progress Reports

N/A

Improve Counseling Services for Incarcerated Students

Improved staffing arrangements - reconfigure Educational Advisor position at KRV/CAC to be split between KRV/East Kern/Tehachapi/CCI.

Implement Requirements under AB 705 for Placement in Transfer-level English and Math

Evaluation of placement and throughput data.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Promote and assist students in completing 30 units within a year.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Provide training to department staff/faculty on advising students on unit completion. Work with Director of Outreach to develop activities to promote completion of 30 units in a year (e.g. milestone recognition).

Lead Measure of Success:

Consistent advising about the benefits of students attending full-time. Begin to see an increase in the number of units students are taking per semester.

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:

An increase in the number of students completing more units in an academic year successfully.

Person Responsible:

Director of Counseling

It addresses a program review strategy

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 3: Ensure Student Access

Improving and increasing core services (Placement, Orientation, Counseling, and Education Planning).

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Implement strategies for providing effective services at a distance
- 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 core services
- Evaluate effectiveness of AB705 placement guidelines

Lead Measure of Success:

Analysis of success of activities, workshops, partnerships, marketing, viewing annual trend data to identify areas of growth, gaps.

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:

Increase in percentages of each core service by campuses and at prisons. Throughput on transfer-level courses.

Person Responsible:

Director of Counseling

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

Promote students to take math and English within their first year and to complete their math and English sequence within one year.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Provide training to department staff/faculty on advising students for math and English. Develop outreach activities and strategies to promote students taking English and math within their first year; and completing within one year.

Lead Measure of Success:

Increase in students registering for math and English in their first year.

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:

Increase in successful completion data for math and English within the first year. Comparing Cerro Coso to statewide data for this area.

Person Responsible:

Director of Counseling

It addresses a program review strategy

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:

- Expansion of Navigate academic planner and new components of platform
- Use of Timely MD as a referral source for students
- Expand student use of technology platforms available to them through counselor integration

Lead Measure of Success:

Increased use of technology and integration of technology in appointments, classrooms, workshops, and for education planning.

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 students and counselors using the academic planner, appointments through Timely MD, online orientation, workshops, and use of other technology solutions

Person Responsible:

Director of Counseling

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

Evaluate Resource Needs

Facilities

N/A

Information Technology

Wireless mice and keyboards

Marketing

General marketing for Counseling to continue to expand core services, Navigate use among students and faculty, and awareness of events and activities.

Professional Development

Generally covered under SEA funding

Research and Data

- Student Services Trend data by campus, non-CC zip codes, and for prisons needed annually
- Placement data for Program Review 2-year Strategy 4 (evaluate effectiveness of placement methods)
- Need assistance with Outcome Assessment Gaps identified (Assessment methods for AUO 3 & 4)

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff

Department Assistant II

Location:

Ridgecrest/IWV

Salary Grade:

35

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

$2,751.50/mo.

Justification:

1. The IWV site serves all students at the main campus, online students, and students served at California City Correctional Facility. The DA position answers phones, responds to student requests by phone and email, makes appointments, answers questions, records information on core services, contacts students, completes prison correspondence, documents all orientations and workshops, and much more.

Since being unable to fill the previous DAII position that was vacant, I have had to reassign some work to the Program Technician. This has made the Program Technician busier with clerical type work. She has also had to assist with phones during peak periods. Her job is intended to provide more direct student support, onboarding, support for Navigate, conduct workshops, support for Umoja, students athletes, and the prisons. I do not want to keep having to redirect DA work to her as it takes away from the work where she is really needed.

ISEP continues to expand and needs a large amount of clerical support in the counseling department for counselors and advisors that work at both facilities. The number of course sections have been expanding at both prisons. The current DA is the only one that provides clerical support to the CAC counselor and the advisor and counselor at CCI have little, if any, clerical support. By filling this DA position, the department would be able to provide additional support to counseling staff working in both prisons. This

was needed prior to the change to correspondence.

2. If the position is not filled, the work falls onto other people such as the counselors and advisors that should be working directly with students to get core services completed, participating in outreach, projects, and other needed activities for the department. The more time they have to spend on clerical work for the prison, the more it takes away from time they should also be spending on work at their campus sites. This is particularly challenging during peak times when the phones are ringing all day and the emails need to be responded to all day.

3. No. However, I would like to have a temporary employee as we move into our fall peak time.

4. Reassigned to other staff including the Director.

Counseling

Hover over info icon for more information.

Select College
Cerro Coso Community College

Cerro Coso Community College First-time Student Headcount, Unduplicated

	2015-16		2016-17		2017-18		2018-19		2019-20	
	N	% Diff	N	% Diff	N	% Diff	N	% Diff	N	% Diff
First-Time Student	1,559		1,147	-26.43%	1,268	10.55%	1,443	13.80%	1,570	8.80%

Assessment

	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Completed	761	64%	714	72%	733	63%	895	72%	946	67%
Exempt	19	1%	12	1%	16	3%	7	0%	4	0%
Not Completed	779	35%	421	27%	519	34%	554	28%	625	33%

Orientation

Matric Orientation

	N	%	N	%	N	%	N	%	N	%
Completed	825	67%	587	59%	645	54%	772	63%	1,045	71%
Exempt	20	1%	13	1%	19	3%	13	1%	12	1%
Not Completed	715	32%	547	40%	605	43%	670	36%	518	28%

Counseling

Matric Counseling

	N	%	N	%	N	%	N	%	N	%
Completed	924	70%	558	66%	513	50%	816	64%	1,003	72%
Exempt	1	0%	2	1%	1	0%			1	0%
Not Completed	634	29%	590	33%	757	50%	668	36%	580	28%

Ed Plan

	N	%	N	%	N	%	N	%	N	%
Abbreviated	254	17%	189	24%	178	16%	339	25%	268	17%
Comprehensive	226	20%	143	16%	146	13%	185	18%	432	30%
Both (Abbrev. and Comp.)	109	12%	64	9%	81	9%	94	9%	116	10%
Follow up Ed Plan			1	0%			1	0%	2	0%
Exempt	16	1%	12	1%	15	3%	9	0%	6	0%
No Ed Plan	957	51%	739	49%	851	59%	834	47%	759	42%

Fully Matriculated

	N	%	N	%	N	%	N	%	N	%
Fully Matriculated	489	44%	323	42%	275	30%	378	34%	478	38%
Not Fully Matriculated	1,073	56%	824	58%	995	70%	1,072	66%	1,099	62%

Follow-up

	N	%	N	%	N	%	N	%	N	%
Completed	671	47%	430	54%	380	38%	743	58%	824	61%
Not Completed	888	53%	718	46%	890	62%	725	42%	758	39%

Counseling by CC Prisons

Hover over info icon for more information.

Select Academic Year(s):
All

Cerro Coso Community College First-time Student Headcount by Prison Location

	2015-16		2016-17		2017-18		2018-19		2019-20	
	N	% Diff	N	% Diff	N	% Diff	N	% Diff	N	% Diff
California City Prison	79		141	78.48%	218	54.61%	288	32.11%	345	19.79%
Tehachapi CCI			140		344	145.71%	473	37.50%	463	-2.11%
College Location	1,480		874	-40.95%	706	-19.22%	684	-3.12%	764	11.70%

Select Matriculation Type
Assessment

Assessment

		2015-16		2016-17		2017-18		2018-19		2019-20	
		N	% of Total P..	N	% of Total P..	N	% of Total P..	N	% of Total P..	N	% of Total P..
California City Prison	Exempt							1	0%		
	Matric Assessment	66	88%	123	88%	194	89%	256	90%	208	61%
	No Matric Assessment	13	12%	18	12%	24	11%	34	10%	137	39%
Tehachapi CCI	Matric Assessment			88	66%	73	23%	191	54%	230	52%
	No Matric Assessment			52	34%	271	77%	292	46%	238	48%
College Location	Exempt	19	1%	12	1%	16	5%	6	0%	4	1%
	Matric Assessment	695	63%	511	71%	466	70%	450	73%	510	75%
	No Matric Assessment	766	36%	351	27%	224	25%	228	26%	250	24%

Campaign	Total Students	Students Registered for Fall 20	Registration Rate	Total Fall 20 Units*	Average Unit Load*	Enrollment Dollars**
Interact Enrollment Survey "Yes" Respondents (Email messages only)	225	177	78.6%	1343	7.6	$61,778
Interact Enrollment Survey "Yes" Respondents + Attended Appointment (Email messages only)	37	33	89.3%	264	8	$12,144
Text Campaign 1 (Students enrolled in Spring 20, not Fall 20 and above 2.0 GPA)	1675	285	17%	1765	6.2	$81,190
Text Campaign 2 (Students enrolled in Spring 20, not Fall 20 and under 2.0 GPA)	273	48	17.5%	316	6.6	$14,536
Stopped Out Spring 2019 (12-30 Units)	355	8	2.3%	34	4.25	$1,564
Stopped Out Fall 2019 (6-24 Units)	589	11	2%	40	3.6	$1,840

*Unit data updated on 10/7/2020

**Enrollment dollars estimates calculated based on enrollment fee per unit x total number of units associated with the campaign.