

Student Services Department
Annual Division Plan for Academic Year 2018-2019
July 2018

Review And Planning

Performance and Equity Gaps Still to be Addressed

See college's Integrated/Student Equity Plan

Annual Planning: Actions Taken

Student Services

General areas of progress in or associated with the Student Services division include:

1. Successful application for the California Promise Program Grant
2. Identification of the RP Group Student Success Factors as a mechanism for broadly inclusive culture change and engagement in improving student achievement outcomes, including the implementation of the Inquiry Group process to develop associated initiatives
3. Successful application for Achieving the Dream Lead College Status
4. Substantial implementation of technology enhancements for serving students:
 - a. Navigate and Navigate 2.0
 - b. Financial Aid TV and Get SAP
 - c. College Lingo
 - d. Media Rich Modularized Orientation
 - e. Instructional videos for student services "pain points"
 - f. Maxient
5. Initial growth and subsequent stabilization in Athletics Programs
6. Survey administration to gather qualitative data including- CCSSE, ATD Institutional Change Assessment Tool, University of Ohio's Survey of Financial Wellness
7. Management Re-organization- Full-time Athletic Director, Separation of Director of ACCESS and Counseling separated into two positions

ACCESS-

Program Status-

The concluding report on increasing overall number of Access Programs participants is shown in the chart below. The data below includes the total number of students from the Indian Wells Valley, Kern River Valley, and Eastern Sierra Campuses.

2018-2019 Access Programs Annual Unit Plan 3

EOPS	2013-14	2014-15	2015-16	2016-17
	291	283 3%	266 6%	392 47%
DSPS	2013-14	2014-15	2015-16	2016-17
	184	179 3%	198 11%	188 5%

CalWORKS 2013-14	2014-15	2015-16	2016-17
31	27 -13%	35 30% 2	7 -23%

EOPS Study Hall and Resources-

In the spring 2016 semester dedicated space was reserved in the Learning Resource Center (LRC) for the semester where the Study Hall could be held. Tutors for math and English were identified to attend Study Hall and be available to students on a drop in basis. Peer Mentors also provided support for students in Study Hall and developed some topics of discussions they could provide attendees related to non-tutoring topics such as how to use a syllabus, time management, and study strategies. Access Programs opened up Study Hall to all Access students since funding was available. The following data was compiled during the spring 2016 semester.

Total number of Study Hall attendance during spring semester = 156 individual attendees during the semester

Total number of unduplicated students in attendance during the semester = 38

Success Rates for EOPS student is now 4% above the college average.

Peer Mentoring Implementation-

The Peer Mentoring program has also been identified as a program that can increase degree and certificate completion rates with underrepresented students. Since its implementation in the Fall 2015 semester, it has increased the amount of mentees and contacts every semester. The peer mentors in the program meet with mentees and discuss various topics related to academics, personal and social life, and study skills. In addition to their mentoring meetings they assist with Access Program's events, help out with in-reach and outreach activities, hold study halls for mentees and provide peer led workshops to Cerro Coso students.

DSPS Updates-

The content on the website, particularly the High Tech Center page has been updated. A non discrimination policy has been added. The Director of Access Programs partnered with the Web Content Editor and the Director of Distance Education to create awareness and provide training about new DSPS and Title 5 regulations.

Below is progress –

- Completed Training Conference and workshop attendance on ADA, section 504 and 508 compliance (Web Content Editor, Director of Distance Education, and two faculty)
- FLEX Day training - Accessible Online Learning for Distance Education Courses by Gaeir Dietrich
- Lunch-n-learn – Making Online Classes Accessible presented by a Digital Media Arts professor
- New Online Faculty Training – Content Change to training – Promote the use of the OEI Course Rubric <https://drive.google.com/file/d/0B1xkCojmd9vWNFdtcUsyYU1WSkU/view> which has a section on Accessibility Creating a Canvas Disabled Program page within the Service icon of Canvas Courses Writing Canvas scripts that allow for ADA compliance forms, etc
- Tools provided by the Director of Distance Education - Introduced faculty to 3CMedia to help with their closed captioning needs Offered to check faculty's online courses for disability issue during the transition from Moodle to Canvas
- Introduced 3CMedia to help with their closed captioning needs Implementing new Disabled Students Program and Services (DSPS) and Title 5 regulations is in progress

Program Awareness and Outreach-

Access Programs continues to have a dedicated Facebook and Instagram account to encourage current Access students to share pictures and information regarding their participation in Access Programs activities. The Latinos United club continues to be active and to raise the awareness of Access Programs services. Access

Programs web pages have been updated to reflect current contact information and staffing. The Director developed information in the Canvas shell about available DSPS services and how disabled students can obtain services. This information appears in both student and faculty views of Canvas. Program staff will continue to offer informational meetings for college faculty and staff on what Access Programs is and how students and staff can benefit from services.

Admissions and Records

Improve Application Conversion Rate-

Outreach efforts implemented include identifying students that applied to Cerro Coso but did not follow through with registration. The Admissions & Records Office has worked collaboratively with the Counseling Office in providing a list of students for counseling to contact for assistance in intentional registration. A&R has also been identifying students that have completed a CCCApply application but have not completed the Cerro Coso application and an Admissions & Records Technician has been calling students to provide assistance with the complicated application process. A CCC Apply instructional video has been created and Navigate has helped to streamline processes.

The application conversion rate has improved 36%.

Initial Contact and First Year Student Assistance -

1.) Help guides have been updated for CCCApply, CC Applications, Veterans process and setting up college emails, etc. Guides have not been translated to Spanish.

2.) EAB "Navigate" was implemented for first time students. This navigational tool will be broadened to include continued guidance for continuing students.

3.) Live chat was implemented but had low usage by students and limited in information given due to security and FERPA guidelines. This has been withdrawn from this initiative. Measure of Success: Students indicated over 90% satisfied to very satisfied on 2015 student experience survey. the retention rate for 1516 is not yet available.

Develop efficiencies and opportunities for automation-

- The A&R Office automated end of term processing. This has freed up time for the A&R Technician. The manual grade roll has decreased in Summer 16 decreased to under 10 classes. When classes are reported with late grades, the A&R Technician contacts District IT to complete an additional grade roll.
- Degree Works scribe is complete but there are issues matching students to the correct programs. Program changes without changing the catalog year has been a practice district wide over several years. This now prevents Degree Works to find the program for the student according to the students catalog right preventing using Degree Works for a graduation evaluation. District IT is working on a fix to this data and catalog rights are changed with program changes as of Fall 2016. Staff and students can still use the system to run audits.
- The number of parking permits has drastically decreased with the daily parking permit machines in the parking lots. A&R no longer 2017-2018 Admissions and Records Annual Unit Plan 3 issues semester parking permits. All students receive their permit by mail and confirmation by email.
- Student Input Live chat was not effective communication for our students. Most students had more involved questions that required a call to the student.

Athletics

Development of comprehensive support for student athletes-

- Hiring of full-time Athletic Director
- Full-time athletics counselor hired
- Expanded learning support position
- Expansion and stabilization of study hall requirement
- Dedicated Financial Aid Technician
- Increase in progress reports and follow-ups
- Hiring of dedicated, part-time athletics DAIII

Program Expansion-

- Stabilization in coaching staff both through recruitment and stabilization in funding for part-time coaches
- Reinstatement of women's soccer and softball and men's basketball
- Stabilization in financial support for recruiting and community involvement for part-time coaches

Child Development Center

Substantial Modernization and Facility Improvement-

- Replacement of majority of surfaces- flooring, painting, carpeting
- Modernization of the environment to reflect current standards for a Child Development environment
- Purchase of playground equipment

Professional Development-

- Classified staff received brief training in ASQ, and CLASS training through our assigned QRIS coach throughout the year. All staff completed webinar trainings on DRDP 2015 and DRDPtech. Three of the classrooms have been rated by the QRIS team.
- IWV received a 3 out of 5 stars, RPU site received a 3 out of 5 stars and the Heather Ave. site received a 4 out of 5 stars.

Stabilization in Staffing-

The Centers have continued to struggle with staffing challenges, but has made some progress in filling positions and in recruiting student interns. Staffing levels are starting to reach the level of allowing for full-enrollment, however the demand and interest now needs to be generated for family enrollments.

Counseling and SSSP-

Technology Implementations-

The college has implemented EAB Navigate and expanded this recently to be available for all students. The platform is evolving into Navigate 2.0 in summer/fall 2017 which will include an enhanced student experience with text/email notifications, an advisor dashboard, and an early alert system. This involved developing new configurations for returning students and targeted populations. The students have a dynamic path that is tailored to their individual status as a new or returning student. The college has also implemented the use of Financial Aid TV, College Lingo, and a new Online Orientation. Financial Aid TV is available to all students through the college website. It is also required for some students who are granted a financial aid appeal as part of their Student Success Contract. College Lingo is available to students, staff, and faculty and has been used to further develop student support services workshops for students who are at risk.

The new online orientation was developed with participation from students, faculty, and staff and recently launched in summer 2017. This new online orientation is a much more robust and interactive experience. In addition to the new orientation, the college worked developed instructional videos for students designed to support students through some of the more difficult processes at the college. These videos are embedded within the online orientation but are also housed outside of the orientation on the college website, used in class presentations and embedded in Navigate for “just in time” information.

The college continues to SARS for scheduling but the SARS Alert function has been an unreliable and we are in the process of building Navigate 2.0 to use as our early alert system.

Core Service Completion-

The number of students completing abbreviated education plans increased by 5% from 2014-15 to 2015-16 but the number of students completed comprehensive education plans decreased by 3% overall in these years. Data on completion of core services vary from site to site. Some of our sites have increased the completion numbers of both abbreviated and comprehensive education plans while others have decreased. Counseling services had an increase in 2015-16 from 51% to 60% and then decreased in 2017-18 back to 49%. Cerro Coso Online increased the number of students completing core services by 20% with a concerted focus on reinstating online counseling and other distance support services.

The college hired a number of positions including the Director of Counseling and SSSP, a full-time Counselor (IWV), and Educational Advisor (ESCC), and Alternative Media Specialist, and multiple adjunct counselors. The number of students receiving services has increased overall and the number of students fully matriculating has increased by 7% from 2014-15. This will continue to be an area of focus, as will the focus on increasing full-time students and the average number of units students are taking, as this is likely a contributing factor to challenges with core service completion.

Momentum has been building with new staffing, initiatives, and activities. However, some of the challenges remain due to our large online and part-time population and diverse demographics. Follow-up services have increased from 11% in 2014-15 to 38% in 2016-17. Orientation increased as well but by a smaller percentage from 46% in 2014-15 to 56% in 2016-17. It is expected that the number of students completing orientation will increase with the implementation of our new and improved online orientation and platform. These services vary by location, with the KRV campus having declined substantially, and overall the number of students fully matriculating remains low at 32%.

Online-

In 2015-16, the implementation of online counseling was reinstated successfully. The counseling department developed an online intake form to streamline the intake process. Students are now able to complete education planning with counselors in an online format. Counseling also developed and provide workshops for students at a distance provided through Comevo, Financial Aid TV, and College Lingo. It is noted that assessment, orientation, counseling, and education planning services have all increased for students at a distance. For students that we serve at a distance, from 2014-15 to 2016-17, the completion of assessment increased from 22% to 35%; completion of orientation increased from 30% to 49%; completion of counseling increased from 32% to 40%; and completion of an education plan increased from 16% to 29%.

Outreach and Integration with Instruction-

- A Faculty Guide to SSSP was developed to engage faculty in the completion of core services. In addition to this guide, other outreach materials (e.g. flyers, brochures) were developed for students to assist in the completion of core services.
- Class to Career presentations are provided to student's on-campus and online with newly developed videos.
- Student workers and other staff have been conducting phone calls and other outreach to connect with students who have not completed all of the core services.
- Academic departments invited to attend counseling staff meetings in an effort to improve communication, partnerships, and the completion of core services. This has helped with some academic departments adopting strategies within the classroom to complete services such as the long-term education plan which is a benefit to both the non-instructional and instructional sides of the college.
- 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 much more.

Statewide Multiple Measures Adoption and Assessment-

Cerro Coso has implemented the use of multiple measures to be aligned with the research and recommendations from the Multiple Measures Assessment Project (MMAAP). In order to maximize placement and adhere to existing research protocols, the college has aligned the assessment and placement process to the recommendations from the Multiple Measures Assessment Project (MMAAP). Using these recommendations, the Counseling, Math, and English departments developed a Multiple Measures Guide. Through test preparation, the use of multiple measures, and the changes to the branching profile, the college has been able to maximize student placement in courses.

The number of students completing the assessment process has increased from 46% of students in 2014-15 to 63% of students in 2016-17.

Equitable Services-

The college hired staff for the counseling department to expand services at specific locations. This included hiring an Educational Advisor at ESCC who serves our Bishop and Mammoth campuses. Due to an increase growth in our population of students at East Kern, we also expanded the hours of the both the Counselor and Educational Advisor at those sites. The East Kern sites serve a large dual enrollment population and also serve students in the Cal City and Tehachapi prisons. The Director of Counseling & SSSP provides training and support to the counseling staff at all the sites. Regular staff meetings and trainings are provided via ITV and in-person when possible. The Director of Counseling & SSSP ensures that counseling staff and faculty are trained in a uniform manner but also provides individualized training so they are able to offer services that may be unique to the site.

Increase in Veteran Services-

An Educational Advisor was hired to create outreach events, activities and resources specifically for the veteran population. Some of the events included the Military and Veteran College Night, and the Veteran Stand Down Resource Fair. Resources created included the Veteran Resource Area, where veterans can find information on the resources available to them at the college and the community. A referral system has also been created to connect veterans with free resources such as one on one mental health counseling, as well as a veteran support group for PTSD. Outreach activities include monthly presentations at Fleet and Family on the China Lake Naval Base where information on educational opportunities at Cerro Coso can be provided to active duty service members, and at the Ridgecrest Advisory Council and the local chapter of Veterans of Foreign Wars.

Inmate Support Services-

Inmate education has also grown exponentially as courses are now offered at the California Correctional Institution in addition to the California City Correctional Facility. 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.

Equity

African American Students-

The college has put on several events and activities of interest to the African American student and community population. These included on campus events such as the “Hidden Figures Movie Night”, “Core Ensemble: Ain’t I a Woman”, and hosting of Odell Bizzell to name a few. These activities brought in members of the community and motivated students to seek out more activities for the African American population on campus. Work has also been done to create a program focused on improving student success rates and enticing more African American students to attend Cerro Coso. The UMOJA application was approved in late February and Six faculty members were selected from various subjects to be the core members of the program. These faculty members attended the UMOJA Summer Learning Institute to learn how to “umojify” their courses. Since launch, we have 20 UMOJA students who are involved in the program and are expecting to grow more next year.

American Indian Students-

Our ESCC Bishop enrollment is 15% American Indian. Partnering with the Owens Valley Career Development Center (OVCDC) to have a larger presence on campus to make it easier to get students more involved on campus. Several outreach events have been offered to increase the rates of American Indian attendance. These include: Inyo County 5th and 8th Grade College and Career Day at ESCC’s Bishop campus, Financial Aid workshops at Mammoth High School, Native American Education Summit (co-sponsored by the Bishop Paiute Tribe), the College & Career Motivational Day at the Bishop Indian Education Center, and the College Knowledge Bootcamp for Inyo County Native American 6th – 9th Graders.

Low-income Students-

In fall 2015, equity funding was utilized to purchase 90 reserve texts at IWW. That semester, we had 223 checkouts.

In 2016, we purchased 92 textbooks and expanded their use to our sites. That year, we had 978 checkouts at IWW, 50 at ESCC, and 118 at KRV. In 2017, we have purchased 304 or textbooks for all of our sites. As expected, reserve textbook usage has significantly increased every year.

In the fall 2016 semester, math and writing labs were expanded to what we considered to be full-scale, 59.5 hours per week of faculty coverage across Cerro Coso's sites. This increase in access resulted in lab visits increasing from 1181 in the 2015-16 year to 2035 in 2016-17.

One of our goals to increase basic skills completion was to increase the amount of students participating in the EOPS program. EOPS numbers increased by 47% from 15/16 to 16/17. This significant increase can likely be attributed to the EOPS program being offered at the California City Prison

Increased Transfer Support-

Several activities were pushed to improve transfer rates for equity gap populations during the 16-17 school year. Faculty and staff were invited to conferences that pushed the importance of transfer for gap populations (Hispanic Association of Colleges and Universities (HACU), African American Education Network and Development (A2MEND), etc.). Students also had a chance to attend some of these as well as the opportunity to attend various local 4-year university tours and Historically Black College and University (HBCU) tours. Transfer workshops on campus were also ramped up and some were specifically catered to gap populations (HBCU Transfer Webinar).

The college drastically increased the amount of 4-year universities tours and conferences as much as possible. Some of these trips included the Hispanic Association of Colleges and Universities (HACU) Conference in San Antonio which also included a tour of University of Texas San Antonio, the American Indian Conference in Palm Springs, a Historically Black College and University (HBCU) Tour throughout Georgia, Alabama, and Florida, as well as several college tours local to Southern California, which included UC Riverside, CSU San Bernardino, CSU Northridge, UC Los Angeles, Loyola Marymount University, and UC Santa Barbara. A college tour of the University of Nevada Reno was made specifically for the students from out ESCC sites as it is the closest 4-year university to their location. In addition to bringing students to university campuses, we also invite 4-year colleges to our campus for our annual College Day, where students can learn about the variety of programs being offered at the various institutions.

Financial Aid

Improvement in Success and Retention for FA Students-

- The Terms of Agreement was updated to clarify satisfactory progress to include the maximum units for certificates. This information was sent to financial aid students and is referred to in their award letter.
- Banner was to calculate the maximum 150% units. The past practice was to maximize all students at 60 units for receiving financial aid. This was a compliant issue since certificate's 150% maximum units can be much lower than 60 units. This corrected a non compliant issue but increased our students that were suspended from financial aid due to maximum units.
- FA T.V. was implemented to help address the low percentage of students applying for and receiving financial aid, FA T.V. provides information on all aspects of financial aid and the financial aid process. This information is available to students at any time. Within the FA T.V. is information on maintaining satisfactory progress. To address our growing Hispanic population, the FA T.V. was updated to include Spanish in Fall 2016. Students now have the ability to select Spanish subtitles the various informational videos.

Reduce the Institutional Debt to Department of Education by reducing over-payments to students-

The Financial Aid Departments as a District implemented strategies to decrease the institutional liability from over payments to students. In 1415, Cerro Coso Community College alone had \$41,275.00 Title IV school funds returned to the Department of Education. These charges are put on student's accounts but many students do not pay the charges. The strategy to reduce institutional liability implemented in 1516 was to pay students in three Pell disbursement instead of two Pell disbursements therefore reducing the amount given to students before they attend classes. This process has significantly lowered the institutional debt.

1415- \$41,275.00- Base line year for assessment

1516- \$26,188.00- First year 3 payments implemented

1617- \$8452.00- Second year of 3 payments implemented

Decrease the number of students on warning and suspended from financial aid- As part of the appeal process for students on suspension, the FA T.V. "Get SAP" workshops have been added as an requirement. These workshops explain how to make SAP and regain eligibility. The second strategy was the addition of the student success contract. This contract clarifies what is expected of the student to remain on continued probation with their appeal approval. This eliminated confusion on semester requirements and the need for students to appeal every semester. Students can now remain on continued probation until they meet

Increase knowledge and use of Financial Aid-

Financial Aid T.V. "Get Answers" was implemented Fall 2015. This program provides tutorial videos with text that answer questions concerning all areas of financial aid, the requirements of priority enrollment, and the new requirement for maintaining eligibility for the board of Governor's waiver. Another feature of FA T.V., Get SAP, was implemented in Spring 2017 providing workshops to students on meeting academic progress.

Financial Aid Technicians increased attendance at outreach events that included more site visits at open house and other times throughout the year including individual appointments to assist students with their financial aid including completing FAFSA applications and verification documents. Two sites were added to outreach calendar, Desert High School and Tehachapi Center.

Increase the number of students applying for scholarships-

Financial aid workshop on campuses and in high schools included the scholarship application process. The scholarship program was updated with changes in specific scholarship sorting to increase efficiency. Scholarships were advertised on the college web site and reminders pushed out in social media. The FA Director and FA Technician attended an all day workshop conducted by Academic Works in Fall 2017. Scholarship recipients increased from 71 in 1516 to 101 in 1617. The goal of 200 applications was not met but remains a goal for Fall 2017.

Initiatives for Next Academic Year

Full Implementation and integration of the Cerro Coso Promise Program

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Continue to revise and refine application process- integrating into scholarship system- Academic Works
2. Work with Program Manager to scale up and refine marketing materials
3. Integrate Promise Marketing and information into all outreach activities
4. Develop Financial Literacy schedule of workshops to be offered throughout service area
5. Develop and implement FAFSA workshops throughout service area including at high school locations
6. Conduct targeted marketing to first generation, African American, low income and other equity populations
7. Integrate information on Promise in all staff professional development in Student Services

Lead Measure of Success:

1. Development of marketing materials
2. Completed application process
3. Workshops developed and schedule identified
4. Raised awareness among student services staff- assess through scenario activity
5. Development of outreach and marketing plans for Promise, with a particular focus on equity populations

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:

1. Referrals to the application process from service area schools and community partners
2. Number of applicants
3. Number of Promise Grants Awarded
4. Disaggregated data on demographics of applicants

Person Responsible:

Vice President of Student Services

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

Progress on getting to "Full Scale" on Guided Pathways Elements

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

See Action Plans Identified in the college's Guided Pathways Work Plan

Lead Measure of Success:

See Measures Identified in the college's Guided Pathways Work Plan

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:

See Measures Identified in the college's Guided Pathways Work Plan

Person Responsible:

Vice President of Student Services

Other

Progress on the elements associated with Guided Pathways will effect all areas of the institution and areas of student achievement outcomes

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections, Goal 5: Strengthen Organizational Effectiveness

Develop "One Stop" delivery of Student Services at the IWV Campus

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Identify One Stop Center "best practices"
2. Move all student services units into One Stop Center
3. Develop a flow and coordination of services
4. Implement cross-trained call center
5. Identify efficiencies in the staffing and flow of services- including student input
6. Implement ongoing drop-in schedule for all service areas

Lead Measure of Success:

1. Complete move-in of all units
2. Student tours of One Stop
3. Coordination of service meetings through Student Services Executive Council
4. Student input gathered on processes
5. Call center established
6. Staff and faculty input

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:

1. Increase in student use stats in all areas

2. Improvement in student satisfaction in experience
3. Improvement in staff and faculty satisfaction
4. Increase in cross-training among student services staff and faculty
5. Calls answered consistently and regularly

Person Responsible:

Vice President of Student Services

It addresses a gap in student equity

It addresses student achievement outcomes

Which strategic goal does this initiative address?

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

Further development of strategies for serving students taking classes in alternative modes of instruction (incarcerated education, online education, dual enrollment)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Conduct ongoing planning and professional development meetings
2. Coordinate through Student Services Executive Council
3. Gather input and satisfaction data from associated staff, faculty and students
4. Research best practices, including participation in associated state and national professional development
5. Develop handbooks, guidelines and an annual schedule of activities and processes

Lead Measure of Success:

1. Development handbooks, guidelines and an annual schedule of activities and processes
2. Training, coordination and planning meetings conducted
3. Best practices identified
4. Professional Development participation

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:

1. Improvement in satisfaction of students and partners
2. Increase in dual enrollment
3. Increase in incarcerated student enrollment
4. Increase in incarcerated students served
5. Increase online students accessing services
6. Increase in online students completing
7. Improvement in Student Experience Survey Data

Person Responsible:

Vice President of Student Services

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, Goal 4: Enhance Community Connections, Goal 5: Strengthen Organizational Effectiveness

Increase in awareness of Student Services across all sites and online

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Complete and distribute Faculty Resource Guide
2. Develop a companion website for Faculty Resource Guide
3. Participate in Faculty Flex Day Activities
3. Conduct Faculty tours of One Stop Center
4. Develop a Student Services Newsletter
5. Develop a Student Services strand in the annual Professional Development activities
6. Implement EAB's Campus

Lead Measure of Success:

1. Completed Faculty Resource Guide- distributed at Fall Faculty Flex Day
2. Website developed
3. Schedule of Professional Development activities and faculty tours

4. Development of monthly Student Services Newsletter

5. Campus implemented

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:

1. Increase in referrals to services
2. Increase in number of students completing SSSP core services
3. Increase in students applying for Financial Aid and scholarships
4. Faculty reported raised awareness of services
5. Improved retention
6. Improved course success

Person Responsible:

Vice President of Student Services

Other

It addresses a wide variety of student achievement gaps

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 5: Strengthen Organizational Effectiveness

Resource Needs

Facilities

ACCESS Programs

Access Programs, IWV needs to ensure that there is enough space to provide adjunct counseling support to students whether that is in the modulars, Learning Resource Center, or in the new one-stop space. Currently, an adjunct counselor is utilizing a Student Activities office that will soon be unavailable.

Analysis- As indicated, this has been addressed in the One Stop facilities planning.

Admissions and Records

Office space for new Admissions & Records Technician Assistant position.-

Analysis- I am not supporting an additional A&R Technician at this time, so this consideration is not necessary for 18-19 and not likely in the next few years unless an unexpected justification arises.

Athletics

General Note- I have made notes on these requests, but realize that all of this is largely dependent on the schedule of Measure J projects. John focused on documenting all needs, knowing that much of this is for future planning.

Soccer Field: Conex storage container- Storage is a legitimate issue for soccer and creates the need for the coach/team to have to do substantial equipment hauling. If there is any existing storage we could access in relatively close proximity that would work as a temporary solution. I know that Conex containers can be rented, but know that the costs vary and don't know if this would be a cost-effective temporary solution. We are up for any suggestions! I know that Sierra Sands uses these quite a bit, don't know if there is any chance of being able to borrow an unused one until we are able to implement a more permanent solution with the athletics complex project.

Paint stadium with school color- Support as part of Measure J modernization or more immediately if the stands will be unaffected in the Measure J project and there are funds. A nice to have, but not an immediate need.

Soccer Shelters (two)- We have purchased a more temporary solution with the easy ups. I support a more substantial/permanent structure as part of Measure J.

Install scoreboard with running clock (requirement for conference play)- I did verify that this is noted as a requirement, however it was not raised in our previous seasons of play. This is something that we need to be working toward for compliance. I asked John to give me some estimates on cost. If it is substantial, we will wait for bond monies. The only possible exception is that we have a conference program review/site visit in the fall. If this is raised as a compliance issue we may need to address more quickly.

Covered Benches for players- Same note as above for soccer shelter

Softball Field Palm Trees to line outfield perimeter- Given the discussions about relocating the field and other considerations, we recognize that this would be on hold pending those discussion.

Improve the entrance area to the softball field to be more "fan friendly"-

Improve bleacher seating. Stadium seating would improve the aesthetics, accessibility and experience for spectators.-To be addressed in the athletics complex project

Baseball Field Conex Storage Container- Same note as addressed above for soccer. I do not know if there is a cost-effective temporary solution pending permanent solution, like field house.

Remove Poplar trees beyond outfield fence- To be addressed in the athletics complex project- unless required sooner due to safety concerns. I would leave this totally to your expertise to assess.

Palm Trees to line outfield perimeter- To be addressed in the athletics complex project

Evaluate seating on the hill. There is a need to add stationary stadium seating on the lower portion of the hill to make the field more accessible to all spectators- To be addressed in the athletics complex project

Gym Court Update the paint scheme to match school colors- To be addressed in the athletics complex project

Replace wall padding with school colors and current logos- To be addressed in the athletics complex project

Gym Hallway Paint hallway to match school color scheme- To be addressed in the athletics complex project, unless there is any more immediate plans for painting. In which case, I support using school colors and imagery. I assume that is not the case, just covering all bases!

Update hallway with logos or graphic design. The design will showcase our mascot, past players, or facilities.- Same note as above

Weight Room Add current Cerro Coso logos to the wall- Same note as above

Update the paint scheme to match school colors- Same note as above

Replace Flooring- To be addressed in the athletics complex project

Athletic Training Room With the growth of the Athletic Department and a greater number of athletes (current and projected) comes a need for a larger Athletic Training room. The classroom/Rm. 405 is proposed to be modified as the new Athletic Training Room (water and ice facilities already exist next door in the Snack Bar area). Minimal improvements would need to be made to this room to convert the space and would give the Athletic Trainer optimal room to meet the needs of the student-athletes.

Analysis- To be addressed in the athletics complex project in both the gym facilities and the added field house capacity.

Athletic Director's Office The space used previously as the Athletic Training Room to be converted into office space for the Athletic Director and Athletic Department Assistant. The current space being used for the Athletic Director's office will then become coaching office space.

Analysis- To be addressed in the athletics complex project in both the gym facilities and the added field house capacity. This is definitely recognized as an immediate challenge and need for more space. If a low or no cost availability of space can be identified in the interim, I support that. I cannot imagine how, but if there is some type of space that emerges through moving into the main ability, I would support an interim measure. Space, confidentiality and coordination of use is a substantial challenge!

Classroom/Study Area The current racquetball court is unused and could be converted into a classroom or student study area. This room could be used for college class, team meetings, and student study sessions.

Analysis- More recent conversation has potentially identified this as food pantry/food distribution space. Additionally, because of the lack of electricity and data, it is not feasible for use as a classroom or study space (computers required for most of this). I WOULD like to make note of this type of space for our athletes when we start planning for the athletics complex project. Possibly as space is redefined in the gym or even as an allocated space in the field house.

Child Development Center:

The parking lots of both the IWV site and the Heather St. site need to have curbs and parking grid lines repainted.

The Heather St. site building needs to be leveled.

Analysis- I do not know about this, the nature of the issue or the scope of what this might entail.

John- Are you familiar with this issue? It sound like it would be a major project? Maybe we can touch base on this one.

The carpets in both California City sites need to be updated.

Analysis- It is true that the facilities, particularly carpet are worn. I know that we own the one building, so this update will make sense. I have not been there in quite some time to evaluate directly. The other location is not owned by us, so don't know what our agreement is, who is responsible for upkeep, etc.

The outside fencing at the IWV site needs to be repaired in order to ensure safety of the children.

Analysis- This is a needed repair. I do not know if the work needed is feasible in house or something that would need to be outsourced.

Counseling

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

Analysis- As indicated, this has been addressed in the One Stop facilities planning.

Equity

Now that the Student Equity Department has launched its first learning community (Umoja), it is important that dedicated space is available for these students. Typically programs like this require these spaces, but fortunately, we are able to continue on without one. However, this space will be important as the program continues to grow each semester.

Analysis- This will be addressed in the new building as part of the Student Services workshop space. It will not be entirely dedicated, but will provide regular availability for program usage.

Financial Aid

None at this time

Information Technology

ACCESS Programs

Access Programs will continue to need IT support for upgrades and issues that arise with current software and hardware. Upcoming Needs supported by categorical funding –

Monitor for visually impaired students available for the sites if needed (\$1200.00)

Software upgrades and licenses:

Kurzweil- 1000 (\$3,000) and 3000 (\$4000.00)- both have required functionality
Zoom Text (\$3500.00)
Inspiration (\$1200.00)
Sonocent (\$280.00)
Dragon Naturally Speaking (\$1400.00)
Firefly (\$3000.00)
Video Remote Interpreting for hearing impaired students - 30 hours at \$70.00, (\$2100.00)
CalWORKS computer (according to IT replacement plan)- needs to be replaced (\$650.00)

Analysis- All ACCESS technology needs supported.

Admissions and Records

Computer is needed for new Admissions & Records Assistant position.

Analysis- I am not supporting an additional A&R Technician at this time, so this consideration is not necessary for 18-19 and not likely in the next few years unless an unexpected justification arises.

Athletics

WiFi capability to reach all athletic facilities. This will allow the athletic department to report electronically from all locations and move forward with live streaming games. Analysis- This is a need for a variety of reasons. I do not know what type of infrastructure and equipment this might require and the potential scope of the project. I understand that this is likely not feasible now, but would like to include it as part of the scope of the athletics complex project associated with Measure J and make sure that this gets factored into planning.

Video Camera and software capability to live stream games Still Camera to be used for media purposes: Media guide, website, marketing Analysis- Both the video and still camera serve important needs for athletics- from trying to develop a Boosters and fan base to recruiting. William helped tremendously in this regard when he was here and it has been a gap since then. We are happy to have existing equipment allocated to us if it is available. If not, I would advocate for this as a resource request and would work to find an affordable solution that meets the basic program needs.

Music storage device to be used during games (iPod or comparable device) Analysis- I support this as an equipment request, but wonder if there is one of the existing I pads that would be provided for ongoing use for athletics. This would be assigned to the Athletic Director, who would be responsible for the device.

3 mounted flat screen monitors (weight room, athletic hallway, training room/office) to be used for athletic specific information: recruits, highlights, scores, upcoming games, results and statistics Analysis- In general, I support this request and agree that this would be a great addition to our facilities. I also recognize that we will be committing substantial resources to the main building technologies. If there are existing monitors that could be allocated to the gym, that would be great. Otherwise, this can be factored into the athletics complex project and/or addressed in future planning as is feasible. This is a would be great to have, but recognized as something we likely will not be able to budget for next year.

Child Development Center

None at this time

Counseling

The Counseling Department will need support from IT as we expand the Navigate 2.0 platform which will include an advisor dashboard and Early Alert system. Dual Monitors- with the transition to basically all counseling materials and resources to electronic and online formats, counselors require dual monitors to effectively work with students. These monitors will be paid for out of SSSP, but will require IT support for installation and maintenance. Analysis- I support this for counseling staff because of the many electronic resources, websites and systems that are used in the course of a counseling appointment with students. It is a substantial need for basic effectiveness, but will also help to cut-down on the need for paper resources. We have the funds for purchase, but will also need to factor this into the planning for one stop. I would think that an arm or means of pivoting at least one of the monitors to be more visible to students would be needed. We can purchase these, but would benefit from input on what to get and just need to factor this into the installation needs for the main building. It does not make sense to install this component until we are using the permanent furniture in the permanent location.

Equity

Now that we have an official institutional research (IR) team at Cerro Coso, the Student Equity Department will be working with IR to develop various surveys for the gap populations on campus. This will require IT support to correctly administer to the various sites. Analysis- This will just be accomplished using existing web-tools, the app for surveying or through coordination with site staff for a paper survey.

Financial Aid

Laptop for the Outreach Financial Aid Technician for class visits and presentations Analysis- I have lost track! I know we have already purchased a desk top for this position. Based on the nature of the role, he definitely will need to have ongoing consistent access to a laptop. I cannot remember if we already addressed this! If we haven't, we can purchase through Promise Grant funds

Marketing

ACCESS Programs

Access Programs will need the continued support of marketing to develop and print brochures and information and complete website updates at IWV, KRV, Tehachapi, and ESCC sites. Also, materials will be needed for outreach activities.

Analysis- For all of these campaigns, there are available funding sources. The Director of Counseling will work with Natalie and Debbie to prioritize what it is feasible to accomplish in-house and where we need to outsource. The program director will work with Sylvia on website information.

General Note- Student Services has a variety of funding sources for many of the marketing and outreach needs below. Because of the many demands and the associated load, student services and the associated units will work with Natalie and Debbie to identify those projects/campaigns and those that need to be outsourced. This is additionally noted below. We will prioritize in-house resources requests for those units who do not have available funding sources.

Admissions and Records

Marketing materials for Degree Works

Analysis- For all of this campaigns, there are available funding sources. This is true for most of the following unit marketing needs.

Athletics

Continued marketing efforts will resume through the Athletic Website with a focus on reaching high school recruits by marketing our athletic programs in ways that are relevant to the demographic (Presto). The athletic programs will also strengthen the effort to market individual sports and bring high school recruits on to campus before their high school graduation date. This will require support from print shop in terms of flyers, media guides, posters. The athletic department will also continue to strengthen the relationship with the Coyote Club in an effort in improve marketing throughout the community.

Analysis- Presto, the athletic website tool, has already been requested to be funded in the athletics budget. While much of the content and updates can be managed in the department, there may be some circumstances where support is needed.

The Coyote Club marketing and outreach will be funded through Boosters funds and will be supported through the athletics department and the Club itself.

Child Development Center

A one page CDC fact sheet will be created and distributed to various departments on campus. Fliers regarding program contact information will be available at outreach events. The CDC will partner with Access programs to ensure marketing materials are available at appropriate outreach events. Analysis- The program director and department assistant will work with Debbie on design, development and printing.

Counseling

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

Ongoing campaign to promote new online orientation Campaign to direct students to Navigate and promote its use among students and staff/faculty Developing strategies from the standpoint of the student experience to promote communication regarding workshops, program, activities, use of student email, etc. Design of dual/concurrent enrollment handbook and other outreach materials Analysis- For all of these campaigns, there are available funding sources. The Director of Counseling will work with Natalie and Debbie to prioritize what it is feasible to accomplish in-house and where we need to outsource.

Equity

The Student Equity Department will work closely with the Graphic Designer from the Marketing Department to develop methods of advertising for the various initiatives. The Director of Student Equity will coordinate with the Graphic Designer and the Web Content Editor to create flyers and posters, ads for the electronic displays, and online marketing for the various student activities/ trips, and professional development opportunities for faculty and staff.

Analysis- For all of these campaigns, there are available funding sources. The Director of Equity will work with Natalie and Debbie to prioritize what it is feasible to accomplish in-house and where we need to outsource.

Financial Aid

Outreach Materials to be used by Outreach FA Technician Marketing campaign for College Completion Grant Marketing campaign for Promise Program Marketing campaign for Former Foster Youth Analysis- Many of the materials for the programs above are developed by the Chancellor's office. Some may require printing. For all of these campaigns, there are available funding sources. Again, the program director will work with Natalie and Debbie to prioritize what it is feasible to accomplish in-house and where we need to outsource.

Vice President of Student Services-

Formatting and designing of the both the printed and web version of the Faculty Resource Guide to Student Services. Actual printing will be outsourced. There will be a variety of marketing campaigns that come out of guided pathways and the cross-disciplinary teams. It is difficult yet to know what these will be and the timing until we are further into guided pathways. Every effort will be made to encompass this whenever possible in already identified marketing campaigns for student services. One of the

already identified student services communication campaigns is a focused effort on getting students to understand how to forward and access and to use their student email account for college communications. This will be a focus for all SS units.

Professional Development

ACCESS

Trainings- There is a continued need for trainings on disability awareness and understanding, strategies for working with students who face barriers to college success and disability and equity awareness

Admissions and Records

Trainings- Admissions and Records staff will be participating in trainings on the following topics:

DegreeWorksEducational Advisory Board Intake Platform

Counseling

Many opportunities for professional development for student services programs are provided at the regional and state level through the Chancellor's Office and through professional organizations. Because of this, professional development planning and requests are presented in the following categories:

Regional and State Meetings, Trainings and Conferences: All of the programs within student services have regional and statewide professional development requirements and opportunities. The directors of the programs are connected to and engage within Region 9, though the degree varies from program to program. Similarly, all programs, with the exception of athletics, have annual trainings and conferences offered by the Chancellor's Office. For athletics, both the Foothill Conference and the Commission on Athletics, host quarterly meetings and annual conferences. These opportunities are essential to the effectiveness and currency of the programs and must be regularly attended. The student services unit plans all reflect requests to continue to actively participate at the regional and state levels, as is appropriate for the programs. As much as possible, this is supported by categorical funding, though resources are not always sufficient to accomplish this. An example is the need for general fund money to have counselors and educational advisors attend the transfer conferences, an area where the practice is constantly changing and where currency is essential, but there is no categorical funding is provided to support this.

On-campus Staff, Faculty, and Manager Development: Coordination across student services is key to the effectiveness and efficiency of serving students. Once a semester, all student services staff and faculty meet for training, coordination and professional development. Key areas of focus for next year will be:

Technology Enhancements- Student services is at varying points of implementing a number of technology enhancements and tools for better serving students. Full implementation will require training in most student services offices. Training will be required for implementation of:

EABDegreeWorksCCC Apply

Student Equity and Diversity- As part of the student equity and diversity planning process, a number of equity gaps have been identified. Student Services will schedule a series of professional development opportunities and trainings directed at approaches to addressing these gaps.

Customer Service: This is a continuous focus for student services is customer service, with a focus on how this impacts student success and retention. Next year, the results of the satisfaction with services survey will be used for training purposes and to determine the areas of focus for this training.

Data Integrity: Most student services programs enter and submit MIS data, which ultimately impact the evaluation of the effectiveness of the program and the institution. Next year we will focus on when and how this information is recorded, evaluate any inefficiencies or errors in the process and provide training for those front line practitioners to ensure the accuracy of the data recorded.

Coordination in promoting services: Better integration of student services will ensure that students are appropriately referred to needed services. This integration will begin with more cross-training between programs, so that each program understands the work of the other and can appropriately promote and refer students to services that will assist in student success and completion. One starting point for this is development of a comprehensive understanding of the importance of the Matriculation process, so that all programs are regularly referring students to the steps in this process.

Maintaining Currency and Accuracy: All student services are governed by Title 5 and Board Policy. It is essential to track and communicate changes to these policies and the effects on how we serve students. This is particularly important now, as changes are occurring with greater frequency than at any other time in student services at the state and district levels. The Student Services Executive Council will continue to meet regularly, as will the program Directors with their staff. Team Building: Student services programs are highly reliant on each other. There is a strong need for a solid ability to work as a well-coordinated and cooperative team. Team building activities, resources and speakers will be considered for next year.

Staffing Requests Not Already Listed In Prior Plans

1000 Category - Certificated Positions

None requested

Location:

Justification:

2000 Category - Classified Staff

None Supported

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: