

# **Counseling Department**

## **AUP for Academic Year 2025-2026**

October 2024

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### **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.

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

## Student Equity

Over the past year, our department has kept up its efforts to support student populations identified in the Student Equity Plan, including First-Generation, Economically Disadvantaged, and African American students. We have focused on building persistence and retention through increased and improved outreach.

High-touch onboarding and support continue to be a focus of the department. We have been able to use Navigate to create tailored content in the student app. We continued the intake survey at the start of the semester, helping us connect with students earlier, and offer resources that meet their individual needs.

The department has expanded support for Spanish-speaking students, using translated materials and having dedicated advisors and a professional expert for students in Spanish CHDV classes. These staff provide support in the application and onboarding process through enrollment and graduation. The Umoja program has expanded to include more students and now has a dedicated counselor to support Umoja program activities and students.

For the Incarcerated Student Education Program (ISEP), counselors provide education planning workshops that allow the department to reach more students. These workshops are a combination of a group presentations and individual meetings. They are held within classes and outside of class times. The department has an adjunct counselor who provides career exploration workshops, giving students the chance to explore their interests and tie programs to careers.

Most COLL instructors are using Zero Cost Textbooks in the form of an Open Education Resource (OER); COLL instructors who require a physical textbook offer a low-cost textbook option.

To effectively address equity gaps, particularly for First-Generation and African American students, we are focusing on several key areas:

- Completion of core services such as orientation and education planning.
- Continuing to identify strategies to increase full-time enrollment.
- Improve the use of career counseling to help students align their education with their career goals.
- Continue to encourage students to take English and math in their first year.
- Improve persistence rates through early and timely guidance.

COLL C101 is the main course offered by the counseling department. Overall, the success rates for all students taking COLL C101 was 74% for 2023-2024, which is down from 83% in 2022-2023. The success rates are lower for the college's equity target groups (African American and First Generation). The success rates for African American students taking COLL C101 for 2023-2024 was 62% which is significantly lower from 2022-2023 when the success rate was 81%. The success rates for First Generation students taking COLL C101 in 2023-2024 was 66%, which is down from 2022-2023 when the success rate was 73%.

The department plans to address gaps in persistence for COLL C101 students by including First Generation students in COLL C101 offered to support Umoja students. Based on the Student Experience Survey, students identified a need for career counseling/exploration. This will be addressed through non-instructional and instructional strategies. The department will research the possibility of offering a stand-alone Career Exploration course or to incorporate a more comprehensive career exploration unit within the COLL C101 course. The department offers the Myers Briggs in COLL C101 courses using the online version of the test. The department is interested in providing a paper version of a career inventory for COLL C101 sections at CCI and would like to implement using the Strong Inventory in those classes if the budget can support the costs.

The Course Outline of Record (COR) for COLL C052 and COLL C101 are being revised this Fall 2024 to be effective in Fall 2025, this includes revisions to the Student Learning Outcomes (SLO) and Detailed Topical Outline (DTO). Any areas that might address gaps in equity will be reviewed.

## Outcomes Assessment: Loop-Back Improvements Made

### Actions taken in the prior academic year

The use of Early Alerts has been linked to higher GPAs and better outcomes, including fewer course withdrawals and failures. Progress Report campaigns have shown similar positive results. The use of Progress Reports has been expanded to additional populations. The Program Coordinator has managed Progress Reports for multiple student groups in Counseling and Access and is also assigned to follow-up with certain cohorts.

Onboarding and follow-up services for student athletes, scholarship recipients, and certain CTE programs are being implemented to enhance student case management and wraparound services. Initially, the Program Coordinator reaches out to the students for onboarding and then connects them with an advisor or counselor for scheduling and educational planning. This process includes referrals to other services or departments and includes additional follow-up as needed. The department aims to expand this holistic advising model to support more students through a cohort/case management approach. However, funding for adjunct counseling from CTE, Military/Veterans, and Retention has been decreasing and is likely to be limited or eliminated. The department will need to seek general funding to sustain and support these best practices in advising and case management.

The department is actively expanding the use of Navigate. Care units for Admissions & Records, Financial Aid, Athletics, and Basic Needs have been established to enhance support services. Utilizing technology has proven to be an effective strategy for implementing a cohort/case management model for students. Future plans for expansion include more access for instructional faculty to utilize Navigate beyond its current use. Historically, the majority of Navigate's costs, which exceed \$100,000 annually, have been covered by the Student Equity & Achievement (SEA) budget. In recent years, funding from Access, Retention, and Financial Aid helped support some of the costs of Navigate. With the reduction in Retention funding and the broader use of Navigate for general college services, including Athletics, Safety & Security, and Tutoring, as well as the expansion to more departments and campuses, general funding will be sought to help support ongoing costs.

Identification and participation in in-reach and outreach activities has expanded. The department expanded advising to include additional high schools, meeting students during their high school day, hosting 8th Grade days, visiting middle schools, attending career fairs, and more. These events were expanded at all campus locations. Transfer events including Transfer Day and were held primarily in Fall. Transfer Day was attended by the most colleges and students that Cerro Coso has had in many years. The department is continuing to come up with ideas to promote this event, include new partners, and facilitate participation from students throughout our service area.

The department has implemented all requirements for AB1705 and has recently collaborated with the math department for upcoming changes to Calculus placement for 2025. In preparation for significant changes to the transfer education pattern, the department has begun training counselors for the implementation of Cal-GETC in 2025. Review of initial steps in Common Course Numbering has also taken place. The department continues to invite instructional departments to all-site counseling meetings to provide updates to academic programs. Curriculum updates are provided by the CIC counseling representative at the end of each academic term. Professional development for the implementation of Cal-GETC will occur throughout the remainder of 2024, into next year.

## Outcomes Assessment: Results of Last Year's Assessments

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

**Target Met?**

Yes

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

**Target Met?**

Yes

### **COLL C052**

**Target Met?**

Yes

## **COLL C101**

### **Target Met?**

No

## **COLL C102**

### **Target Met?**

Yes

## **COLL C131**

### **Target Met?**

Yes

## **Outcomes Assessment: Missed Targets**

### **COLL C101 - SLO 3**

#### **Type:**

SLO

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

Below target of 70% at 68%

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

Impact of course delivery mode.

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

ISEP Course. Course will be assessed again in Spring 2025 and Fall 2025. COLL C101 is also being reviewed by the department overall.

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

Spring 2025

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

Spring 2025

## **Outcomes Assessment: Schedule of This Year's Assessments**

COLL C101

COLL C102

COLL C052

COLL C131

Increase usage of counseling services by 5% through additional outreach, appointment, and marketing campaigns.

Increase number of first-time students becoming fully matriculated by 5%.

## Program Review

### Counseling

#### Year of Last Program Review:

2024

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

- Development of career exploration workshops
- Education Planning workshops
- Expansion of Navigate to additional departments
- Expanded outreach services
- Implement student-centered strategies for those students on probation and disqualification

#### Strategies Still to be Addressed:

- Increase students taking math and English in their first year
- Increase students attending full-time
- Further improve outcomes for students on probation and disqualification
- Provide professional development in career counseling
- Expand case management models of advising

## Last Year's Initiatives

### Improving and increasing completion of core services (Placement, Orientation, Counseling, and Education Planning)

The data is clear that students who complete an education plan are more likely to complete their educational goal. The challenge has been with usage rates of counseling and increasing the number of students getting a comprehensive education plan. There will be the focus in continuing this strategy. The department will continue to evaluate the use the Academic Planner but at this time it has not been adopted widely by students or faculty. We will further evaluate its use in the next year in smaller cohorts. Orientation content has been updated over the past year. Funds have not enabled the department to update some of the content desired.

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

Efforts in this area have not yielded significant results but there have been some increases. This department strategy will continue efforts in this area to ensure English and math are promoted in the first year and part of education plans.

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

Efforts to increase first-time students (and all students) units to 30 within a year have not shown the desired results. Despite efforts from counseling and other student service departments, there has been minor change or decreases. The department will

review the results of the part-time student survey to determine new strategies.

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## Reminder of Initiatives for the Current Year

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

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

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

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## 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:**

- Increase usage of counseling services
- Develop proactive, holistic advising and case management approach to additional student populations

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

- Marketing plan, outreach development

**Does the department request help developing these instruments?**

Yes

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

Program review data

**Person Responsible:**

Director of Counseling

**Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a gap in outcomes assessment, It addresses a 2- or 5- year program review strategy, It addresses a Guided Pathways practice

**Help improve student persistence rates by implementing targeted counseling activities based on findings of part-time survey.**

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

Yes

**Specific Action Steps to be Taken:**

- Develop and implement strategies to address identified barriers.

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

- Monitor and evaluate the effectiveness of these strategies.

**Does the department request help developing these instruments?**

Yes

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

- Student persistence rates

**Person Responsible:**

Director of Counseling

**Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a Student Equity and Achievement Plan goal, It addresses a Guided Pathways practice

**Develop articulation of courses and credit including repository of previously articulated courses.**

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

Yes

**Specific Action Steps to be Taken:**

- Work with A&R to develop process of articulating courses in Banner
- Formalize transcript evaluation process
- Improving use of TES

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

- Policies for transcript evaluation process
- Begin providing courses to A&R for articulation

**Does the department request help developing these instruments?**

Yes

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

- Build database in Banner of articulated courses

**Person Responsible:**

Counseling & Admissions and Records

**Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a 2- or 5- year program review strategy

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## Evaluate Resource Needs

### Facilities

N/A

### Information Technology

- Ongoing technical support for Navigate/Banner integration

### Marketing

A new marketing plan that includes a timeline and plan for promoting core services, Navigate features, Transfer, and department events/activities throughout the year. New branding, flyers, and outreach materials. The department can provide categorical funding to support these efforts.

### Professional Development

Mental Health First Aid Training or other evidence-based suicide prevention training for gatekeepers

### Other Needs

- Strong Inventory (print version) for students in ISEP taking COLL C101 - career counseling/assessment
- Funds to support collegewide use of Navigate (e.g. Athletics, LAC, Safety & Security, Kiosks)

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## Staffing Requests

### 1000 Category - Certificated Positions

#### Counseling - adjunct (temporary labor)

**Location:**

CC Online, EKC Tehachapi, Ridgecrest/IWV

**Justification:**

Student Equity & Achievement funding has not been increased in years but costs for personnel continue to increase. This caused the department to seek other financial support for adjunct counseling from CTE, Military/Veterans, and Retention/Enrollment. This has assisted over the past couple years but is expected to not be available. These funding sources are being significantly reduced or eliminated over the next fiscal year. In order to maintain current operations particularly for IWV, online, and at CCI, part-time adjunct faculty are necessary to maintain counseling services and meet state requirements to provide core services. Adjunct counselors cover a significant gap in services where there are not full-time counselors available including the sites, summers, expansion of academic programs, and where we have lost full-time positions. Student Equity & Achievement funding has not been increased in years but costs for personnel continue to increase. Adjunct hours have been reduced where possible and the SEA budget continues to cover the majority of temporary labor for adjunct counseling but the department will need general funding to cover the remaining costs.



## **2000 Category - Classified Staff**

AUP Budget Worksheet for Counseling - FY25

Fund	Org Description	Account Description	Program Title	Activity	Location	2024		2024		2025		2026		Notes	Increase?	If requesting increase of %5 or more							
						Adopted Budget	Actual Expenses	Adopted Budget	Adopted Budget	Request	Request	In planning document	Data?			Relevance?	Operational Efficiency?						
GU001	Counseling & Guidance	Class Non-Instr Overtime	Other Gen Institutional Support Srv		CB	\$	-	\$	1,486.32			\$	-										
LR001	Counseling & Guidance	Inst Supplies & Materials	Career Guidance & Orientation		CP	\$	-	\$	16.15			\$	4,000.00	Strong Interest Inventory (300 printed tests for Fall & Spring sections of COLL C101 at CCI - cost approximately \$12.95 per exam)	yes	AUP	Yes, results of student surveys have noted a need for more career counseling. Students in the ISEP program have a need to identify career paths that link to their education.	An online career assessment is provided in COLL C101 but we currently do not have one in the prison. This is a strategy identified in the department's program review to improve career counseling.	Providing paper career assessments will ensure the department is providing equitable services for students in the prison by providing them access to similar resources as those in our online COLL C101 courses.				
Resource Requests																							
Type of request		1 time or ongoing?		Requested amount		description/explanation								In planning document		Data?		Relevance?		Operational Efficiency?			
Other		ongoing		\$20,000		5650- Navigate - athletics/gym, LAC, safety & security, Kiosks								Yes		AUP		The Navigate platform has expanded use to multiple collegewide units. The Counseling department facilitated the setup of the use and assists in the ongoing administration but the platform is being used daily by other units. Examples include Athletics (student athletes), Fitness/Gym facilities (checking in), Safety & Security, Learning Assistance Center (tutoring), Kiosks. This has included use throughout multiple campuses as well for needs such as the Marketplace.		The Counseling department has carried the burden of the bulk of Navigate funding since its inception. Even though the platform has been used collegewide for the past few years, the SEA budget has absorbed the costs with some support from Access. Currently costs run above \$100,000 annually. With no increase to the SEA budget, there is a need for general funding to support the collegewide functions of the platform.		This funding will allow the department to continue to maintain the Navigate platform, provide administration and training, introduce new features as they are released, and support other departments in utilizing Navigate to provide holistic support for students.	
Other		ongoing		\$ 40,000.00		1419 - temporary labor (adjunct counseling) - the department spends \$250-300k per year in 1419; this request is for a portion of funds paid by other budgets								Yes		AUP		Student Equity & Achievement funding has not been increased in years but costs for personnel continue to increase. This caused the department to seek other financial support for adjunct counseling from CTE, Military/Veterans, and Retention/Enrollment. This has assisted over the past couple years but is expected to not be available. These funding sources are being significantly reduced or eliminated over the next fiscal year.		In order to maintain current operations particularly for IWV, online, and at CCI, part-time adjunct faculty are necessary to maintain counseling services and meet state requirements to provide core services. Student Equity & Achievement funding has not been increased in years but costs for personnel continue to increase.		Adjunct hours have been reduced where possible and the SEA budget continues to cover the majority of temporary labor for adjunct counseling but the department will need general funding to cover the remaining costs. Adjunct counselors cover a significant gap in services where there are not full-time counselors available including the sites, summers, expansion of academic programs, and where we have lost full-time positions.	