

Counseling Department

AUP for Academic Year 2024-2025

October 2023

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 regardless of location or mode of delivery.*

The program directly addresses the college's mission and strategic goals by supporting students through all phases of their college experience from pre-enrollment and onboarding through completion. The program provides individualized and student-centered programs that connect with Cerro Coso's Strategic Goals and that are coordinated with other student service and academic departments. Some examples include:

Strategic Goal 1 & 2; Objective 1: Improve Onboarding

- Provide outreach to local high schools in each service area to increase freshman and dual enrollment.
- Provide high-quality new student orientation, advising, and education planning as part of the onboarding process.
- Provide tailored activities and services to groups of students who are disproportionately impacted or underserved.

Strategic Goal 2; Objective 2: Improve Momentum Points

- Develop activities to promote completion of comprehensive education plans in a student's first term with targeted outreach to students who have lower success rates of completion.
- Participate in services to support student retention and persistence from term to term.

Strategic Goal 3; Objective 1: Strengthen Community Connections

- Provide specialized advising and outreach for Career Technical Education and support the Dual Enrollment program in these areas.

Strategic Goal 3; Objective 2: Improve Professional Development

- Provide internal and external training and professional development opportunities for classified staff and faculty.

In addition to the specific strategic goals and objectives above, staff and faculty are encouraged to be part of the decision-making process for the program and college by being involved in program meetings, student service committees, participatory governance, and communicate regarding facilities, maintenance, and safety concerns.

The counseling program identifies and assesses student achievement outcomes for its instructional and non-instructional services through the integrated planning process. Each student success course (COLL) provided by the unit has identified Student Learning Outcomes (SLO's) that are assessed. Non-instructional student services are assessed through Administrative Unit Outcomes (AUO's) that result in outcomes assessment. Both SLO's and AUO's are assessed during the annual planning and program review cycle to analyze course and department level outcomes. Non-instructional services are evaluated through a variety of methods including reports to the Chancellor's office, student surveys, completion of goals and objectives, and evaluation of program-specific activities.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Non-instructional

The department provided targeted services to student populations identified in the Student Equity Plan including First-Generation, Economically Disadvantaged, and African American students. Activities that promote persistence and retention with these student populations have been implemented through outreach communication, appointment and text campaigns, survey follow-up, and providing high-touch onboarding and support.

The department has utilized the technology in Navigate to identify specific student populations, run reports, build specialized content in the student app, and develop targeted surveys at the start of each semester. This has allowed for early connection to students to promote resources based on individualized needs. Students are further connected with other departments based on their needs to provide additional resources.

The department continued to support the Umoja program and its students and participate in Umoja activities, events, and training. The department has supported programs for Spanish-speaking students including the use of translated materials and having a dedicated staff to support students in the Spanish CHDV classes.

Counseling services have continued to be tailored for the incarcerated student population to better meet their needs. Due to the closure of some of the prison program, the department developed strategies to provide students with relevant information prior to their transfer or release such as education plans, graduation checks, and resources for continuing with Cerro Coso in the future. In the past year, the department also began offering regular career workshops at CCI.

Instructional

The current gaps in the instructional area are identified as African American and First-Generation students. The African American student population in College Success (COLL) courses for the 2022-2023 academic year had a 77% student success rate and an 87% completion rate. There was a 3% increase in student success rate and but a 5% decrease in completion rate from the 2021-2022 academic year.

Under the category of ethnicity, the lowest recorded success rate for the 2022-2023 academic year was 67% for Filipino and the highest was 100% for Pacific Islander (small sample data). African American success rate was 77%. Under the category of ethnicity, the highest recorded completion rate was 100% for Pacific Islander (small sample data) and the lowest was 77% for two or more races. African American completion rate was 87%.

The First-Generation student population in College Success (COLL) courses for the 2022-2023 academic year, had a 70% student success rate and an 81% completion rate. There was a 5% increase in student success rate and a 3% decrease in completion rate from the 2021-2022 academic year. The lowest recorded success rate for the 2022-2023 academic year was 70% (First-Generation) and the highest was 86% (Unknow Parents Education). The highest recorded completion rate was 93% (Unknown Parents Education) and the lowest was 81% (First-Generation). There were three categories that were compared, *First-Generation, Not First-Generation, and Unknown Parents Education.*

Although the completion rates for both First-Generation and Not First-Generation student population within the Counseling Department instruction had a reported significant gap, the completion rate was at or above 70%. A significant gap was identified because for both First-Generation and Not First-Generation student population the completion rate dropped more than 8% from the 2021-20222 academic year. For First-Generation it dropped from 81% to 70% (11% drop) and for Not First-Generation it dropped from 86% to 77% (9% drop).

Non-instructional

The department needs to further expand outreach and supports to First-Generation, Economically Disadvantaged, and African American students in order to improve attendance to first day of class, completion of math and English, and persistence from term to term. Strategies such as holistic advising, care coordination, expanded resources, and other activities that promote greater persistence and retention need to be employed to improve targeted equity outcomes.

Instructional

Per the Annual Unit Plan (AUP) Subject Level Data for the Counseling Department/College Success (COLL) courses, there was a significant gap recorded for both First-Generation and Not First-Generation student population that will be addressed within instruction under the department for the upcoming year (2024-2025).

The department, through instruction, will remind and present all students, especially the First-Generation student population, of the various resources available to them to assist with their success and completion of not only COLL courses, but all college courses. The department will continue to take an initiative-taking approach to provide support and connect with one of the identified equity gap student populations, African Americans. The department will continue to teach COLL C101 courses that are Umoja supported.

The 2024-2025 data will be reviewed and if needed, faculty within the department will discuss ways to address any identifiable significant statistical equity gaps for future academic years.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

Non-instructional

The department had a convening with our regional Guided Pathways coordinator to begin the process of developing a model for case management and student success teams. This approach to holistic advising and case management has been expanded to additional populations over the past year such as students in the Futuro Health program and CHDV Spanish classes. However, the overall approach to holistic advising needs to be broadened to larger populations and affinity groups.

The department made changes to math and English placement guidelines in accordance with AB1705. All high-school graduates are being placed in transfer-level math and English through the use of multiple measures. Counseling worked with the math and English departments to revise placement rules to align with legislation.

The department continues to expand the use of technology to improve delivery of student services. New features in the Navigate platform are introduced as they are released. This has included updates to features in the student app, use of analytics, and use of intake surveys. The department is in the process of piloting the new Academic Planner. The department has also worked with other units to expand the use of Navigate and develop care units in other areas which will improve care coordination for students. The department began using DualEnroll.com for high school students to streamline the enrollment and registration process.

Outreach activities for Counseling were hosted throughout the year and expanded to further in-person opportunities. This included in-person open houses, rapid enrollment events, 5th Grade Day, Senior and Junior Day, Transfer/College Day, and more.

Professional development opportunities were provided to faculty and staff throughout the year including UC and CSU counseling conferences, transcript evaluation training, and graduation evaluation training.

Instructional

Student Learning Outcomes (SLOs) Assessment

As a department, it was 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 the Counseling Department Program Review assessment cycle for courses taught in the 2022-2023 academic calendar.

COLL C052: Becoming a Successful Online Student

All SLOs were assessed in both fall 2022 and spring 2023. All SLOs for both fall 2022 and spring 2023 were met. According to the Counseling Department new Program Review assessment cycle, all SLOs for this course are scheduled to be assessed fall 2023, fall 2024 and spring 2025.

COLL C100: Student Success Career Pathway

All SLOs for fall 2022 and spring 2023 were not assessed per direction from the Office of Instruction. This has been relayed to the Outcome Assessment Committee Chair and is aware. A *Need an Assessment Planned* for this course is not submitted. Although this COLL course is on the Counseling Department Program Review assessment cycle, it will not be assessed this 2023-2024 academic year (fall 2023) and future academic years until required or directive from the Office of Instruction request that it should/needs to be assessed. This course is taught as a dual enrollment course in high schools by high school teachers.

COLL C101: Foundations for Success in College and Life

All SLOs were assessed in both fall 2022 and spring 2023. All SLOs for both fall 2022 and spring 2023 were met. According to the Counseling Department new Program Review assessment cycle, all SLOs for this course are scheduled to be assessed again in spring 2024, spring 2025, and fall 2025.

COLL C102: Tools for College Success

All SLOs were assessed in fall 2022 and spring 2023. All SLOs were met for both semesters. According to the Counseling Department new Program Review assessment cycle, all SLOs for this course are scheduled to be assessed again in fall 2023, fall 2024, and spring 2025.

COLL C131: Making Transfer Easy

All SLOs were assessed in fall 2022. This course is only offered in the fall and therefore it is not assessed in the spring semesters. According to the new Counseling Department Program Review assessment cycle, all SLOs for this course are scheduled to be assessed again in fall 2023, fall 2024, and fall 2025.

Outcomes Assessment: Results of Last Year's Assessments

COLL C052

Target Met?

Yes

COLL C101

Target Met?

Yes

COLL C102

Target Met?

Yes

COLL C131

Target Met?

Yes

The number of first-time students completing a comprehensive education plan will increase by 10% overall as compared to 21-22.

Target Met?

No

The percentage of students receiving counseling and education plans in the prisons will increase by 5% overall as compared to 21-22.

Target Met?

No

Outcomes Assessment: Missed Targets

The number of first-time students completing a comprehensive education plan will increase by 10% overall as compared to 21-22.

Type:

AUO

Target Missed/Gap Detected:

Unknown

Type of Gap:

Need for revision to assessment method. Need to improve operational processes. Other (explain in Analysis).

Analysis and Plan for Improvement:

There are several layers that need to be addressed to improve this outcome - operational processes, review of assessment and data collection, and improved outreach to the specific population of students. Matriculation data has been inconsistent among different methods of data collection and has been an issue among the colleges within the district. The director is working with IR to review data collection methods and accuracy of data based on the source. Recent integration with Navigate and Banner will be reviewed to ensure accurate records are being transferred. Operational processes need to be further adapted to target the first-time student population and will be reflected in the upcoming strategies and goals.

Anticipated Semester for Implementing Planned Improvements:

Fall 2023

Anticipated Semester of Next Assessment:

Fall 2024

The percentage of students receiving counseling and education plans in the prisons will increase by 5% overall as compared to 21-22.

Type:

AUO

Target Missed/Gap Detected:

Unknown

Type of Gap:

Limited capacity/infrastructure. Need for revision to assessment method. Need to improve operational processes.

Analysis and Plan for Improvement:

The completion percentage data for matriculation from Tableau was inaccurate for ISEP. However, after manually reviewing numbers of students completing counseling and education plans, the overall percentages remained relatively consistent. While this goal of an increase was not met, there was not a significant decrease. Considering the lengthy closures from the pandemic and the closure of CAC and D Yard, this is generally seen to be positive. There has been a return to in-person counseling and processes are being adapted to serve students on multiple yards at CCI.

Anticipated Semester for Implementing Planned Improvements:

Fall 2023

Anticipated Semester of Next Assessment:

Fall 2024

Outcomes Assessment: Schedule of This Year's Assessments

The number of first-time students completing a comprehensive education plan will increase by 5% overall as compared to 22-23.

Students who complete orientation, an education plan, and counseling will demonstrate greater success than students not receiving those services by 10% overall.

COLL C052

COLL C101

COLL C102

COLL C131

Program Review

Counseling

Year of Last Program Review:

2019

Actions Taken in the Prior Year to Address Strategies:

- Expanding use of progress reports for additional populations, tracking, and follow-up activities.
- Revision and implementation of placement guidelines to align with AB1705.
- Placement of students at transfer-level English and math.
- Career workshops and education plan workshops for ISEP students.
- Pilot of new Academic Planner in Navigate.
- Expansion of care units in Navigate to other departments.
- Use of Navigate for intake surveys, providing resources, and targeting messaging.

Strategies Still to be Addressed:

- Increase number of students taking math and English in their first year.
- Expand case management services for students on probation.
- Increase number of students completing core services; particularly education planning.

Last Year's Initiatives

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

Completion of education plans is required for specific groups of students and through targeted outreach, these efforts are being expanded to reach additional groups of students. The department has used email and marketing campaigns to reach students. Counseling staff are encouraged to make appointments for new students for comprehensive education plans during their initial appointments for advising and scheduling so that they leave with a follow-up appointment. The director is working with IR to ensure that the matriculation data is accurately reflecting data for first-time students. Developing new strategies for promoting education planning is ongoing.

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

The department revised placement guidelines and implemented these according to AB1705. All students are being placed in transfer-level English and math accordingly. Placement in math and English has been assessed by district IR and although there are some yearly fluctuations, overall student success in completion math and English has improved since the implementation of AB705.

Improve Counseling Services for Incarcerated Students

For ISEP students, the department was able to increase the amount of in-person services at the prison. Prior to the closure of CAC, the counselor was meeting with students weekly for counseling and advising. Counseling, career workshops, and education plan workshops are being provided at CCI on each yard and counselors are visiting the prison weekly to provide these services on a rotating basis. The team at CCI builds a calendar at the beginning of the semester and works with the coordinators at the prison to deliver services to each yard in-person. These occur in various formats including individual and group counseling, presentations, and workshops.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Improving and increasing completion of core services (Placement, Orientation, Counseling, and

Education Planning)

Increase number of students taking English and math in their first year.

Increasing the number of students completing 30 units in a year.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Improve access and increase completion of core services to first-time students (orientation, education planning, counseling)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Develop proactive, holistic advising and case management approach to additional student populations.
- Provide professional development and training to support case management.
- Pilot use of Academic Planner with student athletes and identify areas of improvement needed. Expand to additional populations of students.
- Develop and implement new strategies for identifying, targeting, and supporting first-time and first-generation students.

Early Observational Data, or "Lead" Measure(s):

Professional development, training on AP, outreach development

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Matriculation data

Person Responsible:

Director of Counseling & Student Success

Unit gap or institutional goals addressed:

It addresses a gap in outcomes assessment, It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Increase the number of students taking math and English within their first year.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Training to counselors/advisors
- Develop new outreach activities and strategies to promote course taking behavior

- Promote resources for English and math

Early Observational Data, or "Lead" Measure(s):

training, new strategies, increase in resources

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Completion data for math and English

Person Responsible:

Director of Counseling & Student Success

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in outcomes assessment, It addresses a gap in student equity, It addresses a Guided Pathways practice

Increase the use of holistic advising through the use of case management and student success teams.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Take next steps to establish student success teams utilizing work with GP regional coordinator
- Provide coaching and training to support next phases of implementation
- Link in technology

Early Observational Data, or "Lead" Measure(s):

new cohort groups such as first-generation, students on probation

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Persistence, retention data in comparison to non-affinity groups

Person Responsible:

Director of Counseling

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective

Evaluate Resource Needs

Facilities

N/A

Information Technology

District IT support for Banner SaS, Navigate data integration, and return to one-click registration.

Marketing

The department would like to request a new marketing plan that includes a timeline and plan for promoting core services, Navigate features, and other key events/activities throughout the year. This may include the need for new branding, flyers, and outreach materials. The department can provide financial support through SEA funding.

Professional Development

N/A

Other Needs

N/A

Staffing Requests

1000 Category - Certificated Positions

N/A

Location:

Justification:

2000 Category - Classified Staff

N/A

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: