Executive Summary

The last program review completed for the Counseling department was in 2006. Since then there have been two major events that have impacted how counseling delivers services to students and what counseling services are considered highest priority requiring the greatest counseling resources.

The first event started in 2008 when budget cuts at the State level began to impact staffing in all student services areas including counseling. Each subsequent year budgets continued to decrease resulting in vacant positions not being filled. Budgets finally stopped decreasing in 2013-2014 and stabilized. Some budgets even saw a small increase in funding, such as the matriculation budget and other categorical programs.

The second event that occurred was the development of the Student Success Act in 2011-2012 that refocused counseling service priorities. Once finalized, the Student Success Act clearly defined what counseling services must be provided to all new students and continuing students. In order to assure compliance to the Student Success Act funding was tied to the number of students completing the core components of matriculation; orientation, assessment, counseling and educational planning. Additional emphasis was also outlined for providing interventions for at risk students including students on probation or disqualification and students who start their college career in remedial courses.

The Counseling department has been responsive to the Student Success Act of 2012 and the college mission by reevaluating and strengthening traditional ways of serving students and initiating new strategies in delivering services. Counseling is focused on providing all matriculation services to all students to ensure students are better prepared and informed about college expectations prior to the start of their first semester at Cerro Coso. The department is dedicated to maintaining quality and consistent services to all students across all campus sites including the online only students. (The last program review indicated that a prior accreditation visit identified the need to provide equity of services for students at all sites including online.) Counseling staff are now focused on providing orientation, assessment and educational planning prior to a student enrolling in classes at Cerro Coso. Counseling staff are also reaching out to students to assist them in developing an educational plan that is tied to the students goals and providing the support and resources the student needs as they work towards completion of those goals.

Part 1 Relevance

Department Mission:

The goal of the Counseling department at Cerro Coso Community College is to facilitate student development in the areas of basic skills, career and academic planning and completion, and transfer preparedness to four year institutions. The counseling staff is committed to providing quality services and meeting the changing needs of our diverse student populations at all sites by continued involvement in college-wide activities, outreach programs in the community, and implementing new strategies that focus on increasing student retention and success.

Relationship to College Mission and Strategic Goals:

Cerro Coso Strategic Goals#1, 2, 3, 4, 5

The counseling department is responsible for all aspects of the matriculation process including providing direct counseling and advising services to students, coordination and implementation of assessment services, and development and implementation of orientation services. The counseling offices house information and services related to career development and transfer information and opportunities. The Career Center staff provides job preparedness opportunities through one-on-one meetings and small group workshops and maintains local job and internship opportunities to students at the various campus sites. The Transfer Center staff makes current transfer information available to students including opportunities to meet with four-year college representatives, provide activities and workshops that focus on transfer preparedness, and plan field trips to four-year college campuses to encourage Cerro Coso students to transfer.

Counseling collaborates and participates in the curriculum development and maintains counseling representation in the college Curriculum Instruction Council (CIC). A counseling faculty member has served as Articulation Officer for the college for many years and collaborates with instructional faculty in the articulation process in determining equivalency on a student by student level as well as at the institutional level. Most recently the Counseling department has been focused on the implementation of the College Student Success Plan and has worked closely with instruction to develop pathways and curriculum that expedite and ensure student completion of educational goals.

The Counseling department collaborates in the implementation of the Basic Skills Initiative by participating in the Basic Skills committee that coordinates services on campus. Counseling provides class presentations, assessments, and individual counseling to help students bring their skill level up to college level in English and mathematics. Counseling offers Personal Development and Counseling courses to facilitate expanded student services addressing issues related to career development, study skills and strategies, diversity issues, educational planning and goal setting, as well as other topics that enhance student success.

Counseling is actively engaged in the coordination of outreach and recruitment activities for the college.

The department holds regular meetings where department activities and procedures are reviewed and discussed to assure quality and continuity of student services, and updates of any college policies are discussed. Regular department meetings provide training opportunities for counseling staff and a means of collaboration in the implementation of new and more efficient methods of communicating and serving students. The designated Counseling representative provides feedback to and from College Council. The Counseling department participates in the Student Services training workshops where all student services agents on campus come together for cross-training opportunities, to discuss mutual concerns, and to collaborate on issues that affect the retention and success of our students.

Counseling department staff are encouraged to participate in college committees tasked with professional development, hiring of new staff and faculty, development and participation of fundraising activities, and other college activities that promote increased college morale.

Department History and Description:

The Counseling Center is one of the first places new and continuing students come to access assistance in planning and registering for college classes. The Counseling department strives to maintain open access and opportunities for all prospective and continuing students. The department provides operational hours that meet student needs including online counseling for distance students, well-trained counselors and educational advisors, services that assist students to plan and develop educational goals that are time efficient and lead to future career or transfer goals.

Matriculation services include orientation, assessment, counseling, and student educational planning, research, and evaluation. Orientation provides information on students' rights and responsibilities, essential college policies, requirements necessary for the completion of educational goals, campus resources, student support services, and all other information important to first-time students. On campus orientations including orientation materials and a 1/2 hour counseling presentation were provided prior to students taking their assessment for many years. In the last three years, due to research that demonstrated greater student success with an extended orientation, counseling has developed a separate, extended orientation that was implemented during the fall 2011 semester. Students are now required to attend an extended orientation prior to assessment. The extended orientation includes extensive handouts related to academic planning and success and accessing services, and can include a tour of the campus, a longer presentation of information including college vernacular, introductions of staff, faculty, administrators, student expectations, and a library presentation, for a total of 1 1/2 to 2 hours. Online students have an option to attend a self-paced, online orientation that requires student engagement and response in order to be credited with attending an orientation. Note that Eastern Sierra (ESCC) campuses have been engaging new students in an enhanced orientation and counseling by offering their communities day-long open house events prior to the beginning of the semester for the past three years. This all-day approach to providing new students the convenience of an all-day student services focus has been well received by the local communities and has since been adopted by the Ridgecrest/Indian Wells Valley (IWV) and Kern River Valley (KRV) campuses.

Cerro Coso has been using Accuplacer as our assessment tool for over 8 years. Assessment provides initial placement in English and mathematics courses and assessment of student readiness for any other course with an English/writing, reading, and/or math prerequisite or advisory. In collaboration with instructional faculty, counseling facilitates the research associated with assessment testing, such as cut-score validation and continued assessment of student and faculty satisfaction with placement on a regular basis. Counseling works directly with students and faculty in the enforcement of course prerequisites. In recent years, the Assessment Technician has also started providing a placement chart for each site prior to the start of each semester, indicating the skill levels of incoming students to better assist instruction in scheduling of classes (see attached data at end of document).

Federal guidelines for receiving financial aid changed so that students without a high school diploma or equivalent had to demonstrate ability to benefit by a special assessment. The Assessment Technician obtained the appropriate training and new assessments were purchased to continue to provide this group of students the opportunity to qualify for financial aid. Then the federal guidelines changed again

(approximately three years ago) that required any college student receiving federal financial aid must complete a high school diploma or the equivalent such as completion of a GED.

The increase in online class offerings over the past 8 years has resulted in an increased need to expand online counseling, assessment, and orientation services. Online counseling services were provided through a counseling portal that funneled student requests to the counseling staff. As online counseling needs grew, the portal became inefficient in providing timely feedback to students. The portal was removed and students have since been directed to contact the IWV counseling office to make phone appointments. Most recently, students now have an online chat option that provides students a live connection to a counselor or reception desk staff to ask a question or request an appointment. Other consequences of increased online course offerings have been the reduction of on-ground courses being offered at all campus sites. This represents an increase in IWV staff time dedicated to online counseling starting several years ago. During the past 8 years online assessment has been developed using a proctoring process, and an online orientation was developed to provide distance students unable to attend a campus orientation with an online option. These online services are managed by the IWV counseling staff.

The counseling department offers Personal Development and Counseling courses to students needing assistance in career and educational planning, study skills, and college preparedness for transfer. Students also explore issues related to diversity, citizenship, leadership and personal responsibility. Budget cuts starting in 2008 resulted in the reduction of course offerings and prioritization on classes that focus on study skills, Career Technical Education, and transfer preparedness. As a result, the counseling department has been reducing the courses offered to include only those courses focused on increasing student retention and completion of educational goals. Currently the only counseling classes offered are introductory courses for new students, PDEV C101 and COUN C101, How to be a Successful Online Student course, PDEV C052, and Transfer Readiness, PDEV C131. Starting in fall 2011 all full-time counselors are asked to teach one course as part of their load compared to past years when counseling courses were taught by adjunct instructors or as part of an overload for full-time counselors. Other department courses have either been deleted from the curriculum or are not being offered at this time.

The physical housing of counseling services has been reconfigured several times at both the IWV and KRV campuses, with a major relocation of the IWV counseling center for 1 ½ years while remodeling took place from fall 2009 to fall 2010. The result of the remodeling led to a dedicated Assessment Center located at the IWV campus. At the KRV campus, more confidential office space was established for counseling services. The counseling centers at ESCC and East Kern have remained relatively unchanged for the past 10 years.

Counseling is available to any community member seeking Basic Skills preparation, transfer preparation, career technical education and training, career advancement, and personal enrichment. Counseling services include educational and career planning, matriculation information, placement interpretation, course selection, transcript and prerequisite evaluation, identifying barriers to educational opportunities for possible solutions, intervention for probation and disqualification students, and referrals to other student services as identified during counseling appointments. Counseling participates in ongoing training and professional development to maintain comprehensive knowledge and currency in the areas of

student success and retention, Basic Skills support and preparation, transfer and career preparation and articulation, and career technical education and training.

Staffing in the counseling department has seen several significant changes over the past 8 years. An overall decrease of counselors occurred as a result of decreased funding for some categorical supported programs, as well as a decrease of college general funding being used to fund counselor positions. During this time 3 full-time counselor positions were lost or vacated; 1 full-time counselor at the KRV campus and 2 full-time positions at the IWV campus. There was also an addition of 2 full time educational advisor positions at the IWV campus. The addition of educational advisors provided year round advising services to students. Consequently, fewer adjunct counselors were needed during the summer months and between semester breaks.

In 2012 the Student Success Act was enacted by the State Chancellor's office following legislative actions. The Student Success Act put emphasis back on providing incoming students with enhanced student support services to assist in helping students be better prepared to start college classes, stay in classes, and complete their chosen educational plan. This resulted in the hiring of a new full-time general counselor position in fall 2013, a full-time educational advisor at the East Kern site in fall 2013, and in spring 2013 a full-time educational advisor was hired for the KRV campus. The current counseling staff includes:

IWV Campus/Online- 3 full-time general population counselors (one of which serves as faculty chair), 2 adjunct counselors who work the equivalent of 1.3% of load, 2 full-time educational advisors, 2 full-time Department Assistant II positions located at the IWV reception area, and 1 full-time assessment technician.
KRV Campus- 1 full-time educational advisor, 1 adjunct counselor position currently vacant.
Bishop/Mammoth Campuses- 1 full-time counselor
East Kern Campus-1 adjunct counselor who works 25% of a full load and a full-time educational advisor.

Administrative oversight is provided by a new administrative position, Director of Student and Counseling Services. This position was created and filled in 2012 as a result of a reorganization of both the Counseling Office and Access Programs.

The Counseling department maintains and staffs the Career and Transfer Center, collaborates with campus articulation processes, develops and implements outreach and recruitment activities, and collaborates with Basic Skills programs and instruction. The designated campus Articulation Officer was formerly filled by a full-time counselor as part of load. The person acting as the Articulation officer was hired as the Vice President of Student Services and continues to serve as the Articulation Officer.

Outreach and recruitment activities have been mostly developed and implemented by full- time counselors at their respective sites as part of load. Counseling coordinates outreach and recruitments activities for service area students K-12 and for the community. The following are some examples of the activities hosted by counseling: Parent Night for the parents of graduating high school students, Preview Day for junior and senior high school students, "I'm Going to College" for fifth grade students. The outreach programs developed and implemented during the past 8 years have grown in size to a point

where counseling is having difficulty providing funding and staffing to continue these programs at their current level. Demographic information indicates that the average age of Cerro Coso students has been falling and currently 58% of students attending Cerro Coso are 29 years old or younger. This compares to 36.1% during the academic year 2006-2007. Other outreach services include presentations to the Native American population at ESCC through a partnership with Tribal advocates and Base presentations specific to active and veteran military personnel regarding educational programs available to them and specific services offered.

Counseling maintains and staffs the Career and Transfer Center at the IWV campus while maintaining an online Career and Transfer center with information for those students who do not have access to the IWV campus. The Career and Transfer Center is available to provide students with the most current information regarding changes in transfer information and to assist students in applying their academic skills to the world of work. Through the Career and Transfer Center, various workshops are offered throughout the semester on specific careers, career decision making, transfer, and the college application process. Examples of workshops that have developed over time are the CSU and UC application workshops provided in October to assist students in the completion of their applications for transfer. Counseling maintains current articulation with four-year institutions, submits requests to further develop articulation, tracks curriculum changes to update UC and CSU course transferability, Cerro Coso General Education, CSU Certification and the IGETC, provides advising to faculty on transfer course development and articulation information. TES, offered through College Source, was purchased to help facilitate the articulation and archiving of completed articulation agreements determined between other colleges. Counseling is effective in maximizing counseling staff efficiency and time and developing and maintaining articulation agreements for future reference.

The Student Success Act led to the district office deciding to fully fund and implement a degree audit program that will provide a comprehensive database to track and store students' educational pathways through to completion. Degree Works will assist counseling in providing all students with educational plans in a more efficient and electronic format as required by the Student Success Act. Full implementation of Degree Works is planned to start fall 2014 at Cerro Coso.

Counseling supports and collaborates with the college Career Technical programs. Counseling provides advising and coordinates the application process for Allied Health careers programs, particularly the LVN program. Counseling participates in the CTE department chair meetings. Counseling partners with CTE on multiple outreach/recruitment events. A partially funded position (50% funded by VTEA), the Job Development Specialist, provides transitional services to CTE students including job search skills, employment opportunities, and development of employer placements. The Job Development Specialist has also assisted CTE faculty in obtaining data on students and on employment trends.

Counseling facilitates the development and maintenance of high school articulation agreements. Counseling coordinated the past two articulation conferences where college faculty met with high school faculty to articulate coursework that would provide a continuation of career technical training from high school to college. The conferences led to new agreements, resulted in the alignment of curriculum, and the future implementation of a dual enrollment program with several of the local high schools. Counseling facilitated the Virtual High School program developed by the CTE faculty in past years. CTE provided

funding for part of load to the full-time counselor charged with facilitation of Virtual High School. Currently, counseling supports dual enrollment opportunities offered at 3 high school campuses. Concurrent enrollment is also facilitated through the counseling office. In collaboration with the webmaster, current articulated agreements between high school and CTE college faculty are posted for public viewing.

Counseling maintains communication with feeder high school counselors through yearly meetings where information of mutual concern is shared, partnerships are renewed, and current trends are communicated between college and high school counseling offices.

The Basic Skills program has included counseling collaboration in developing services and programs for students. The first year of the Basic Skills Initiative provided funding of an adjunct counselor working a 60% load. Since that first year, some Initiative funding has continued in order to maintain the adjunct counselor position and services to basic skills students and classes, but not at the same level as the first year of implementation. The Smartgrades assessment (no longer in use), intrusive counseling, collaboration with Basic Skills faculty, serving on the Advisory Committee for Basic Skills programs, and targeted student interventions have been the methods counseling has implemented in support of the Basic Skills program. Counseling continues to advise Basic Skills instruction by identifying the number of students testing into basic skills classes and collaborating in the scheduling of classes. Counseling continues to work on coordinating a student success course that can be partnered with a basic skills course to enhance student success.

Due to the decrease in budgets in 2008-2009 and the decrease in available staffing time, the Counseling department decided to discontinue providing GED testing. Additionally, the GED preparation course (noncredit) was also discontinued. During the academic year of 2012-2013 an opportunity to partner with PearsonVue testing came available that allowed the Counseling department to once again offer GED testing at the IWV campus at a more affordable cost. Since then GED and support programs have been developed and offered to students and the community.

Counseling tries to offer equivalent services to all sites but on the scale that is representative of each site's student enrollment. In order to facilitate the use of the same forms and ensure accuracy and uniformity of services at all sites, a counseling intranet was developed in 2007 for all counseling staff to access internal documents, forms, and information. The Counseling department holds staff meetings every other week through phone or videoconference connections so all counseling staff can participate. Since the development of a single portal college website, many of the documents and counseling minutes are now also housed in the Counseling group site in InsideCC.

Efforts have been made to add more information regarding processes and counseling information for students online. Counseling will continue to build more interactive services online to further engage distance students. The development of online services is time consuming, and sometimes requires technical skills beyond the capabilities of counseling staff. A more interactive and user-friendly website is currently being used that provides better organization of counseling services offered. Students can go to the website and locate the next available orientation, assessment, probation and disqualification, or SEP workshops available on the IWV campus. Expanded information is also provided for online students needing the same services. Counseling staff will continue to develop and work closely with the

webmaster and other IT staff on this project. Counseling is seeking technological innovative software and services that will facilitate the growing needs of Counseling and Student Services in general as a result of the Student Success Act. The goal is to have equivalent services for all campus sites in the area of counseling and all matriculation components.

Part 2- Appropriateness

Organizational Chart—see attachment at the end of this document

Determination of Student or Service Recipient Needs:

Current students, local high school students, and other potential students may utilize Counseling department services. The focus of Counseling is to provide students with comprehensive registration assistance, orientation to the college, assistance with assessing student academic skill levels, educational advising and planning, career development decisions, and referral to programs, services, and other resources that will assist students in academic success and completion.

As funding decreased starting 2008, there has been greater district effort to consolidate some services district-wide with the intention of minimizing costs to the colleges. Consolidation has provided increased savings to the Counseling department in fees for career services.

It is worth noting that the demographic data (obtained from Datamart) shows a change in the students we are currently serving compared to six years ago. Our majority of students are now under 29 years old, the majority are female, our Hispanic student population has increased, and the majority of our students take 9 units or less based on trend data provided by college district Institutional Researchers July 2013.

Department Function:

Counseling department functions for the college include 1) implementation of all matriculation components: orientation, assessment, and initial counseling/advising, 2) registration assistance, 3) ongoing counseling/advising to students including the determination of major and the development of a student educational plan, 4) support to special populations of students receiving financial aid, veterans benefits, and to athlete students, 5) outreach activities, 6) collaboration with faculty and administration regarding scheduling of classes and related educational activities and programs, 7) collaboration with Basic Skills program, 8) development and instruction of Personal Development and Counseling courses that focus on student educational planning, study skills, college preparation, transfer, and other relevant topics that promote student success. Due to the need to implement the Student Success Act by fall 2014, counseling efforts were put into delivery of the core components of matriculation to more first time students.

The development and implementation of the extended orientation was the result of several influences. Data Mart indicates the following data regarding the number of students who were provided orientation services from 2006 through 2011. The data indicates a large percentage of our students did not participated in an orientation to the college. The SSCCE given in spring semester 2011 also confirmed that a significant number of students were not participating in orientation. Current research supports that students who participate in either an orientation or who engage in academic counseling, and students who participate in both, have higher rates of success and persistence. After reviewing the percentage of our

students not participating in these components we determined that we needed more effective and increased participation in our college orientation. The Student Success Plan recommended to the State legislators also indicates that student success and retention are positively impacted by student participation in one or more of the matriculation processes, again supporting the need for Cerro Coso to engage more students in the process of matriculation. And finally, the decrease in funding and staffing required the counseling department to maximize resources while delivering quality services to more students.

Datamart*	06-07	07-08	08-09	09-10	10-11
Directed to Orientation	6,977	7,204	8,068	8,641	8,661
Exempted Orientation	2,104	1,494	1,267	884	505
Received Orientation	5,369	5,213	5,726	5,797	5,405
Did not receive	3,704	3,467	3,591	3,709	3,744
Refused Orientation	8	18	18	19	17

*This data stops at 10-11 because the methodology changed after that year. This applies to the next two tables as well.

Most recent trend data submitted by the district Institutional research group provided the following updated information demonstrating some success in raising the number of students completing orientation. The completion of orientation for all first-time students has been steadily increasing since 2009-2010 through 2013-2014. See Appendix for Matriculation Comparison table A.

Keeping in mind the above issues related to needing to serve more students with less and still maintain comprehensive quality services, a group approach to offering counseling services was implemented, specifically in the area of providing supportive counseling services for students on probation or disqualification and students needing to participate in more comprehensive educational planning. A group approach was developed for students identified as on probation or disqualification prior to the next registration period. An online workshop has also been developed and is available. These students are now required to participate in a workshop specifically developed to address issues that create barriers to student success. Counseling has requested that district Institutional researchers provide data related to students completing probation or disqualification workshops and their overall outcomes related to GPA and success and retention rates.

The development of a comprehensive student educational planning workshop following the same model as the probation/disqualification workshop has been developed and students are referred to the workshop prior to making an appointment with a counselor for completing a comprehensive educational plan. Counseling staff are supportive of this additional way of providing quality services to more students and hopefully resulting in more students engaging in counseling and educational planning services. Current trend data indicates that in 2013-2104 the number of students engaging in counseling services has significantly risen compared to the previous two academic years.

Datamart	06-07	07-08	08-09	09-10	10-11
Directed to counseling	7,220	7,393	8,238	8,801	8,780

services					
Exempted from counseling services	1,861	1,305	1,097	724	386
Received Student Education Plan (SEP)	2,716	2,580	2,692	2,562	2,528
Received counseling/advisement	493	769	1,078	1,231	1,086
Did not participate in counseling/advisement	5,872	5,347	5,565	5,724	5,552

The assessment process is one of the core components that all first-time students should complete. The Assessment Technician has worked with the proctoring campus agents in providing more proctoring options for students and clarifying how to use the service on the college website. The full time Assessment Technician is in charge of training and monitoring proctors who provide assessment services. The Assessment Technician collects all the scores and is responsible for entering them into the college database. For the past two years the Technician has provided detailed results of incoming students and their testing results to faculty chairs to assist in the development of schedules. The trend data indicates that the number of students accessing assessment has increased in 2013-2014 compared to the previous two academic years.

Datamart Placement Assessment Services	06-07	07-08	08-09	09-10	10-11
Directed to Assessment Testing	5,968	7,339	8,096	8,771	8,755
Exempted from assessment testing	1,905	1,359	1,139	534	411
Received placement services based on multiple measures in lieu of assessment test	316	512	565	477	450
Received placement services based on assessment testing and multiple measures	5,470	5,374	5,975	6,417	6,255
Did not participate in assessment placement services	3,295	2,812	2,795	2,631	2,461
Refused placement testing	0	0	0	0	0

The Assessment Technician has been responsible for following up on student and faculty satisfaction surveys related to student placement as determined by assessment. The Technician is also responsible for the administration of other assessments given at the college, and is in charge of sending out mandatory probation and disqualification notifications to students. The Technician is currently working on developing a hand book on the processes she has developed during the past years.

The counseling office develops, maintains, and collects data, and implements the Early Alert process for the college and responds to students who have been sent an early alert message from their instructor (see counseling unit plan 09-10 for data). Since the implementation of the early alert process, instructor use of the early alert has continued to grow. Although the early alerts sent out to students are sent to the Learning Assistance Center and Access Programs, Counseling staff are the primary group that follows up with contacting students to provide resources, support, and advising related to the specifics of the early alert sent. This is a time consuming process but Counseling staff feel it is a valuable way to reach out to students who are at risk. The current early alert process and template used will be changing to a different delivery service. SARS alert will have most of the same features as the current alert program but will integrate with BANNER so data can be collected. SARS alert is due to go into practice spring 2015. Counseling staff will survey students who receive an alert during the spring 2015 semester to obtain information on how the students responded to the alert.

	Number of Instructors using Early Alert	Number of Early Alerts sent to students
Spring 2008	11	145
Fall 2008	20	295
Spring 2009	13	231
Fall 2009	23	312
Spring 2010	18	357
Fall 2010	17	324
Spring 2011	26	545
Fall 2011	23	629
Spring 2012	15	494
Fall 2012	27	631
Spring 2013	32	472

Counseling staff are one of the key providers of outreach activities for the college. The main focus of outreach for many years has been with our service area high schools. Many yearly events have developed with time and the size of the event has grown due to the success of the event. One example is the yearly Preview Day where local high school junior and senior students are invited to the campus for college information, demonstrations, tours, and a taste of college life. This activity has grown to include over 400 high school participants in fall 2011. Another event that has grown over time is the "I'm going to college" where 5th graders from local elementary schools come to the college for tours, demonstrations, and the exposure to a college campus. This event has grown so large that last year the event took place over two days instead of one to accommodate 250 5th grade participants. Outreach efforts help maintain high school rates of attendance to Cerro Coso following graduation. (Refer to enrollment yields by service area high school chart).

The counseling office maintains and staffs the Career and Transfer Center, providing a variety of services to students. Transfer activities have increased over the past 10 years to include a designated month, October, where various transfer workshops are offered to support students preparing to complete their transfer applications and to students beginning to prepare for transfer in the upcoming year. Field trips to CSU and UC campuses have been provided to interested students. For the past 6 years the transfer activities have been coordinated by a counselor. The Career Center shares the same space with the Transfer Center as of 5 years ago when a Job Development Specialist was hired through a onetime

categorical enhancement funding. This position initially focused on serving CalWORKs students, but in the second year of the position VTEA funds were used to institutionalize the position broadening the scope of the position and providing all Cerro Coso students an opportunity to work with the Job Development Specialist on employment readiness, job search, and educational and career planning. The Job Development Specialist position led to greater collaboration with the CTE programs. Total number of students receiving one on one service from the Job Development Specialist during 2011-2012 was 306. This does not include the number of students served who participated in group workshops, class presentations or other group activities presented throughout the academic year.

Counseling developed the initial program pathways for students to follow once they had determined their educational goal. Pathways were implemented in 2010. The pathways were developed with the understanding that departments would offer coursework as outlined in the pathways, ensuring courses needed for students to complete their program would be offered. General education pathways and site-specific pathways were also developed. During the academic year of 2012-2013, counseling staff took on a project to search for completers in CTE programs. The process of the search resulted in better collaboration with CTE faculty regarding their program pathways, and also resulted in higher counts of student completion of degrees and certificates. Trend data shows that in 2012-2013, 402 degree or certificates were awarded, and in 2013-2014 students earned 351 awards. Compared to the previous three years there was a significant increase in awards earned. Pathways continue to be used in academic planning with students and in the scheduling of classes each semester.

Department Relationships and Impact:

The counseling department is well integrated with other programs, departments, and activities at the college. In the past, counseling has been an active participant in the development of basic skills programs and services, has included faculty and educational programs in outreach efforts, and expanded transitional services related to student employment. But with increased collaboration combined with a decrease in overall department staffing, it has become difficult to maintain the same level of service. The department recognizes the need to prioritize services and to engage other departments in outreach activities so not to diminish the quality of services. Counseling recognizes that there are areas where we need to improve efficiencies in order to meet the requirements of the Student Success Act where all new students entering the college are expected to be fully matriculated by the end of their first semester attending Cerro Coso Community College. Best practices are being researched and new ways to deliver services to more students are being implemented.

Counseling works in coordination with Access Programs (EOPS/CARE/DSPS) and the CalWORKs program to avoid duplication of services and prevent conflicts between activities. Outreach events are planned to include the categorical programs. Coordination of categorical programs and counseling provides increased opportunities to students. The blending of funding between programs has allowed for the ability to maintain some full time positions that would have otherwise been lost due to lack of funding. Coordination with other campus programs such as the tutoring center, student government, and financial aid programs assures students efficient access to on campus services.

The Counseling department made an effort in May, 2010, to coordinate a district-wide counselor meeting to share ideas and exchange information about how the other colleges in the district were delivering services. The meeting led to an increase in district counseling contacts that provided Counseling with additional resources.

Counseling supports and collaborates with the college Career Technical Educational programs. Counseling has provided support and coordination for CTE programs aimed at high school students, including the Virtual High School program, concurrent enrollment, high school articulation, and career pathways. Counseling provides advising and coordinates the application process for Health Careers programs, particularly the LVN program. Counselors participate in the CTE department chair meetings and partner with CTE on multiple outreach/recruitment events. VTEA funds and SB 70 funds enhance many of these services by providing funding for Counseling staff and activities.

Counseling maintains partnerships with local/feeder high schools with a focus on providing transitional services to current high school students planning to attend Cerro Coso after graduation. Assessment, orientation and counseling services are offered at the high schools as requested and available. Outreach activities related to college programs are coordinated with the K through 12 educational institutions as well. This partnering may be part of the reason for a consistent growth in graduating seniors choosing to attend Cerro Coso.

Community agencies such as EDD, ETR, Department of Human Services, local employers, and Base Human Resources, as well as others, communicate regularly with the counseling staff regarding employment, career training/retraining, and internship opportunities.

Service Recipients:

The primary counseling service focus is on first-time students enrolling at Cerro Coso. This has occurred due to the implementation of the Student Success Act that prioritizes completion of core components of matriculation due to the high correlation to college retention and success. Additionally, counseling is increasing resources to serve continuing students, especially in the area of educational planning and effective interventions for high-risk students. The current priorities are driven by the Student Success Act and the associated data that correlates improved success and completion rates with the core components of counseling services.

Usage and Satisfaction Data:

Several instruments to assess student satisfaction have been use over the past five years. One of these assessments is the graduate survey developed by the counseling department and provided to graduating Cerro Coso students during their graduation rehearsal. Two questions have remained constant in the assessment tool and the data for the past four years is provided below.

Question: The counseling services I received at Cerro Coso helped me reach my educational goals.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess
2009 (54 responses)	66.7%	27.8%	3.6%	0%	1.8%
2010 (79 responses)	62%	27.8%	2.5%	0%	6.3%
2011 (88 responses)	42%	39.8%	6.8%	3.4%	5.7%

2012 (70 responses)	54.29%	35.71%	5.71%	1.43%	2.86%

Question: I would strongly recommend the Cerro Coso counseling services to other students.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess
2009 (54 responses)	64.8%	33.4%	1.8%	0%	0%
2010 (79 responses)	59.4%	32.9%	1.2%	1.2%	5%
2011 (88 responses)	43.3%	40.9%	6.7%	4.5%	2.3%
2012 (70 responses)	54.29%	35.71%	4.29%	0%	5.71%

It is noted that in the 2011 year there was a greater number of disagree and strongly disagree responses related to satisfaction with counseling services. There was no clear reason for the increase in dissatisfaction. It was the survey year with the greatest number of participating students. It is also a year that the counseling services of a full-time counselor were lost.

Other information was gathered from the survey that included transfer plans, employment and employers, educational major as it pertains to employment, and academic preparedness.

Starting 2013 graduating and certificate completers were sent an electronic survey as part of their graduation completion process. 237 students responded to the survey. The following questions and answers that specifically pertain to the counseling department are below.

#10. How prepared do you feel in the following areas?

	Very Prepared	Prepared	Unprepared	Very Unprepared
Understanding the processes associated with becoming a student	64.97%	33.35%	1.68%	0.00%
Navigating the educational system	51.47%	46.43%	2.10%	0.00%
Academic requirements	53.16%	46.72%	0.08%	0.04%

#23. Rating Responses

	Yes	No
My academic program provided me with the necessary skills to seek or be prepared for employment.	86.07%	13.93%
My academic program provided me with the necessary job skills to be successful in the job market.	86.91%	13.09%
My academic program prepared me for transfer to another educational institution.	91.56%	8.44%
The counseling services I received at Cerro Coso helped me to reach my educational goals.	94.51%	5.49%
I would recommend Cerro Coso counseling services to other students.	93.24%	6.76%

The graduation survey also asked how often students used counseling services and less than 4% answered they had never used counseling services. Students were asked to rate their satisfaction with counseling services with the following results:

Very Satisfied 50.81%   Satisfied 34.42%   Dissatisfied 6.96%   Very Dissatisfied 2.86%   NA 4.95%

In the spring semester of 2011 the college participated in the Community College Survey of Student Engagement(CCSSE). The overall results provided some interesting information related to services offered through the counseling department.

The CCSSE data indicated that Cerro Coso students participated in academic planning/advising less than the comparative cohort (51.8 % compared to 57.8%) but used career counseling services significantly more compared to the cohort (39.6% compared to 28.5%). This may be partially accounted for by a decrease in availability of counseling time to students.

Another significant finding included a higher percentage of Cerro Coso students indicated earlier registration in classes prior to the start of the semester than the cohort. It was during this time that the college made an effort to get students registered earlier for classes. Counseling staff noted a change in registration patterns during this time and since then more students are taking advantage of priority registration and contacting Counseling much earlier prior to the start of a new semester. The result has been a shift of resources being required more evenly throughout the academic year instead of peak times and low times of student activity. This puts more strain on permanent counseling staff but also provides a more consistent level of counseling services.

The survey also indicated that a higher than expected number of students were unaware of orientation services offered by the college. Since this survey orientation services have been expanded and information regarding the availability of orientation services has been more widely conveyed to new students.

A final significant finding from the CCSSE indicates that slightly fewer Cerro Coso students participate in a student success course compared to the cohort. Again, this issue of engaging more new students and struggling students in a student success course is one that the counseling department has been working on. More sections of student success courses are being offered and students are being required to participate in the probation/disqualification workshops and then being referred to a student success course. Additionally, basic skills students will be required to take a student success course in conjunction with their developmental courses with the hope of increasing student study skills, motivation, educational planning, and college knowledge.

In the spring semester of 2012 the Student Experience Survey was given to assess student services at the college. The survey provided some noteworthy feedback for the Counseling department. 474 online students completed the survey and 216 on ground students completed the survey.

The survey demonstrated that online students utilize fewer counseling services than students who have the opportunity to meet face to face with counseling staff. This result suggests that a significant percentage of our online students who take 6 units or less may be taking Cerro Coso classes as a supplement to their primary coursework at another college where they receive counseling services.

Areas where students noted 90% or higher satisfaction from counseling services (with the exception of responses from students the ESCC site) are in career planning/testing, registration assistance, transfer, transfer preparation handouts, IGETC or CSU-GE breadth, and in length of counseling session. It is noted

that fewer students utilized transfer services but those that did reported satisfied or very satisfied with services provided.

Areas that had the lowest satisfaction ratings were found to be specific to sites rather than an overall trend. Of particular note is the responses given by students located at the ESCC sites. All of the student ratings were lower compared with other sites except in two areas: knowledge of staff and helpfulness of staff. Three statements were provided for students to rate overall effectiveness with counseling center services. The responses to the three statements demonstrate an overall lower satisfaction with counseling services compared to the individual areas of concerns students sought assistance with.

Statement one: Services from the Counseling center helped me attend college at Cerro Coso. Online students responded with an 80.7 % strongly agreed or agreed, IWV 85.9%, KRV 85.1%, and ESCC 75.6%.

Statement two: the service I received from Counseling helps me stay in school. Online student responses were 75.4% strongly agreed or agreed, IWV 76.6%, KRV 81.3%, and ESCC 73.2%.

Statement three: the Counseling center services have helped me prepare for transfer to a four-year college. Online students strongly agreed or agreed were 69.7%, IWV 69.8%, KRV 71.7%, and ESCC 52.6%.

Department Costs:

The department depends on general funding to cover staff and department costs. Counseling also receives funding from the State through the Matriculation allocation to provide counseling, assessment and orientation services. There is additional funding for the transfer center to assist in providing transfer services. In the past 6 years funding has decreased in all budgets. During this time the department has taken on responsibilities in assisting CTE programs with outreach, services to CTE students and other CTE initiatives that has led to funding being made available from VTEA and SB70 that helps support staff and supplies. This partnership with CTE programs continues and has benefits for both areas at the college.

The other source of funding to assist in maintaining full time services comes from some combining of categorical funds (EOPS, CARE, DSPS) to pay for some percentage of time of full-time staff. Because the college is relatively small, staff are cross trained in different areas in order to provide comprehensive services to students. By using the same staff to provide services across programs a percentage of other budgets can be utilized to fund positions.

The cost for using the Accuplacer assessment tool continues to rise beyond our current level of funding available for assessment costs. The State Chancellors office is in the process of developing a free assessment tool which, once available, would eliminate the need to pay for assessments. Meanwhile, Counseling has put into place a policy that requires justification for retests that assists students to make better informed choices related to retesting and has reduced costs. Resources to assist students in preparing for the college assessment test have been developed and implemented such as referral of to the Khan Academy for math review.

Counseling uses printed handouts to disseminate information to students in orientation packets, during heavy periods of registration, for student educational planning, and providing current information to students related to health issues and educational opportunities. The college print shop has improved its capacity to deliver large quantities of printed materials and has been collaborative in providing assistance in the development of more professional looking materials. Counseling has also been more proactive in identifying materials that are appropriate for posting on the website and making forms, handouts, and

other relevant counseling materials to students via the web. The Counseling website has been expanded and updated to reflect more current availability of workshops and other services.

The biggest cost to the counseling department is in staffing. Starting the 2013-2014 academic year, more funding is being allocated to the matriculation budget (now called the Student Success and Support Program) as a result of implementation of the mandatory core components for all students. This additional funding can be used for staffing as the Act specifically calls for increased counseling services.

Four years ago Counseling also received a $5,000 grant to enhance orientation services through PGE. Currently, the C6 grant assists in partially funding some positions that assist in delivering C6 services such as educational advisors and the Job Development Specialist.

Part 3 Currency

Staffing:

The Counseling department staff currently includes: 3 full-time general population counselors (IWV), 1 full-time general counselor (ESCC), 2 full-time categorically funded counselors who work for EOPS/CARE/DSPS programs, 2 full-time educational advisors at the IWV campus, 1 full-time educational advisor at both the East Kern and KRV campuses, 4 adjunct counselors working on average 22 hours a week, a Department Assistant I (IWV campus), an Assessment Technician serving all sites, and a Job Development Specialist.

In the past 6 years, 3 full-time counselor positions have been lost to retirement or taking on new roles at the college. Only 1 full-time counselor position has been rehired during that same time. Since the department has taken on expanded roles in the areas of outreach, development of basic skills support services, counseling in the area of CTE program support services, and the increased expectations of providing all students with orientation and educational planning services as detailed in the Student Success Plan, there is an apparent and immediate need for more counselors. Counseling will continue to need to fund adjunct counseling positions to fill gaps in services for all campuses until more full-time counselors are hired.

Outreach programs developed through counseling have grown in size and scope. Additional resources will be necessary in order to continue offering these established activities as well as staffing to assist in planning and implementation. The counseling department has been obtaining some funding support in the past couple of years from the CTE department to help support outreach activities and pay a percentage of counselor and Job Development Specialist time. A federal grant referred to as the C6 grant was implemented in spring semester 2013. The increased responsibility by counseling staff has resulted in some additional funding supporting counseling staff costs.

Ongoing training both within the department and college wide has increased in the past 4 to 5 years. This has been necessitated by the many changes taking place over the last 5 years. As a response to an ever increasing demand for counseling staff services, the department itself has increased department meetings, posted minutes from meetings and engaged in professional training opportunities at the State level. In the past 2 to 3 years, the Student Services programs have held meetings to facilitate discussion and cooperation between offices such as Financial Aid, Admissions & Records and Access Programs. This has led to greater cross training and support between departments providing direct services to students. The college has also provided internet-based training opportunities for all staff.

Professional Development:

Counseling staff need to update their knowledge on a regular basis related to transfer information, college program changes, college processes and procedures, career tools and resources, financial aid, and other resources in order to provide accurate and relevant information to students. During the past four years there have been legislative changes that have impacted how and what services students need to receive. To stay abreast of the changes the Director and counseling staff hold department meetings every two weeks to share information. The Director attends State Chancellor Office trainings regarding legislative changes that are shared in department meetings. Counselors and educational advisors attend CSU and UC training conferences on a yearly basis and provide presentation and materials from conferences during department meetings. Many of the staff also subscribe to listservs that provide information on implementation of new requirements.

Counselors in the department will also attend specialized trainings related to instruction of student success courses. Every couple of years a few counselors will attend conferences related to instruction as well as counseling strategies and resources that can be used with students. Counselors hold two semester meetings dedicated to discussions related to the courses they teach and counseling strategies.

Counseling staff also participate in all Student Services staff meetings held by the Vice President of Student Services. These meetings provide cross over training between student services departments. Other broader issues are addressed with the student services staff such as issues related to customer service, diversity, college-wide planning and concerns.

Physical Resources:

The college continues to work on the long term goal of providing a One Stop Student Services Center that would include counseling, categorical programs, Veterans services, Financial Aid and Admission & Records. This ongoing project has funding and the college continues to work on renovation of college facilities with the One Stop Center as a goal. Meanwhile, the counseling department has been reconfigured twice in the past 5 years. The result has been a dedicated space for the Assessment Technician and testing resources and the creation of a Career and Transfer Center. Counseling staff offices have not changed. Furniture and file cabinets are old and beginning to show wear. Purchase of new file cabinets are currently needed or replacement from other sources. Office chairs are old and worn and need replacing for both staff and students.

Technology:

One of the college and district goals has been to get Degree Works (a computer based degree audit program) up and running to facilitate more accessible information to students regarding their educational goals and pathways. The district has provided funding and resources to launch Degree Works. More training for counseling staff will be necessary in order to fully implement by the 2014-2105 academic year.

In the past two years the college has moved to centralizing technology resources on campus in an effort to consolidate costs and funding. As individual computers, printers, scanners and other equipment wear out, requests are made to the IT Director to assess need for replacement and/or purchase. Printer cartridges are also to be centralized for replacement taking some of those costs off our counseling budget.

The Cerro Coso website underwent a change more than 3 years ago that resulted in students being able to better manage their own progress, initiate registration functions, and submit new student applications all electronically. InsideCC allows students to take more initiative in completing registration of classes, looking up their course history, paying fees, and other functions that used to require greater student services. Counseling needs to build on this move to greater online services and is currently reevaluating and implementing matriculation services that will be consistent across all sites and available online as well as on ground.

Other technology has been implemented to expand services. Counseling subscribes to an online platform called Comevo that hosts orientation and other workshops developed by counseling staff . The online workshops ensure that the services provided are the same for all students and are accessible to all students. Counseling has also implemented a phone app called Grad Guru that provides ongoing messaging to students regarding deadlines, upcoming events, college services, and study tips. Counseling is also partnering with an online onboarding process for students that facilitates the completion of the core components of matriculation.

Marketing:

Counseling coordinates with the webmaster in providing information on the website regarding counseling services and information. Counseling also collaborates with the public relations office to assist in the publicizing of counseling services and events. Handouts and materials are developed with the help of the print shop staff and copies provided through the print shop. Marketing services are strategically used during important times of the year to promote registration or special events. Current resources are sufficiently meeting counseling needs.

Part 4- Achievement of Administrative Unit and Student Learning Outcomes

Achievement of Administrative Unit Outcomes:

<u>Student Learning/Department and Assessment Plans</u>
Program: Counseling Department
Assessment Team: Counseling Staff

Conditions of Outcome #1
Results of Student Experience survey will provide direct student feedback regarding their individual satisfaction with counseling services they have utilized in the areas of academic planning, career services, transfer services, and in the overall performance in meeting student's needs.

Target Performance Level
90% of students will relate satisfied or very satisfied experiences/ interactions with counseling services.

Student Learning or Department Outcome
Identify counseling areas where students express less than satisfaction in their personal experience with specific counseling services and counseling interactions.

Three statements were designed for student feedback to assess overall counseling services effectiveness.

#1: Services from the Counseling Center helped me attend college at Cerro Coso.
#2: The service I received from Counseling helps me stay in school.
#3: The Counseling Center services have helped me prepare for transfer to a four-year college.

Assessment Tool/Scoring Method

A Student Experience Survey developed through collaboration between the college Institutional Researcher, VP of Student Services and the Student Services Executive committee will be administered to students for feedback. Specific areas of counseling services will be targeted for feedback. A Likert scale will be used to evaluate student satisfaction based on their personal interactions with the targeted counseling areas.

Detailed Description of Assessment Plan

Description: 100% of the online student population will be sent the survey and a random sample of students taking on ground courses will be selected to be given the survey for completion. An incentive of being entered in a drawing for an IPAD to all students completing and returning will be used to increase student participation

Timeline: Survey sent out to students, completed and returned during the spring 2012 semester. Analysis to be completed end of academic year.

Sample: All online students currently enrolled for the spring 2012 semester and a random sample of students taking on ground courses during the spring 2012 semester.

Results

Overall, the survey provided some noteworthy feedback. The survey demonstrates that online students utilize fewer counseling services than students who have the opportunity to meet face to face with counseling staff.

Areas where students note 90% or higher satisfaction from counseling services (with the exception of responses from students at ESCC site) are in career planning/testing, registration assistance, transfer, transfer preparation handouts, IGETC or CSU-GE breadth, and in length of counseling session. It is noted that fewer students utilized transfer services but those that did reported satisfied or very satisfied with services provided.

Areas that had the lowest satisfaction ratings were in found to be specific to sites rather than an overall trend. Of particular note is the responses given by students located at the ESCC sites. All of the student ratings were lower compared with other sites except in two areas; knowledge of staff and helpfulness of staff.

Three statements were provided for students to rate overall effectiveness with counseling center services. The results were as follows:

Statement one: Services from the Counseling center helped me attend college at Cerro Coso. Online students responded with an 80.7 % strongly agreed or agreed, IWV 85.9%, KRV 85.1%, and ESCC 75.6%.

Statement two: the service I received from Counseling helps me stay in school. Online student responses were 75.4% strongly agreed or agreed, IWV 76.6%, KRV 81.3%, and ESCC 73.2%.

Statement three: the Counseling center services have helped me prepare for transfer to a four-year college. Online students strongly agreed or agreed were 69.7%, IWV 69.8%, KRV 71.7%, and ESCC 52.6%.

The responses to the three statements demonstrates an overall lower satisfaction with counseling services compared to the individual areas of concerns students sought assistance with.

Plan for Improvement and Reassessment

Results shared with counseling department staff and faculty. Overall satisfaction for counseling services in general did not meet department goals. Discussed goal to develop more effective strategies in meeting student satisfaction. Further tools for assessing student satisfaction need to be explored to assist in identifying specific ways to improve student satisfaction.

Regarding discrepancy in satisfaction from the responses given by ESCC students, discussion has begun with ESCC site Director in determining strategies to increase counseling services at both Mammoth and Bishop campuses.

Conditions of Outcome #2

Students will be able to demonstrate basic understanding of college graduation requirements and general information and resources available at Cerro Coso following extended orientation presentation. Students will have opportunity to provide feedback to assist counseling staff in the further development of extended orientation presentation.

Counseling department will be able to determine effectiveness of achieving orientation goals and develop more effective methods of delivery of orientation content.

Target Performance Level
90% of students will answer questions correctly.

Student Learning or Department Outcome
Determine effectiveness of the extended orientation related to new students' understanding of basic college academic requirements, services and resources.

Assessment Tool/Scoring Method
Students will be given a pre test before the extended orientation and a post test following the extended orientation. Questions will demonstrate knowledge prior to extended orientation related to 1) units required to graduate 2) location of Learning Resource Center building 3) where students can obtain assistance in enrolling in courses. Students will then be asked the same questions post presentation for comparison to check for gained knowledge.

Students will also be given opportunity to provide feedback related to what was the most a)interesting b)helpful c)important information they gained

Detailed Description of Assessment Plan
Description: Students who attend an extended orientation during the Fall 2011 semester may be given pre and post tests (depending on staff availability to hand out tests and collect tests). Orientation attendance and pre and posttest responses are voluntary. Counseling staff forward tests to designated person for collection, tallying of responses, and reporting out results. Preliminary analysis of information presented by Director to counseling staff for further comments and reflection of data.

Timeline: Assessment tool to be completed during Fall 2011 semester. Analysis completed end of academic year.

Sample: New Cerro Coso college students who have never completed an orientation at Cerro Coso college.

Results
On the first question regarding the number of units required to graduate, the pretest results had approximately 48% of the participants correctly answered the question compared to 85% post test.

On the second question regarding where the LRC is located the pretest results had approximately 40% providing the correct answer compared to 95% correctly answered on the post test.

The results indicate students did learn new information and were able to reflect this on the pre and post tests. The target percentage of correct answers following the orientation was not as high as desired.

Additionally, student feedback was asked for on the pretest regarding what student was most interested in learning from the presentation. Most of the written answers were vague and generalized statements. Example: "I would like to learn about the different programs and educational opportunities Cerro Coso has to offer."

Following the post test questions were again asked to provide feedback on what they found most interesting, helpful and important to them. The answers this time were more specific to presentation topics. Students reflected on resources offered at the college they were unaware of, specific majors offered at the college, and the tour given during the orientation.

Overall written feedback was positive of the presentation. One student shared some helpful suggestions regarding the presentation itself and need to slow down and use microphone so all students could hear.

Plan for Improvement and Reassessment
Will develop new assessment tool to evaluate on campus orientations using different questions that focus on other aspects of desired student knowledge following orientation. May add questions to collect information related to student success behaviors. Provide comment area for feedback regarding overall presentation and suggestions for improvement.

Conditions of Outcome #3

After counseling staff conduct a search of their assigned major for student completers, higher numbers of students completing certificates and majors will be identified for completion.

Target Performance Level

Increase number of CTE program completers from last year.

Student Learning or Department Outcome

Students will be awarded certificates or degrees they have earned, or be advised as to how many more classes they need to complete their certificate or degree.

Assessment Tool/Scoring Method

Counseling staff, using capstone classes and identified groups of classes in a major, will complete searches within CTE programs with the goal of finding students who have completed certificates but have not filed graduation evaluations to increase CTE program completion rates. Staff will call students close to completion to inform them of remaining coursework left to complete certificate or degree and the process for finalizing completion.

Detailed Description of Assessment Plan

Description: Search for completers in CTE programs.

Timeline: October 2012 through April 2013.

Sample: CTE students enrolled in capstone classes or have completed groups of courses within major.

Pending Tasks: Completed.

Results

Data compiled and awards submitted to A&R by end of academic 12-13 year. Results were an increase of 55 CTE awards (36% increase) compared to previous year. This is the highest number of CTE awards in the past 10 years.

Search by counseling staff for CTE certificate completers demonstrated that there were greater numbers of completers than the number of those students who elected to request an evaluation to complete their program. Counseling staff contacted those students not initiating completion and award process to encourage and facilitate process for students. Counseling staff also contacted those students close to completing awards, certificates and degrees to go over the remaining courses they needed to complete goal.

Plan for Improvement and Reassessment

Counseling staff was able to identify additional completers in their search and found that some students were:

•not aware they had completed program or
•not interested in requesting an evaluation (didn't care about the certificate) or
•did not know what classes were needed to finish certificate

Counseling staff and CTE faculty are now more aware of the need to communicate to students regarding award, certificate and degree requirements and the process of finalizing awards. This can be accomplished with counseling staff presentations within CTE capstone classes, through targeting messaging to students, and eventually once Degree Works is fully implemented, using a Degree Works search for completers within majors. Counseling will continue to develop processes to encourage student completion of programs.

Gaps Identified:

In the spring semester of 2011 the Community College Survey of Student Engagement (CCSSE) provided the counseling department with feedback that helped clarify specific areas counseling is successfully addressing and areas of concerns. Counseling areas of highest student engagement were in academic advising/planning and career counseling. An area of concern was the high percentage of students who

were not aware of a college orientation. Another area of concern was the comparatively low number of students who engaged in a "first year experience".

In the spring semester of 2012 the Student Experience Survey was administered to a sample of both online and on ground students to assess satisfaction with student services. An area of higher satisfaction reported by students was again with counseling/advising services related to career and educational planning and transfer preparedness. The only notable lower satisfaction with counseling services was site specific.

In response to **gaps identified** in the surveys administered within the last year, the counseling department has developed an extended orientation that provides more comprehensive educational planning information; greater information regarding college policies, vernacular, and procedures; greater emphasis on student responsibility for the registration process and class performance; and an introduction and tour of campus resources. Students are now required to complete an orientation before taking their college placement exam.

In addition to providing extended orientations, more student success classes are being offered each semester, taught by counselors. Although these courses are not mandatory, the classes do fill to capacity. Counseling believes that the increase in these types of "first year experiences" will increase the retention and success rates.

Revised outcome: Provide more structured "first year experience" activities that impact student retention and success. Fully implement student requirement to complete orientation.

Counseling has developed many outreach programs that are now yearly events that the community is aware of and eager to participate in. The yearly Preview Day that now incorporates a career fair, has grown in the number of high school participants from less than 200 initially to almost 500 student participants. The high school outreach activities have expanded to include more local area high schools. Additionally, counseling staff have included more high schools in the on campus visits during the spring semester that includes visiting high school senior classes, providing placement exam testing and educational planning to graduating seniors. Two other annual events that provide outreach to 5th graders and to 2nd graders have also grown in numbers.

Due to the growing success of the counseling outreach activities, more resources and personnel are needed to keep the annual events going. The **gaps identified** are in funding and staffing. One of the approaches to obtaining more funding has been to partner with the CTE programs so that VTEA and other CTE funding sources can be utilized in outreach activities. This has led to greater inclusion of CTE program emphasis in all of the activities. The personnel/staff shortage is still a problem. The ability to increase college student participation in the events has helped to some degree. Example: student athletes are highly encouraged to provide tours to the high school students during the annual Preview Day as are the student government participants. Faculty provide information booths and expertise in demonstrations during outreach events on campus. The area needing more staff is in the planning, coordination, and supervising of events. There has been a call to form a college outreach committee that would include faculty and others to help with these areas.

Revised outcome: Continue outreach activities and engage more college staff in the development, planning, coordination and execution of activities.

Counseling has been addressing the need to implement new strategies that focus on increasing student retention and success as well as new delivery methods that will provide more students with the counseling services they need. Counseling's response to both these needs has been to use a group workshop approach. Counseling developed and implemented the workshops beginning fall 2011. Three workshops are offered on a regular basis: Orientation, Student Educational Planning, and a workshop to address issues, strategies, and consequences for students on Probation or Disqualification status. Students attending workshops have provided positive feedback regarding content and helpfulness.

The **gap identified** is not enough students are participating in the workshops. Counseling has continued to offer the same one-on-one appointment during the times of the workshops and students can still obtain counseling appointments as they want. Counseling has undertaken the task to work with the appointment desk in developing questions to ask students questions prior to scheduling so students can be referred directly to workshops. Counseling will also reduce the one on one time available during the time of workshops.

Revised Outcome: Engage more students in group workshops. Group approach provides peer support in strategizing and addressing issues students share in common. Group workshops maximize counseling staff resources while serving more students.

Revise and Update Administrative Unit Outcomes:

Department	Service	AUO	Improvements to Be Made	Reassessment
Counseling	Provide mandatory orientation, assessment, counseling and educational planning.	All first-time students will complete core components of matriculation.	Support the implementation of district to require and enforce completion of core components. All counseling staff identify core components still needed to be completed by student and refer to complete.	Review trend data provided by district Institutional researchers to determine rate of core components completion. Review trend data related to overall student retention and success.
Counseling, other student services staff, faculty	Provide outreach activities to local high schools, middle and elementary schools.	Increased participation of faculty and student services staff in outreach activities.	Integrate faculty and other student services staff from financial aid and student activities government into outreach programs.	Review and determine if greater participation of faculty and other students services staff occurred.
Counseling	Provide more group workshops for students needing to complete core components and	All first-time students will have timely access to core components of matriculation and will complete	Reassess delivery of workshops to ensure quality of material presented and efficient use of student time. Use	Use student surveys to assess efficacy of on campus and online workshops.

	developed additional online workshops as alternative choice for completing core components.	before completion of their first semester at Cerro Coso.	student surveys to assess efficacy of workshop. Develop online educational planning workshop.	
Counseling	Increase student success course offerings to increase student success and retention.	More first-time students will enroll in student success courses.	More student success courses offered on ground and online. Counseling staff will develop and increase qualified student success instructors.	Use trend data to determine if more first-year students complete all core components. Review trend data related to overall student retention and success.
Counseling	Survey students who received early alerts as to actions they took in response to alert.	Student surveys will provide information regarding impact of alert on student behavior in class following alert and impact on class success.	Use feedback from surveys to assess if counseling intervention following alert impacts student behavior.	Based on feedback obtained determine if counseling intervention following alert effective, and if so, what else can be done to assist student in course.

Achievement of Student Learning Outcomes

The most recent counseling department goal was to increase student success by 1) identifying students who need to complete core components of matriculation and 2) provide more students with orientation, assessment, educational planning and counseling services. Trend data from district Institutional researchers indicates current progress in meeting goal of full matriculation completed for all first-time students.

Students earned more awards this past year than in the previous four years.

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
251 awards/certs	348	290	403	358

The overall percentage of fully matriculated first time students in past years indicates a continuing need to determine effective ways to get better participation in completing core components of matriculation. Mandatory completion of core components has been approved and will implemented in the coming academic year. This will continue to challenge counseling staffing to meet the needs of students once this occurs. Notable is the highest percentage of first-time students completing orientation.

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
26% fully matriculated	24%	25%	31%	21%

Other significant findings when looking at increases in the number of first-time students matriculated was found at specific campus locations. ESCC campus shows a steady increase in their number of fully matriculated students from 20% in 2009-2010 to 39% in 2012-2013. IWV campus also shows increase in fully matriculated students of 33% in 2009-2010 to 49% in 2012-2013. Both KRV and East Kern sites show increases in all but educational planning services.

Overall increases are noted by combining continuing and first-year students who received orientation, counseling, and educational planning services. Assessment rates show more variance during the past five years.

Counseling will continue to focus on fully matriculating a greater percentage of new students applying to Cerro Coso to increase students' retention, persistence and success rates, which in turn will increase completion rates. This next year will focus on developing consistent matriculation services online as well as on ground and targeting specific groups of students who have lower rates of participating in matriculation services, such as male and veteran students.

The counseling department had a previous goal to have all instructional counselors work together and complete a SLO assessment schedule for active courses. Faculty coordinated the assessment process by identifying the SLO outcomes to be assessed and scheduled a pattern of assessments for all active classes. Data has been collected following assessment of each course. Analysis of the data has been presented to the group for further discussion. The result has been better alignment of course activities and timelines to better coordinate with department activity timelines. A full SLO cycle was completed at the end of the 2011-2012 academic year. Discrepancies in data collection were noted and addressed as a group. Instructional counseling faculty will work with the current counseling faculty chair to refine SLO progress and enter in data into Curricunet. The counseling department will continue to evaluate all active department courses on a yearly basis and facilitate discussions and plans for course improvement during department meetings.

The department reviewed the department course data including retention and success rates for the past 5 years and identified some general trends. Retention rates for department courses overall has been stable for the past 4 years falling into the low 80%. Success rates have been increasing during the past 5 years. The overall success rate for department courses in 2009-2010 was at 55%, but the success rate for 2013-2014 increased to 65%.

COUN C101

Student Learning Outcomes & Assessments

Upon successful completion of the course, the student will be able to:

SLO	Learning Outcome Description	Outcome Assessment Definition	Outcome Assessment Data (assessed spring 2012 semester)	Outcome Data Analysis
A	Articulate an educational goal and describe the requirements and courses to meet this educational goal. This will be measured by a student project portfolio, be evaluated by a rubric.	This will be measured by the completion of a Long Term Educational Plan (see attached) that requires a student to meet with a counselor, establish an informed educational goal and establish a semester by	79% of students enrolled at census completed the Long Term Educational Plan. Data was aggregated across all sections of COUN C101 being taught in Fall 2011. Completion ranged from	The single most important factor in completion percentage appears to be the due date. In order to more effectively assess the SLO, Counseling has decided to use the number

		semester plan to meet their goal. We expect that at least 80% of students enrolled at census will complete an LTEP.	63% to 96%.	of students completing the class versus those enrolled at census.
B	Evaluate educational and career options and obstacles and develop educational and career action plans.	This will be measured by the completion of the Career Café, Career Action Plan (see attached). We expect that a least 75% of students enrolled at census will complete the CAP.	63% of students enrolled at census (in all but one section) completed the Career Action Plan. 55% of students enrolled at census completed the MBTI as an alternate measure. 91% of students enrolled at census completed the Strong-Campbell Interest Inventory as an alternate measure. CAP completions ranged between 50-78%.	Discussion within counseling has centered on the tools used to assess the development of a career action plan. Some instructors were dissatisfied with the student experience with Career Café, while others utilized a different measure based on a longer history of use for assessing the SLO. Counseling will meet further to select the best possible measure, standardize its use across all sections and use the number of students enrolled at the end of the course to determine completion percentage.
C	Utilize college and community resources in the planning and implementation of their educational and career action plans.	This will be measured by student survey given at the end of class. Students name a resource thast has been useful to them.	95% of students completing survey were able to list a useful college resource.	Students were able to identify a useful college resource that helps them be successful in classes.
D	Develop and apply academic and study skills necessary for success in their classes and everyday living	This will be measured by student survey given at the end of class. Students name a study skill or life skill they will apply to future classes.	100% of students completing survey were able to list a skill they will use in the future.	Students able to apply a skill learned from class
E	Assess personal strengths and weaknesses and develop strategies for increasing individual success towards life goals.	This will be measured by the completion of the Lifeline Activity (see attached). We expect that at least 80% of students enrolled at census will complete the Lifeline Activity.	87% of students enrolled at census (in all but one section) completed the Lifeline Activity. Completion rates ranged between 71-100%.	Discussion of efficacy of the Lifeline Activity as an artifact by itself is not sufficient. Determined that learning outcome has too many components to be assessed by one assignment. Need to break down learning outcome so only one component is to be assessed and reviewed for efficacy. Will revise outcome and reassess during next cycle.

F	Recognize issues of diversity and be able to discuss impacts of diversity within the student's community.	This will be measured by the completion of the Diversity Quilt (see attached) and oral presentation of the Quilt. We expect that 90% of students enrolled at census will complete the Diversity Quilt and oral presentation.	100% of students enrolled at census (in only one section) completed the Diversity Quilt and oral presentation.	Development of diversity assignment helps students discover and articulate broad range of student differences in class.

Gaps Identified:

The percentage of first-time students and continuing students who have completed all core components of matriculation is low. Different campus sites have different issues related to the various core components and will need to address completion rates based on site specific data.

Revise and Update Student Learning Outcomes:

Department	Service	AUO	Improvements to Be Made	Reassessment
Counseling	Offer all core components online consistent with on ground components.	Online students will have access to the same quality of core component services as on ground students.	Complete an online student educational planning workshop.	Track core component completion rates for online services compared to on ground rates of completion.

Part 5- Future Needs and Planning

Effectiveness and Efficiency:

The biggest challenge facing the counseling department has been decreasing resources including funding and personnel during a time of increased student need. Counseling staff will continue to develop more efficient means of delivering services through discussion within the department meetings, through researching of best practices, and through partnering with other college programs to facilitate joint efforts in delivering services to students.

A student satisfaction survey focused on student services will be sent out to all students during the fall 2014 semester. Feedback from survey will be compiled and analyzed and shared with department. Review of data will be used to address any areas of concern.

Achieving the Dream data and analysis will be shared with counseling group, as will feedback from the faculty and student inquiry groups. Group will use data and feedback to discuss future strategies as well as implementation of strategies.

Current Strengths:

The counseling department continues to work well as a team. The result is an innovative department that provides strong campus leadership in working with students. Much of the campus outreach programs are

facilitated by counseling. Counseling provides input to faculty regarding student needs in the area of course offerings and scheduling of classes. Counseling facilitates campus workshops, inviting other campus services to share their expertise and services with students. Counseling partners with other campus student service programs maximizing resources and access to students.

There are currently two vacant positions within the Counseling department, a KRV adjunct counselor and the Job Development Specialist. There is also funding available in the SSSP budget to increase counseling staff levels. Filling current vacancies and hiring of new counselors and educational advisors will be instrumental in expanding services to reach more students.

Improvements Needed:

Counseling must find a consistent and quality way to provide full matriculation services to all new students at all sites including to strictly online students. New technologies are being researched and implemented to address these needs. Counseling staff will work together in the implementation of increasing student completion rates of matriculation services.

Response to Previous Action Plans:

Action Plan	Action Taken and Date
Hire full-time educational advisor at East Kern, two full-time counselors at IWV campus, and	Educational advisor for EK hired 2013 No additional counselors hired
Expand on site and online orientations Track orientation completion rates	Completed 2012 and 2013 Datamart tracking available 2010
Research satisfaction of placement in remedial courses Research and validate cut scores for placement exam	Has been ongoing since last program review Completed 2009
Find means to store electronic SEPs	Not completed-will use Degree Works to complete implementation of electronic SEPs
Implement the SARS system for scheduling, student tracking, and research	Completed 2010
Explore implementation of Early Alert system accessible through BannerWeb	Currently transitioning early alert process so it will be integrated with BANNER to facilitate collection of data and outcomes. Completion date spring 2015.
Enhance and increase Honors Program activities and offerings	Completed 2008

Three-Year Program Goals:

Action Plan: Continue to partner with other student service groups and faculty to provide more comprehensive services to students in the delivery of core component activities.

- *College Strategic Objective(s) addressed:* Increase student success by providing educational planning and resources needed to complete educational goal. 1.1,2.1.
- Collaboration of Counseling staff with other student service staff, faculty and the SSSP committee
- Development of new strategies in enhancing core component services and integration of student services staff and faculty into established core component activities
- To be addressed as Counseling services continues to implement mandatory core components during the next two years

Action Plan: Implement mandatory completion of core components.
- *College Strategic Objective(s) addressed:* Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.
- Requires Board action to change Board policy, district resources to identify students who have not met all core components, and counseling staff to reach out to students and provide them the opportunity to complete core components
- BANNER identification of students completion of core components
- To be initiated and implemented within the next two years

Action Plan: Implement Degree Works for counseling staff use with students.
- *College Strategic Objective(s) addressed:* Increase student success by providing educational planning and resources needed to complete educational goal.
- Collaboration of district staff, Director of Admissions & Records, and counseling staff to implement
- Requires completion of setting up Degree Works data and templates, training on use of Degree Works, trial use with small group of students, then scale up to use for all students
- All implementation steps implemented by end of spring semester 2015

Action Plan: Develop online SEP and workshop, online V.A orientation.
- *College Strategic Objective(s) addressed:* Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.
- Counseling staff responsible for development of online workshops
- Use of Comevo platform to deliver workshops
- Complete SEP workshop by end of spring semester 2015

Six-Year Program Goals:

Action Plan: Increase counseling staff to provide increased student contact time and deliver core components to all first-time students and continuing students.
- *College Strategic Objective(s) addressed:* Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.

- Requires Counseling staff to make case to increase staffing to college planning committees. Use SSSP budget to fund new positions.
- Once approved, complete hiring process
- To be accomplished in the next 3 years

Action Plan: Create One-stop Student Services Center. Co-location of student services will allow for increased collaboration, efficiency, and consistency in services provided. Facilitates students' ability to move through enrollment processes more quickly and efficiently.

- *College Strategic Objective(s) addressed:* Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.
- Requires student services staff participation in the planning and development of One-Stop Center
- Requires redesigned space in main building of the IWV campus
- To be completed in 6 years

Action Plan: Continue ongoing search for technological tools that can streamline counseling facilitation of new student orientation, assessment process, educational and career planning, and in providing support services and resources at the beginning of the student experience at Cerro Coso.

- *College Strategic Objective(s) addressed:* Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.
- Counseling to continue researching best practices and continue to develop strategies that will expedite the first-year experience without jeopardizing the quality of service
- Professional development opportunities and opportunities to collaborate with college staff, faculty and relevant college committees dedicated to improving student services
- Ongoing process for next 6 years

Part 6-Supporting Documentation

1. **Enrollment Yields by Service Area High Schools**

2. **Student Demographic Data**

3. **Matriculation Program Participation Data**

    by demographic groups and by campuses

4. **Student Transfers**

5. **Associate Degrees and Certificates Awarded**

6. **Course Book Department Summary**

7. **COUN class trend data**

8. **Copy of the Department's Most Recent Unit Plan.**

9. **Organizational Chart**

Cerro Coso Community College
Enrollment Yields by Service Area High School
Fall 2009 to Fall 2013
Students Enrolled at Census

High School	HS Grads Class of 2009	Enrolled at KCCD in Fall 2009		HS Grads Class of 2010	Enrolled at KCCD in Fall 2010		HS Grads Class of 2011	Enrolled at KCCD in Fall 2011		HS Grads Class of 2012	Enrolled at KCCD in Fall 2012		HS Grads Class of 2013	Enrolled at KCCD in Fall 2013	
Big Pine High	10	4	40.0%	14	5	35.7%	10	1	10.0%	17	2	11.8%	10	0	0.0%
Bishop Union High	145	33	22.8%	139	30	21.6%	143	32	22.4%	131	34	26.0%	146	18	12.3%
Boron Junior-Senior High	31	1	3.2%	35	2	5.7%	36	2	5.6%	26	3	11.5%	43	4	9.3%
Burroughs High	303	151	49.8%	328	130	39.6%	322	142	44.1%	297	133	44.8%	284	139	48.9%
Desert Junior-Senior High[1]	77	-	-	99	1	1.0%	97	-	-	100	1	-	84	-	-
Immanuel Christian	9	9	100.0%	6	3	50.0%	10	3	30.0%	14	5	35.7%	19	7	36.8%
Kern Valley High	115	37	32.2%	122	52	42.6%	109	40	36.7%	110	43	39.1%	113	28	24.8%
Lone Pine High	33	6	18.2%	33	9	27.3%	26	3	11.5%	37	4	10.8%	21	1	4.8%
Mammoth High	65	10	15.4%	67	12	17.9%	59	8	13.6%	66	20	30.3%	43	14	32.6%
Mojave Senior High	89	7	7.9%	95	9	9.5%	47	4	8.5%	50	1	2.0%	46	1	2.2%
Owens Valley High	4	3	75.0%	5	0	0.0%	3	1	33.3%	3	1	33.3%	2	1	50.0%
Tehachapi High	283	66	23.3%	318	55	17.3%	269	38	14.1%	261	44	16.9%	279	63	22.6%
Trona High	30	11	36.7%	18	5	27.8%	14	3	21.4%	21	6	28.6%	16	7	43.8%
CC HS Enrollment Yield	**1,117**	**338**	**30.3%**	**1,180**	**312**	**26.4%**	**1,048**	**277**	**26.4%**	**1,033**	**296**	**28.7%**	**1,022**	**283**	**27.7%**

Cerro Coso Community College Extended Service Area	HS Grads Class of 2009	Enrolled at KCCD in Fall 2009		HS Grads Class of 2010	Enrolled at KCCD in Fall 2010		HS Grads Class of 2011	Enrolled at KCCD in Fall 2011		HS Grads Class of 2012	Enrolled at KCCD in Fall 2012		HS Grads Class of 2013	Enrolled at KCCD in Fall 2013	
Lee Vining High	5	0	0.0%	5	1	20.0%	17	3	17.6%	10	2	20.0%	11	4	36.4%
Mesquite Continuation High*	27	13	48.1%	30	14	46.7%	50	14	28.0%	39	13	33.3%	35	11	31.4%
Rosamond High	162	0	0.0%	131	2	1.5%	122	5	4.1%	161	2	1.2%	147	1	0.7%

Annotations and Methodology:
The preceding tables represent the number and percent of high school graduates enrolled on census day during the first fall semester after high school graduation to any college within the district. The number of high school graduates comes from the California Department of Education Data and Statistics site or from the high school registrar's office.   The extended service area table at the bottom includes enrollment data for high schools outside the service area or for continuation/adult schools (noted with an " * "). In cases where data are missing or not reported, the notation " - " is used.
Footnotes:
[1] Desert Junior-Senior High was inadvertently removed as a high school choice on the college application and update forms. It was added back to the application and update forms in July 2014. Since students were unable to select it, the Desert Junior-Senior High school graduate and fall student numbers are listed for informational purposes but are not included in the totals or used in the high school enrollment yield calculation for years 2009 through 2013.

Cerro Coso Community College

Student Demographic Information

Unduplicated Headcount[1]	2009-10		2010-11		2011-12		2012-13		2013-14		Trendlines
	#	% Change - Prior Yr	#	% Change - Prior Yr	#	% Change - Prior Yr	#	% Change - Prior Yr	#	% Change - Prior Yr	
Cerro Coso Community College	11,166	--	11,496	-2%	10,382	-9%	8,763	-3%	8,494	4%	

	2009-10		2010-11		2011-12		2012-13		2009-10		Trendlines
	#	%	#	%	#	%	#	%	#	%	
Gender[2]											
Female	6,684	60%	7,019	61%	6,426	62%	5,393	62%	5,383	63%	
Male	4,457	40%	4,449	39%	3,931	38%	3,359	38%	3,098	36%	
Age[2]											
19 & Younger	1,836	16%	1,811	16%	1,525	15%	1,334	15%	1,293	15%	
20-29	4,272	38%	4,899	43%	4,510	43%	4,003	46%	3,904	46%	
30-39	2,093	19%	2,235	19%	2,155	21%	1,711	20%	1,648	19%	
40 & Older	2,962	27%	2,550	22%	2,192	21%	1,715	20%	1,649	19%	
Ethnicity											
African American	595	5%	704	6%	661	6%	487	6%	430	5%	
American Indian	303	3%	270	2%	214	2%	170	2%	148	2%	
Asian/Filipino/Pac. Islander	507	5%	518	5%	486	5%	400	5%	349	4%	
Hispanic/Latino	2,363	21%	2,959	26%	2,990	29%	2,855	33%	3,076	36%	
White	6,833	61%	6,510	57%	5,540	53%	4,395	50%	4,015	47%	
Two or more races	297	3%	455	4%	425	4%	427	5%	436	5%	
Unknown	268	2%	80	1%	66	1%	29	0%	40	0%	
Matriculation											
Completed Student Ed Plan	5,888	53%	6,047	53%	5,609	54%	4,925	56%	4,885	58%	
Fully Matriculated[3]	4,575	41%	4,440	39%	4,299	41%	4,115	47%	4,200	49%	

College Majors[4]	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Avg
* Accounting	29	28	28	27	22	27
^ Admin. Medical Assisting	-	-	-	-	8	2
Administration of Justice	560	587	418	366	178	422
Administrative Office Asst	1	3	5	3	6	4
* Agribusiness	-	-	-	-	1	0
* Agriculture - Production	-	3	1	-	2	1
* Agriculture Business Mgmt	5	3	2	3	3	3
* American Sign Language	3	1	5	1	4	3
* Animal Science	8	6	5	6	5	6
* Anthropology	3	2	7	6	2	4
* Architecture/Architrl Drft	10	4	6	4	1	5
Art	95	102	90	54	69	82
* Auto Brake & Wheel Alignment	-	1	-	-	1	0
* Auto Engine Overhaul	-	-	2	3	-	1
* Auto Power Train	2	1	-	-	-	1
* Auto Tune-up	2	2	-	-	-	1
Automotive Technology	21	9	6	4	-	8
* Biological & Physical Science	2	3	4	9	6	5
* Biology	11	20	28	23	17	20
* Biology, Emphasis Human	5	18	17	17	14	14
* Bookkeeping	-	-	-	2	2	1
* Bricklayers/Tilesetters Appr	1	1	1	1	-	1

Cerro Coso Community College

College Majors (Cont.)[4]	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Avg
Business	190	211	197	164	172	187
Business Administration	271	316	311	271	277	289
* Business Communication	-	3	4	6	-	3
Business Office Technology	65	69	66	62	43	61
* CD Master Teacher Infant/Todl	2	2	3	1	3	2
* CD Master Teacher PreSchool	8	6	6	4	-	5
* CD Master Teacher School Age	4	4	7	6	-	4
* CD Master Teacher SpEd	3	1	2	2	4	2
* Chemistry	1	7	10	3	2	5
* Chicano Studies	-	1	1	1	-	1
* Chief Officer Certification	1	1	1	-	-	1
Child Dev Associate Teacher	21	1	1	-	1	5
Child Dev Master Teacher	44	54	50	37	11	39
Child Dev Site Supervisor	53	66	73	56	15	53
* Child Dev Teacher Permit	-	-	-	-	1	0
Child Development	238	269	299	262	342	282
Child Development Teacher	123	178	165	136	49	130
* Child Dvlp & Family Relations	18	38	25	26	53	32
* Child Nutrition Management	1	4	3	-	3	2
^ Clinical Medical Assisting	-	-	-	-	4	1
* Communication	9	8	16	12	8	11
* Communication Studies	-	-	-	1	3	1
Computer Information Systems	126	123	145	122	111	125
Computer Science	9	18	20	21	14	16
* Computer Technology	85	92	1	23	51	50
* Construction Technology	1	3	1	1	-	1
* Control Systems Technology	-	1	-	-	-	0
* Correctional Administration	9	14	7	10	1	8
* Correctional Science	1	-	-	-	-	0
* Criminal Justice	88	126	101	75	38	86
* Culinary Arts	6	8	6	6	3	6
* Data Processing	1	-	-	-	-	0
* Dietetic Services	-	-	2	1	1	1
* Digital Arts	6	13	13	9	9	10
Digital Media	23	-	-	5	8	7
* Economics	5	1	7	-	2	3
* Electrician Apprenticeship	2	1	1	1	-	1
* Electronics Technology	11	1	14	11	-	7
Emergency Medical Technology	1	1	-	-	-	0
Engineering Drafting Technlgy	29	15	7	8	6	13
Engineering Technology	94	76	53	45	1	54
Engineering, General	43	115	122	88	151	104
* English	8	19	29	18	7	16
* Environmental Horticulture	-	-	-	1	1	0
* Environmental Technology	1	4	3	2	2	2
Fine Arts	73	55	34	27	34	45
* Fire Officer Certification	-	2	3	1	-	1
Fire Technology	53	69	58	48	48	55
* Food Service Management	1	1	2	1	3	2
* Forestry	6	6	4	5	1	4
* French	-	-	1	-	-	0
* General Business	8	8	13	7	-	7
* General Education	475	12	3	6	-	99
General Science	87	101	85	89	126	98
* General Studies	34	15	8	9	1	13
* Geology	2	5	6	4	2	4
* Graphic Arts	1	1	1	1	-	1

Cerro Coso Community College

College Majors (Cont.)[4]	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Avg
* History	9	16	17	15	7	13
* Horticulture	2	1	3	3	-	2
* Hotel/Motel Management	-	1	-	-	-	0
Human Services	36	111	153	107	136	109
Human Services Worker	8	16	18	14	30	17
* Human Svs/Develop Disabilities	-	-	-	1	-	0
* Humanities	32	1	1	-	-	7
* Indstrl Tech,Automotive Optn	-	-	1	2	2	1
* Indstrl Tech,Automtd Prod/Mfg	1	-	-	-	-	0
* Indstrl Tech,Construction Optn	-	-	-	-	3	1
* Indstrl Tech,Electronics Optn	-	1	-	1	5	1
* Indstrl Tech,Industrial Drwg	-	-	-	1	-	0
* Indstrl Tech,Welding Option	1	4	3	3	2	3
* Indstrl Tech,Wood/Cabinet	-	-	-	-	2	0
* Indstrl Tech: Electronics Tech	4	5	6	6	4	5
* Indstrl Tech: Engineering Tech	2	6	5	3	1	3
Indstrl Tech: Solar Technician	-	-	-	4	2	1
* Indstrl Tech: Solar Technician	-	-	-	4	2	1
* Indultrl Tech,Mfg Tech	1	-	-	-	-	0
* Industrial Drawing	-	-	2	-	3	1
* Industrial Tech, General	-	1	1	-	3	1
* Industrial Technology	4	32	34	18	11	20
Industrial Technology: Wind Tech	-	-	-	-	-	-
* Information Systems	2	2	1	4	1	2
* Instructional Aide K-12	-	1	1	-	-	0
* Journalism	5	7	5	7	2	5
Kinesiology	-	-	-	-	-	-
* Liberal Arts Transfer CVHEC	103	72	40	30	23	54
* Liberal Arts/ Science	19	72	90	10	15	41
Liberal Arts/Science: Arts & Humanities	48	145	146	151	170	132
Liberal Arts/Science: Math & Science	16	46	46	69	107	57
Liberal Arts/Science: Social & Behvrl	28	121	110	125	169	111
* Liberal Studies	50	65	40	28	32	43
* Liberal Studies/Liberal Arts	-	1	11	10	-	4
* LVN to Associate Degree Nurse	13	21	22	18	2	15
Machine Tool Technology	7	6	4	4	1	4
Management	139	150	107	82	78	111
* Manufacturing Technology	-	-	-	-	1	0
* Marketing	4	5	6	6	4	5
Mathematics	8	10	10	23	39	18
^ Medical Assisting	-	-	-	-	18	4
* Mental Health/Substnce Abuse	-	-	-	1	-	0
* Music	5	5	6	6	9	6
* Natural Resource Management	6	10	7	1	-	5
* Nursing	-	-	-	12	27	8
Nursing LVN	288	377	350	371	386	354
Office Assistant	-	-	-	-	2	0
Office Assistant I	2	3	1	1	-	1
Office Assistant II	1	-	-	-	-	0
Office Clerk	-	-	-	-	12	2
* Operating Engineer Apprentice	-	-	-	1	-	0
Paralegal Studies	60	73	74	78	61	69
* Philosophy	4	4	5	-	-	3
* Photography	1	-	-	2	2	1
Physical Education	57	75	57	42	39	54
* Physical Sciences Technology	11	9	10	10	8	10
* Physics	1	1	1	3	2	2

Cerro Coso Community College

College Majors (Cont.)[4]	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Avg
* Physiology	1	-	-	-	-	0
* Plant Science	1	2	-	-	-	1
* Plumbing/Pipefitting	-	-	1	1	-	0
* Political Sci-Domestic Policy	-	-	-	1	-	0
* Political Science	4	9	5	6	4	6
* Political Sci-Internl Relation	-	2	-	3	2	1
* Pre-engineering	47	-	-	-	-	9
* Pre-veterinary Medicine	1	1	1	1	-	1
* Psychiatric Technology	3	3	1	3	1	2
Psychology	*58*	*71*	*69*	*56*	*40*	*59*
* Radiological Technology	8	28	32	23	14	21
* Real Estate	3	2	-	3	2	2
* Registered Nursing	76	166	169	116	103	126
* Resort & Recreation Management	3	-	-	-	-	1
* Retail Management-Supermarket	1	1	-	1	-	1
* Sheetmetal Apprenticeship	1	-	-	-	-	0
Small Business Mgmt/Entreprene	9	13	10	8	17	11
* Social Science	111	10	7	7	9	29
* Sociology	13	27	22	19	7	18
* Spanish	4	5	4	2	3	4
* Speech	-	-	1	-	1	0
Studio Art	*-*	*-*	*-*	*-*	*1*	*0*
Theatre Arts	18	17	12	9	11	13
Trades Practices	9	13	9	5	11	9
* Undeclared	1,639	1,637	1,275	1,008	771	1,266
* Veterinary Technician	2	5	4	2	-	3
* Vocational Nursing (BC)	1	8	13	8	13	9
* Vocational Nursing (PC)	16	23	26	6	1	14
* Web Authoring-Cross Discipline	4	4	1	3	3	3
* Web Authoring-Design Emphasis	-	-	-	-	2	0
Web Design	71	55	60	51	45	56
* Welding	1	-	-	-	2	1
Welding Processes	-	-	-	6	13	4
Welding Technology	49	54	60	51	83	59
* Wildland Fire Technology	-	2	1	-	-	1
Total Majors	**6,231**	**6,573**	**5,792**	**4,900**	**4,535**	**5,606**

* = Major does not exist in CC's 2013-14 college catalog; Italics indicate new majors listed in the 2014-15 catalog

^ = Major listed in 2010-12 catalog, not listed in 2012-13 or 2013-14 catalogs, however, is listed again in 2014-15 catalog.

Cerro Coso Community College

Course Enrollments

Sections	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
Total	1,509	1,422	1,270	1,029	1,036	
Traditional	*906*	*770*	*695*	*510*	*482*	
Distance Ed	*603*	*652*	*575*	*519*	*554*	
Enrollment[5]						
First Day						
Total First Day	35,543	39,736	37,199	32,400	30,952	
Traditional	*13,891*	*13,452*	*12,667*	*10,793*	*9,751*	
Distance Ed	*21,652*	*26,284*	*24,532*	*21,607*	*21,201*	
Census Day						
Total Census Day	30,976	31,990	27,737	24,470	24,685	
Traditional	*13,107*	*11,913*	*10,132*	*9,381*	*9,118*	
Distance Ed	*17,869*	*20,077*	*17,605*	*15,089*	*15,567*	
Students/Section[6]						
Total	21	22	22	24	24	
Traditional	*14*	*15*	*15*	*18*	*19*	
Distance Ed	*30*	*31*	*31*	*29*	*28*	
First Day Waitlist[7]						
Total	2,048	5,522	6,043	3,790	2,359	
Traditional	*370*	*706*	*446*	*389*	*466*	
Distance Ed	*1,678*	*4,816*	*5,597*	*3,401*	*1,893*	

FTES - FTEF - Productivity

FTES[8]	2009-10		2010-11		2011-12		2012-13		2013-14		Trendlines
Total	3,673.9		3,656.0		3,365.9		2,941.4		2,928.3		
Traditional	*1,833*		*1,594*		*1,532*		*1,368*		*1,328*		
Distance Ed	*1,841*		*2,062*		*1,834*		*1,573*		*1,601*		
FTEF[8]											
Total	238.8		241.6		234.9		202.5		214.5		
Traditional	*122.2*		*113.4*		*113.9*		*98.2*		*100.6*		
Distance Ed	*116.6*		*128.2*		*121.0*		*104.3*		*114.0*		
Total FTEF by Contract Type	#	%	#	%	#	%	#	%	#	%	
Full-Time	82.7	35%	79.4	33%	76.8	33%	77.0	38%	85.5	40%	
Overload	22.6	9%	25.3	10%	28.0	12%	24.5	12%	21.0	10%	
Adjunct	95.8	40%	98.4	41%	98.7	42%	73.4	36%	74.5	35%	
Summer	37.7	16%	38.4	16%	31.1	13%	27.6	14%	33.4	16%	
Banked Load	0.0	0%	0.0	0%	0.0	0%	0.0	0%	0.1	0%	
Unidentified	0.0	0%	0.0	0%	0.2	0%	0.0	0%	0.0	0%	
Productivity (FTES/FTEF)[9]											
Total	15.4		15.1		14.3		14.5		13.6		
Traditional	*15.0*		*14.1*		*13.4*		*13.9*		*13.2*		
Distance Ed	*15.8*		*16.1*		*15.2*		*15.1*		*14.0*		

Cerro Coso Community College

Success & Retention Rates[10]

	2009-10		2010-11		2011-12		2012-13		2013-14		
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	☐ Retention ☐ Success
Total	82%	65%	82%	65%	83%	65%	83%	67%	82%	66%	
Traditional	*88%*	*74%*	*89%*	*74%*	*89%*	*73%*	*90%*	*76%*	*89%*	*75%*	
Distance Ed	*77%*	*58%*	*78%*	*59%*	*79%*	*59%*	*79%*	*61%*	*79%*	*61%*	

Total Success & Retention Rates Disaggregated

Total success and retention rates were disaggregated by demographics. Because of small numbers, the five years represented in this report were combined.

5-years Combined (2009-10 through 2013-14)	Retention	Success
Overall 5-Year Rates	College	College
Overall (Combined)	83%	65%
Gender	College	College
Female	82%	65%
Male	84%	67%
Age	College	College
19 & Younger	86%	66%
20-29	81%	62%
30-39	82%	67%
40 & Older	84%	71%
Ethnicity	College	College
African American	70%	41%
American Indian	78%	56%
Asian/ Filipino/ Pac Isl.	86%	73%
Hispanic/Latino	81%	62%
White	85%	69%
Matriculation	College	College
Completed Ed Plan	83%	67%
Fully Matriculated	84%	68%

Cerro Coso Community College

Awards

	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Total
Associate of Arts						
* Art	2	3	-	-	-	5
* Business	-	5	-	-	-	5
Business Administration	13	19	23	25	13	93
Child Development	-	-	4	9	4	17
* Engineering, General	-	3	-	-	-	3
* Fine Arts	1	4	2	-	-	7
* General Education	48	19	6	4	1	78
General Science	6	4	2	6	12	30
* Humanities	3	3	-	-	-	6
Kinesiology	-	-	-	-	1	1
Liberal Arts/Science: Arts & Humanities	13	33	38	41	48	173
Liberal Arts/Science: Math & Science	14	21	23	45	41	144
Liberal Arts/Science: Social & Behvrl	24	80	59	64	70	297
* Mathematics	-	-	2	-	-	2
* Physical Education	-	-	1	1	-	2
* Pre-Engineering	3	4	-	-	-	7
Psychology						-
* Social Science	21	13	1	3	1	39
Studio Art						-
* Theatre Arts	-	1	-	-	1	2
* Trades Practices	2	1	1	-	-	4
Total AA Awards	**150**	**213**	**162**	**198**	**192**	**915**
Associate of Science						
Administration of Justice	13	17	2	6	7	45
* Automotive Technology	1	-	-	-	-	1
Business	2	6	7	4	6	25
* Business Administration	7	7	3	1	-	18
Business Office Technology	3	6	2	1	3	15
* Child Development	14	14	3	-	-	31
Computer Information Systems	3	7	6	9	7	32
Computer Science	-	-	-	1	3	4
* Digital Media	2	-	-	-	-	2
* Engineering Drafting Technlgy	-	1	-	-	-	1
* Engineering Technology	-	2	2	-	-	4
Engineering, General	-	-	1	3	1	5
* Fire Technology	-	1	-	-	-	1
Human Services	6	5	8	7	2	28
* Indstrl Tech: Engineering Tech	-	1	-	-	-	1
* Indstrl Tech: Solar Technician	-	-	-	-	1	1
* Industrial Technology	-	-	1	2	-	3
Management	10	14	5	3	5	37
Mathematics	-	-	-	3	2	5
^ Medical Assisting						-
Nursing LVN	5	5	17	9	9	45
Paralegal Studies	1	2	-	4	5	12
* Small Business Mgmt/Entreprene	2	1	-	-	2	5
Web Design	4	1	2	2	1	10
* Welding	1	-	-	-	-	1
Welding Technology	-	1	4	9	3	17
Total AS Awards	**74**	**91**	**63**	**64**	**57**	**349**

*= Program award type does not exist in 2013-14 college catalog; Italics indicate new awards listed in the 2014-15 college catalog

^ = Major listed in 2010-12 catalog, not listed in 2012-13 or 2013-14 catalogues, however, is listed again in 2014-15 catalog.

Cerro Coso Community College

Awards (Cont.)

Certificates	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Total
^ Admin. Medical Assisting	-	-	-	-	5	5
* Administration of Justice	6	8	3	5	3	25
Administrative Office Asst	-	-	-	5	-	5
Business	2	3	1	4	3	13
* Business Administration	1	1	-	-	-	2
Business Office Technology	-	1	-	5	1	7
* Child Dev Assistant Teacher	-	-	1	2	-	3
Child Dev Associate Teacher	-	-	2	5	14	21
Child Dev Master Teacher	-	-	1	-	2	3
Child Dev Site Supervisor	-	-	1	-	4	5
* Child Development	-	4	1	-	-	5
Child Development Teacher	-	-	3	2	3	8
^ Clinical Medical Assisting	-	-	-	-	3	3
Computer Information Systems	-	1	3	2	2	8
* Digital Media	-	-	1	3	1	5
Emergency Medical Technology	-	-	-	16	28	44
Human Services Worker	1	3	8	10	5	27
* Indstrl Tech: Solar Technician	-	1	7	-	-	8
* Indstrl Tech: Wind Technician	-	-	2	-	-	2
* Industrial Technology	-	-	1	-	-	1
Management	2	1	2	-	-	5
Nursing LVN	7	12	2	24	2	47
* Office Assistant I	-	1	1	-	-	2
Office Clerk	-	1	-	7	1	9
Paralegal Studies	3	2	5	9	6	25
* Small Business Mgmt/Entreprene	-	1	-	-	-	1
Web Design	1	1	3	3	1	9
Welding Processes	-	-	5	20	13	38
Welding Technology	4	3	11	18	5	41
Total Certificates	**27**	**44**	**64**	**140**	**102**	**377**
Total Awards	**251**	**348**	**289**	**402**	**351**	**1,641**

* = Program award type does not exist in 2013-14 college catalog; Italics indicate new awards listed in the 2014-15 college catalog

^ = Major listed in 2010-12 catalog, not listed in 2012-13 or 2013-14 catalogues, however, is listed again in 2014-15 catalog.

Notes

Source: ODS Reports (July, 2014)

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

[2] The "unknown" category for Gender and Age were not reported.

[3] **Fully Matriculated:** A student is fully matriculated if they have completed (or are exempt from) all of the matriculation components (Assessment, Orientation, Counseling, and Ed Plan).

[4] When the same major is offered at another KCCD college, the student count includes students who may have selected their major at the other college but who attended this college.

[5] **Enrollment**: Enrollments are reported on both First Day and Census Day. Each course a student is enrolled in is counted as one enrollment.

[6] **Students/Section:** Student enrollments per section on census day. Cross-listed sections are not combined.

[7] Waitlisted Enrollments are recorded as of the official term start date. Data are not available for Summer 2009 and therefore the 2009-10 annual figure is not complete.

[8] Acronyms **FTES** and **FTEF** represent full-time equivalent students and full-time equivalent faculty, respectively.

[9] **FTES/FTEF:** A measurement of productivity where the generally accepted target is 17.5.

[10] **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P).

   Retention rate numerator: Number of course enrollments retained through the semester (grade = A,B,C,P,D,F,NP,I).

   Success and Retention rate denominator: Number of enrollments retained (A,B,C,P,D,F,NP,I), dropped after Census Day (DR), and withdrawn (W).

Matriculation Program Comparison Chart
2007 thru 2013

TABLE A: By Placement/Assessment Services

	2007-2008 Credit		2008-2009 Credit		2009-2010 Credit		2010-2011 Credit		2011-2012 Credit		2012-2013 Credit	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Students Count in The Adacemic Year Total:	13,991		15,230		16,624		16,218		14,146		11,862	
Orientation Services Received During the Academic Year	834	5.96%	678	4.45%	665	4.00%	578	3.56%	848	5.99%	935	7.88%
Orientation Services Received Prior Terms	4,675	5.98%	5,305	5.00%	5,384	4.67%	5,012	4.38%	4,471	4.98%	4,719	6.26%
Assessment Placement Services Received During the Academic Year	836	5.98%	761	5.00%	776	4.67%	711	4.38%	705	4.98%	742	6.26%
Assessment Placement Services Received Prior Terms	5,433	38.83%	6,080	39.92%	6,468	38.91%	6,254	38.56%	5,583	39.47%	5,407	45.58%
Counseling/Advisement Services Received During The Academic Year	853	6.10%	1,059	6.95%	1,223	7.36%	1,079	6.65%	1,020	7.21%	1,259	10.61%
Student Education Plan Development Services Received During the Academic Year	2,653	18.96%	2,673	17.55%	2,611	15.71%	2,391	14.74%	2,094	14.80%	1,709	14.41%
Matriculation Services Not Reported in Academic Year	5,243	37.47%	8,584	56.36%	7,224	43.46%	7,286	44.93%	6,265	44.29%	4,445	37.47%

TABLE B: By Gender

	2007-2008 Credit		2008-2009 Credit		2009-2010 Credit		2010-2011 Credit		2011-2012 Credit		2012-2013 Credit	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Students Count in The Adacemic Year Total:	13,991		15,230		16,624		16,218		14,146		11,862	
Female	8,685	62.08%	9,753	64.04%	10,073	60.59%	9,879	60.91%	8,857	62.61%	7,802	65.77%
Male	5,250	37.52%	5,428	35.64%	6,513	39.18%	6,299	38.84%	5,251	37.12%	4,045	34.10%
Unknown	56	0.40%	49	0.32%	38	0.23%	40	0.25%	38	0.27%	15	0.13%
Orientation Services Received During the Academic Year Total:	**834**	**5.96%**	**678**	**4.45%**	**665**	**4.00%**	**578**	**3.56%**	**848**	**5.99%**	**935**	**7.88%**
Female	504	3.60%	401	2.63%	397	2.39%	362	2.23%	532	3.76%	555	4.68%
Male	325	2.32%	276	1.81%	266	1.60%	213	1.31%	313	2.21%	378	3.19%
Unknown	5	0.04%	1	0.01%	2	0.01%	3	0.02%	3	0.02%	2	0.02%
Orientation Services Received Prior Terms Total:	**4,675**	**33.41%**	**5,305**	**34.83%**	**5,384**	**32.39%**	**5,012**	**30.90%**	**4,469**	**31.59%**	**4,719**	**39.78%**
Female	3,075	21.98%	3,487	22.90%	3,437	20.67%	3,138	19.35%	2,847	20.13%	3,040	25.63%
Male	1,586	11.34%	1,791	11.76%	1,926	11.59%	1,858	11.46%	1,605	11.35%	1,673	14.10%
Unknown	14	0.10%	27	0.18%	21	0.13%	16	0.10%	17	0.12%	6	0.05%

Matriculation Program Comparison Chart
2007 thru 2013

TABLE B: By Gender (cont.)

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Credit		Credit		Credit		Credit		Credit		Credit	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Assessment Placement Services Received During the Academic Year Total:	**836**	**5.98%**	**761**	**5.00%**	**776**	**4.67%**	**711**	**4.38%**	**705**	**4.98%**	**742**	**6.26%**
Female	495	3.54%	441	2.90%	448	2.69%	411	2.53%	408	2.88%	414	3.49%
Male	337	2.41%	319	2.09%	326	1.96%	294	1.81%	296	2.09%	325	2.74%
Unknown	4	0.03%	1	0.01%	2	0.01%	6	0.04%	1	0.01%	3	0.03%
Assessment Placement Services Received Prior Terms Total:	**5,433**	**38.83%**	**6,080**	**39.92%**	**6,468**	**38.91%**	**6,254**	**38.56%**	**5,583**	**39.47%**	**5,407**	**45.58%**
Female	3,499	25.01%	3,900	25.61%	3,995	24.03%	3,784	23.33%	3,404	24.06%	3,351	28.25%
Male	1,903	13.60%	2,145	14.08%	2,445	14.71%	2,445	15.08%	2,154	15.23%	2,047	17.26%
Unknown	31	0.22%	35	0.23%	28	0.17%	25	0.15%	25	0.18%	9	0.08%
Counseling/Advisement Services Received During The Academic Year Total:	**853**	**6.10%**	**1,059**	**6.95%**	**1,223**	**7.36%**	**1,079**	**6.65%**	**1,020**	**7.21%**	**1,259**	**10.61%**
Female	517	3.70%	637	4.18%	752	4.52%	654	4.03%	609	4.31%	781	6.58%
Male	333	2.38%	414	2.72%	467	2.81%	423	2.61%	404	2.86%	477	4.02%
Unknown	3	0.02%	8	0.05%	4	0.02%	2	0.01%	7	0.05%	1	0.01%
Student Education Plan Development Services Received During the Academic Year Total:	**2,653**	**18.96%**	**2,673**	**17.55%**	**2,611**	**15.71%**	**2,391**	**14.74%**	**2,094**	**14.80%**	**1,709**	**14.41%**
Female	1,724	12.32%	1,753	11.51%	1,622	9.76%	1,535	9.46%	1,314	9.29%	1,074	9.05%
Male	914	6.53%	907	5.96%	980	5.90%	846	5.22%	771	5.45%	632	5.33%
Unknown	15	0.11%	13	0.09%	9	0.05%	10	0.06%	9	0.06%	3	0.03%
Matriculation Services Not Reported in Academic Year Total:	**5,243**	**37.47%**	**5,911**	**38.81%**	**7,224**	**43.46%**	**7,286**	**44.93%**	**6,265**	**44.29%**	**4,445**	**37.47%**
Female	3,055	21.84%	3,781	24.83%	4,163	25.04%	4,323	26.66%	3,972	28.08%	3,144	26.50%
Male	2,179	15.57%	2,122	13.93%	3,055	18.38%	2,956	18.23%	2,285	16.15%	1,297	10.93%
Unknown	9	0.06%	8	0.05%	6	0.04%	7	0.04%	8	0.06%	4	0.03%

TABLE C: By Ethnicity

	2007-2008 Credit		2008-2009 Credit		2009-2010 Credit		2010-2011 Credit		2011-2012 Credit		2012-2013 Credit	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Students Count in The Adacemic Year Total:	**13,991**		**15,230**		**16,624**		**16,218**		**13,809**		**11,862**	
African-American	639	4.57%	675	4.43%	656	3.95%	1,041	6.42%	529	3.83%	685	5.77%
American Indian/Alaskan Native	380	2.72%	452	2.97%	265	1.59%	422	2.60%	368	2.66%	290	2.44%
Asian	429	3.07%	423	2.78%	235	1.41%	414	2.55%	405	2.93%	355	2.99%
Filipino	204	1.46%	226	1.48%	193	1.16%	258	1.59%	207	1.50%	186	1.57%
Hispanic	1,903	13.60%	2,481	16.29%	2,949	17.74%	3,733	23.02%	3,553	25.73%	3,403	28.69%
Multi-Ethnicity	0	0.00%	0	0.00%	196	1.18%	572	3.53%	525	3.80%	629	0.21%
Pacific Islander	66	0.47%	56	0.37%	50	0.30%	52	0.32%	38	0.28%	25	0.21%
Unknown	926	6.62%	2,435	15.99%	6,299	37.89%	188	1.16%	122	0.88%	39	0.33%
White Non-Hispanic	9,444	67.50%	8,482	55.69%	5,781	34.78%	9,538	58.81%	8,062	58.38%	6,250	52.69%
Orientation Services Received During The Academic Year Total:	**834**		**678**		**665**		**578**		**848**		**935**	
African-American	31	3.72%	42	6.19%	13	1.95%	29	5.02%	44	5.19%	46	4.92%
American Indian/Alaskan Native	31	3.72%	27	3.98%	26	3.91%	16	2.77%	42	4.95%	19	2.03%
Asian	26	3.12%	12	1.77%	10	1.50%	13	2.25%	25	2.95%	23	2.46%
Filipino	11	1.32%	9	1.33%	3	0.45%	8	1.38%	12	1.42%	11	1.18%
Hispanic	112	13.43%	101	14.90%	110	16.54%	142	24.57%	210	24.76%	267	28.56%
Multi-Ethnicity	0	0.00%	0	0.00%	19	2.86%	27	4.67%	33	3.89%	47	5.03%
Pacific Islander	8	0.96%	2	0.29%	2	0.30%	2	0.35%	2	0.24%	2	0.21%
Unknown	93	11.15%	85	12.54%	161	24.21%	10	1.73%	10	1.18%	14	1.50%
White Non-Hispanic	522	62.59%	400	59.00%	321	48.27%	331	57.27%	470	55.42%	506	54.12%
Orientation Services Received Prior Terms Total:	**4,675**		**5,305**		**5,384**		**5,011**		**4,471**		**4,719**	
African-American	210	4.49%	188	3.54%	136	2.53%	183	3.65%	196	4.38%	180	3.81%
American Indian/Alaskan Native	147	3.14%	169	3.19%	92	1.71%	181	3.61%	163	3.65%	184	3.90%
Asian	93	1.99%	94	1.77%	50	0.93%	90	1.80%	78	1.74%	87	1.84%
Filipino	93	1.99%	89	1.68%	58	1.08%	78	1.56%	54	1.21%	63	1.34%
Hispanic	590	12.62%	783	14.76%	727	13.50%	799	15.94%	842	18.83%	1,115	23.63%
Multi-Ethnicity	0	0.00%	0	0.00%	55	1.02%	200	3.99%	188	4.20%	302	6.40%
Pacific Islander	14	0.30%	22	0.41%	15	0.28%	22	0.44%	15	0.34%	14	0.30%
Unknown	238	5.09%	970	18.28%	2,561	47.57%	17	0.34%	3	0.07%	1	0.02%
White Non-Hispanic	3,290	70.37%	2,990	56.36%	1,690	31.39%	3,441	68.67%	2,932	65.58%	2,773	58.76%

Matriculation Program Comparison Chart
2007 thru 2013

TABLE C: By Ethnicity (cont.)

	2007-2008 Credit		2008-2009 Credit		2009-2010 Credit		2010-2011 Credit		2011-2012 Credit		2012-2013 Credit	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Assessment Placement Services Received During The Academic Year Total:	**836**		**761**		**776**		**711**		**705**		**742**	
African-American	32	3.83%	44	5.78%	26	3.35%	36	5.06%	27	3.83%	22	2.96%
American Indian/Alaskan Native	28	3.35%	18	2.37%	30	3.87%	34	4.78%	17	2.41%	14	1.89%
Asian	22	2.63%	15	1.97%	12	1.55%	12	1.69%	24	3.40%	21	2.83%
Filipino	9	1.08%	14	1.84%	2	0.26%	9	1.27%	10	1.42%	12	1.62%
Hispanic	114	13.64%	119	15.64%	128	16.49%	166	23.35%	184	26.10%	199	26.82%
Multi-Ethnicity	0	0.00%	0	0.00%	17	2.19%	33	4.64%	28	3.97%	44	5.93%
Pacific Islander	8	0.96%	4	0.53%	6	0.77%	3	0.42%	0	0.00%	0	0.00%
Unknown	77	9.21%	81	10.64%	171	22.04%	11	1.55%	17	2.41%	10	1.35%
White Non-Hispanic	546	65.31%	466	61.24%	384	49.48%	407	57.24%	398	56.45%	420	56.60%
Assessment Placement Services Received Prior Terms Total:	**5,433**		**6,080**		**6,468**		**6,254**		**5,213**		**5,407**	
African-American	227	4.18%	211	3.47%	169	2.61%	261	4.17%	239	4.58%	197	3.64%
American Indian/Alaskan Native	181	3.33%	197	3.24%	108	1.67%	236	3.77%	244	4.68%	210	3.88%
Asian	130	2.39%	119	1.96%	69	1.07%	114	1.82%	95	1.82%	110	2.03%
Filipino	105	1.93%	94	1.55%	66	1.02%	88	1.41%	62	1.19%	57	1.05%
Hispanic	646	11.89%	866	14.24%	855	13.22%	1,042	16.66%	648	12.43%	1,265	23.40%
Multi-Ethnicity	0	0.00%	0	0.00%	70	1.08%	257	4.11%	254	4.87%	342	6.33%
Pacific Islander	25	0.46%	27	0.44%	17	0.26%	28	0.45%	21	0.40%	15	0.28%
Unknown	289	5.32%	1,083	17.81%	2,917	45.10%	30	0.48%	8	0.15%	4	0.07%
White Non-Hispanic	3,830	70.50%	3,483	57.29%	2,197	33.97%	4,198	67.13%	3,642	69.86%	3,207	59.31%
Counseling/Advisement Services Received During The Academic Year Total:	**853**		**1,059**		**1,223**		**1,079**		**1,020**		**1,259**	
African-American	45	5.28%	40	3.78%	62	5.07%	64	5.93%	53	5.20%	50	3.97%
American Indian/Alaskan Native	32	3.75%	49	4.63%	40	3.27%	56	5.19%	38	3.73%	34	2.70%
Asian	32	3.75%	36	3.40%	25	2.04%	29	2.69%	36	3.53%	37	2.94%
Filipino	9	1.06%	10	0.94%	9	0.74%	15	1.39%	17	1.67%	7	0.56%
Hispanic	95	11.14%	145	13.69%	161	13.16%	213	19.74%	204	20.00%	318	25.26%
Multi-Ethnicity	0	0.00%	0	0.00%	11	0.90%	37	3.43%	47	4.61%	84	6.67%
Pacific Islander	6	0.70%	4	0.38%	4	0.33%	0	0.00%	5	0.49%	3	0.24%
Unknown	42	4.92%	153	14.45%	403	32.95%	5	0.46%	2	0.20%	6	0.48%
White Non-Hispanic	592	69.40%	622	58.73%	508	41.54%	660	61.17%	618	60.59%	720	57.19%

TABLE C: By Ethnicity (cont.)

	2007-2008 Credit		2008-2009 Credit		2009-2010 Credit		2010-2011 Credit		2011-2012 Credit		2012-2013 Credit	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Student Education Plan Development Services Received During The Academic Year:	**2,653**		**2,673**		**2,611**		**2,391**		**2,094**		**1,709**	
African-American	142	5.35%	126	4.71%	113	4.33%	140	5.86%	83	3.96%	53	3.10%
American Indian/Alaskan Native	106	4.00%	100	3.74%	50	1.91%	79	3.30%	98	4.68%	61	3.57%
Asian	61	1.51%	52	1.42%	40	0.92%	49	1.05%	48	1.34%	44	1.17%
Filipino	40	1.51%	38	1.42%	24	0.92%	25	1.05%	28	1.34%	20	1.17%
Hispanic	346	13.04%	425	15.90%	341	13.06%	417	17.44%	419	20.01%	392	22.94%
Multi-Ethnicity	0	0.00%	0	0.00%	50	1.91%	104	4.35%	97	4.63%	114	6.67%
Pacific Islander	16	0.60%	11	0.41%	11	0.42%	8	0.33%	6	0.29%	3	0.18%
Unknown	203	7.65%	324	12.12%	950	36.38%	9	0.38%	7	0.33%	3	0.18%
White Non-Hispanic	1,739	65.55%	1,597	59.75%	1,032	39.53%	1,560	65.24%	1,308	62.46%	1,019	59.63%
Matriculation Services Data Not Reported in Academic Year Total:	**5,243**		**5,911**		**7,224**		**6,036**		**6,265**		**4,445**	
African-American	261	4.98%	304	5.14%	299	4.14%	545	9.03%	471	7.52%	354	7.96%
American Indian/Alaskan Native	124	2.37%	165	2.79%	66	0.91%	82	1.36%	61	0.97%	45	1.01%
Asian	172	3.28%	190	3.21%	99	1.37%	209	3.46%	202	3.22%	153	3.44%
Filipino	57	1.09%	92	1.56%	110	1.52%	141	2.34%	114	1.82%	98	2.20%
Hispanic	947	18.06%	1,230	20.81%	1,733	23.99%	2,185	36.20%	2,037	32.51%	1,644	36.99%
Multi-Ethnicity	0	0.00%	0	0.00%	68	0.94%	146	2.42%	182	2.91%	180	4.05%
Pacific Islander	15	0.29%	12	0.20%	19	0.26%	18	0.30%	17	0.27%	6	0.13%
Unknown	396	7.55%	827	13.99%	2,535	35.09%	152	2.52%	94	1.50%	18	0.40%
White Non-Hispanic	3,271	62.39%	3,091	52.29%	2,295	31.77%	2,558	42.38%	3,087	49.27%	1,947	43.80%

Matriculation Program Comparison Chart
2007 thru 2013

TABLE D: By Age

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Credit		Credit		Credit		Credit		Credit		Credit	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Students Count in The Adacemic Year Total:	**13,991**		**15,230**		**16,624**		**16,218**		**14,146**		**11,862**	
17 or less	973	6.95%	971	6.38%	795	4.78%	634	3.91%	535	3.78%	422	3.56%
18 & 19	1,546	11.05%	1,981	13.01%	2,203	13.25%	2,108	13.00%	1,843	13.03%	1,757	14.81%
20 to 24	2,801	20.02%	3,199	21.00%	3,841	23.11%	4,004	24.69%	3,639	25.72%	3,322	28.01%
25 to 29	1,915	13.69%	2,139	14.04%	2,594	15.60%	2,643	16.30%	2,341	16.55%	1,987	16.75%
30 to 34	1,312	9.38%	1,452	9.53%	1,739	10.46%	1,843	11.36%	1,671	11.81%	1,307	11.02%
35 to 39	1,085	7.75%	1,265	8.31%	1,410	8.48%	1,388	8.56%	1,196	8.45%	886	7.47%
40 to 49	1,986	14.19%	1,902	12.49%	2,214	13.32%	2,112	13.02%	1,738	12.29%	1,257	10.60%
50+	2,373	16.96%	2,321	15.24%	1,828	11.00%	1,486	9.16%	1,183	8.36%	924	7.79%
Orientation Services Received During the Academic Year Total:	**834**		**678**		**665**		**578**		**848**		**935**	
17 or less	79	9.47%	93	13.72%	56	8.42%	47	8.13%	40	4.72%	68	7.27%
18 & 19	235	28.18%	223	32.89%	169	25.41%	160	27.68%	221	26.06%	235	25.13%
20 to 24	181	21.70%	130	19.17%	146	21.95%	115	19.90%	202	23.82%	233	24.92%
25 to 29	99	11.87%	66	9.73%	104	15.64%	93	16.09%	122	14.39%	129	13.80%
30 to 34	82	9.83%	45	6.64%	58	8.72%	53	9.17%	81	9.55%	84	8.98%
35 to 39	54	6.47%	39	5.75%	44	6.62%	37	6.40%	47	5.54%	49	5.24%
40 to 49	70	8.39%	47	6.93%	56	8.42%	41	7.09%	84	9.91%	88	9.41%
50+	34	4.08%	35	5.16%	32	4.81%	32	5.54%	51	6.01%	49	5.24%
Orientation Services Received Prior Terms Total:	**4,675**		**5,305**		**5,384**		**5,012**		**4,471**		**4,719**	
17 or less	97	2.07%	179	3.37%	152	2.82%	98	1.96%	57	1.27%	105	2.23%
18 & 19	756	16.17%	997	18.79%	920	17.09%	774	15.44%	680	15.21%	874	18.52%
20 to 24	1,190	25.45%	1,369	25.81%	1,460	27.12%	1,412	28.17%	1,278	28.58%	1,340	28.40%
25 to 29	748	16.00%	818	15.42%	821	15.25%	791	15.78%	759	16.98%	787	16.68%
30 to 34	500	10.70%	526	9.92%	571	10.61%	602	12.01%	480	10.74%	495	10.49%
35 to 39	409	8.75%	416	7.84%	451	8.38%	409	8.16%	385	8.61%	361	7.65%
40 to 49	605	12.94%	619	11.67%	634	11.78%	583	11.63%	546	12.21%	464	9.83%
50+	370	7.91%	381	7.18%	375	6.97%	343	6.84%	286	6.40%	293	6.21%

TABLE D: By Age (cont.)

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Credit		Credit		Credit		Credit		Credit		Credit	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Assessment Placement Services Received During the Academic Year Total:	**836**		**761**		**776**		**711**		**705**		**742**	
17 or less	177	21.17%	146	19.19%	69	8.89%	52	7.31%	52	7.38%	78	10.51%
18 & 19	177	21.17%	199	26.15%	183	23.58%	203	28.55%	192	27.23%	189	25.47%
20 to 24	174	20.81%	143	18.79%	188	24.23%	154	21.66%	155	21.99%	174	23.45%
25 to 29	86	10.29%	81	10.64%	118	15.21%	86	12.10%	104	14.75%	101	13.61%
30 to 34	68	8.13%	48	6.31%	72	9.28%	59	8.30%	72	10.21%	66	8.89%
35 to 39	51	6.10%	50	6.57%	51	6.57%	47	6.61%	36	5.11%	46	6.20%
40 to 49	69	8.25%	57	7.49%	59	7.60%	67	9.42%	64	9.08%	59	7.95%
50+	34	4.07%	37	4.86%	36	4.64%	43	6.05%	30	4.26%	29	3.91%
Assessment Placement Services Received Prior Terms Total:	**5,433**		**6,080**		**6,468**		**6,254**		**5,637**		**5,407**	
17 or less	195	3.59%	300	4.93%	243	3.76%	192	3.07%	146	2.59%	149	2.76%
18 & 19	912	16.79%	1,158	19.05%	1,132	17.50%	1,025	16.39%	957	16.98%	1,061	19.62%
20 to 24	1,343	24.72%	1,526	25.10%	1,699	26.27%	1,708	27.31%	1,581	28.05%	1,568	29.00%
25 to 29	805	14.82%	892	14.67%	987	15.26%	974	15.57%	868	15.40%	826	15.28%
30 to 34	533	9.81%	560	9.21%	635	9.82%	670	10.71%	624	11.07%	557	10.30%
35 to 39	448	8.25%	454	7.47%	514	7.95%	485	7.76%	437	7.75%	372	6.88%
40 to 49	733	13.49%	729	11.99%	799	12.35%	755	12.07%	656	11.64%	539	9.97%
50+	464	8.54%	461	7.58%	459	7.10%	445	7.12%	368	6.53%	335	6.20%
Counseling/Advisement Services Received During the Academic Year Total:	**853**		**1,059**		**1,223**		**1,079**		**1,020**		**1,259**	
17 or less	188	22.04%	210	19.83%	155	12.67%	132	12.23%	94	9.22%	72	5.72%
18 & 19	132	15.47%	218	20.59%	284	23.22%	215	19.93%	211	20.69%	248	19.70%
20 to 24	203	23.80%	219	20.68%	299	24.45%	292	27.06%	282	27.65%	342	27.16%
25 to 29	108	12.66%	131	12.37%	140	11.45%	127	11.77%	133	13.04%	182	14.46%
30 to 34	53	6.21%	58	5.48%	88	7.20%	91	8.43%	88	8.63%	108	8.58%
35 to 39	44	5.16%	56	5.29%	62	5.07%	53	4.91%	53	5.20%	84	6.67%
40 to 49	78	9.14%	90	8.50%	106	8.67%	89	8.25%	91	8.92%	124	9.85%
50+	47	5.51%	77	7.27%	89	7.28%	80	7.41%	68	6.67%	99	7.86%

Matriculation Program Comparison Chart
2007 thru 2013

TABLE D: By Age (cont.)

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Credit		Credit		Credit		Credit		Credit		Credit	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Student Education Plan Development Services Received During the Academic Year Total:	**2,653**		**2,673**		**2,611**		**2,391**		**2,094**		**1,709**	
17 or less	53	2.00%	79	2.96%	70	2.68%	47	1.97%	45	2.15%	41	2.40%
18 & 19	515	19.41%	592	22.15%	479	18.35%	468	19.57%	430	20.53%	409	23.93%
20 to 24	691	26.05%	666	24.92%	691	26.46%	631	26.39%	535	25.55%	465	27.21%
25 to 29	409	15.42%	408	15.26%	437	16.74%	383	16.02%	328	15.66%	246	14.39%
30 to 34	278	10.48%	254	9.50%	276	10.57%	241	10.08%	228	10.89%	160	9.36%
35 to 39	219	8.25%	206	7.71%	175	6.70%	160	6.69%	153	7.31%	104	6.09%
40 to 49	311	11.72%	297	11.11%	308	11.80%	277	11.59%	238	11.37%	155	9.07%
50+	177	6.67%	171	6.40%	175	6.70%	184	7.70%	137	6.54%	129	7.55%
Matriculation Services Data Not Reported in Academic Year Total:	**5,243**		**5,911**		**7,224**		**7,286**		**6,265**		**4,445**	
17 or less	428	8.16%	331	5.60%	312	4.32%	181	2.48%	194	3.10%	119	2.68%
18 & 19	344	6.56%	464	7.85%	670	9.27%	703	9.65%	535	8.54%	407	9.16%
20 to 24	972	18.54%	1,220	20.64%	1,611	22.30%	1,811	24.86%	1,616	25.79%	1,334	30.01%
25 to 29	768	14.65%	889	15.04%	1,205	16.68%	1,285	17.64%	1,123	17.92%	832	18.72%
30 to 34	569	10.85%	652	11.03%	832	11.52%	918	12.60%	831	13.26%	537	12.08%
35 to 39	436	8.32%	602	10.18%	720	9.97%	734	10.07%	623	9.94%	374	8.41%
40 to 49	772	14.72%	759	12.84%	1,039	14.38%	1,033	14.18%	828	13.22%	492	11.07%
50+	954	18.20%	994	16.82%	835	11.56%	621	8.52%	515	8.22%	350	7.87%

Counseling

Student Headcount, Unduplicated[1]	2009-10		2010-11		2011-12		2012-13		2013-14		Trendlines
	#	% change-prev. yr.	#	% change-prev. yr.	#	% change-prev. yr.	#	% change-prev. yr.	#	% change-prev. yr.	
First-Time Students	1,469	-	1,269	-14%	1,113	-12%	991	-11%	1,482	50%	
CA Matriculation Requirements[2]	#	%	#	%	#	%	#	%	#	%	
Assessment											
Completed	695	47%	647	51%	562	50%	562	57%	685	46%	
Exempt	0	0%	1	0%	1	0%	1	0%	5	0%	
Not Completed	774	53%	621	49%	550	49%	428	43%	792	53%	
Orientation											
Completed	522	36%	430	34%	441	40%	506	51%	702	47%	
Exempt	2	0%	1	0%	2	0%	1	0%	0	0%	
Not Completed	945	64%	838	66%	670	60%	484	49%	780	53%	
Counseling											
Completed	797	54%	727	57%	583	52%	581	59%	777	52%	
Exempt	0	0%	2	0%	1	0%	0	0%	0	0%	
Not Completed	672	46%	540	43%	529	48%	410	41%	705	48%	
Ed Plan											
Completed	634	43%	612	48%	486	44%	413	42%	432	29%	
Exempt	0	0%	2	0%	1	0%	0	0%	0	0%	
Not Completed	835	57%	655	52%	626	56%	578	58%	1,050	71%	
Fully Matriculated											
Fully Matriculated[3]	376	26%	306	24%	278	25%	308	31%	318	21%	
Not Fully Matriculated	1,093	74%	963	76%	835	75%	683	69%	1,164	79%	

Counseling

Students Completing CA Matriculation Requirements by Campus Location[4]	2009-10		2010-11		2011-12		2012-13		2013-14		Trendlines
	#	%	#	%	#	%	#	%	#	%	
Bishop/ Mammoth											
First-Time Student Headcount	241	-	213	-	169	-	161	-	157	-	
Assessment	90	37%	113	53%	85	50%	104	65%	103	66%	
Orientation	83	34%	61	29%	55	33%	74	46%	69	44%	
Counseling	120	50%	108	51%	93	55%	110	68%	109	69%	
Ed Plan	82	34%	72	34%	74	44%	92	57%	90	57%	
Fully Matriculated[3]	**49**	**20%**	**43**	**20%**	**37**	**22%**	**63**	**39%**	**48**	**31%**	
Main Campus											
First-Time Student Headcount	602	-	488	-	389	-	350	-	405	-	
Assessment	377	63%	324	66%	287	74%	286	82%	330	81%	
Orientation	254	42%	207	42%	201	52%	251	72%	282	70%	
Counseling	399	66%	362	74%	280	72%	280	80%	329	81%	
Ed Plan	343	57%	321	66%	246	63%	212	61%	225	56%	
Fully Matriculated[3]	**201**	**33%**	**166**	**34%**	**162**	**42%**	**173**	**49%**	**189**	**47%**	
KRV/ South Kern											
First-Time Student Headcount	216	-	159	-	139	-	97	-	148	-	
Assessment	117	54%	94	59%	84	60%	65	67%	86	58%	
Orientation	109	50%	73	46%	59	42%	51	53%	90	61%	
Counseling	122	56%	91	57%	79	57%	59	61%	85	57%	
Ed Plan	105	49%	90	57%	70	50%	40	41%	31	21%	
Fully Matriculated[3]	**79**	**37%**	**52**	**33%**	**41**	**29%**	**27**	**28%**	**29**	**20%**	
Not a CC Zip Code											
First-Time Student Headcount	410	-	409	-	416	-	383	-	772	-	
Assessment	111	27%	116	28%	106	25%	107	28%	166	22%	
Orientation	76	19%	89	22%	126	30%	130	34%	261	34%	
Counseling	156	38%	168	41%	132	32%	132	34%	254	33%	
Ed Plan	104	25%	131	32%	97	23%	69	18%	86	11%	
Fully Matriculated[3]	**47**	**11%**	**45**	**11%**	**38**	**9%**	**45**	**12%**	**52**	**7%**	

Source: ODS Reports (August, 2014)

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

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

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

[4] **Campus Location:** A student's campus location is determined by the student's zip code. A student may have received services from a different campus.

Counseling

First-Time Students Completing Matriculation Requirements

Legend:
- ◆ Orientation
- ■ Counseling
- ▲ Ed Plan
- Assessment
- – – Fully Matriculated

Fully Matriculated First-Time Students by Campus Location

Legend:
- ◆ Bishop/ Mammoth
- ■ Main Campus
- ▲ KRV/ South Kern
- Not a CC Zip Code
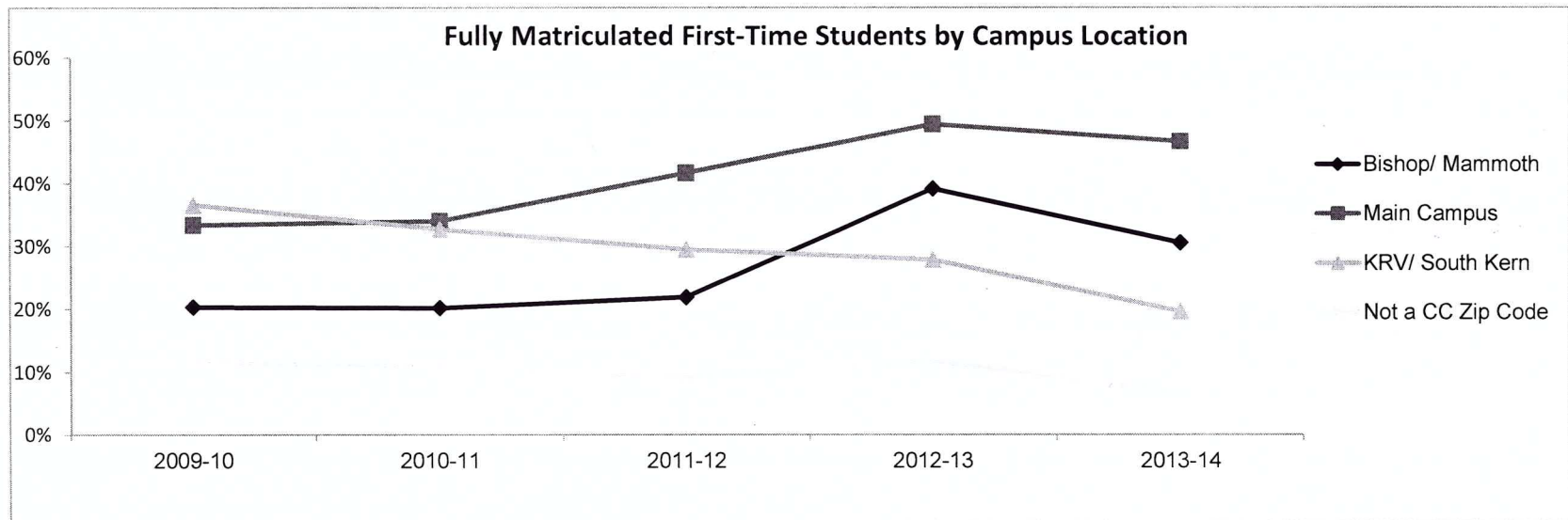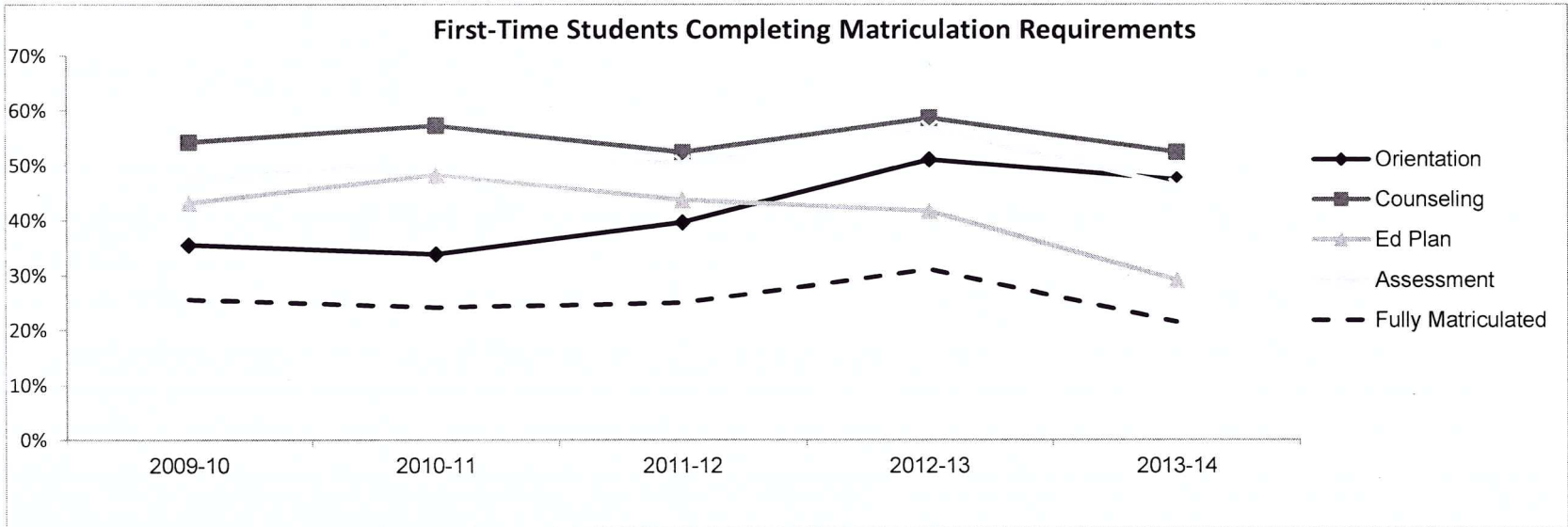
Cerro Coso College
Student Transfers to UC, CSU, ISP, and OOS
2003-04 through 2013-14 (partial)

UC - University of California, CSU - California State University, ISP - In-State Private, and OOS - Out-of-State

Academic Year	UC	% of Total	CSU	% of Total	Sub Total	Sub Total % Change Prev Yr	ISP	% of Total	OOS	% of Total	Sub Total	Sub Total % Change Prev Yr	Total	Total % Change Prev Yr
2013-14 [1]	10	-	58	-	68	-5.6%	-	-	-	-	-	-	-	-
2012-13	17	9.8%	55	31.8%	72	-6.5%	22	12.7%	79	45.7%	101	-33.1%	173	-24.1%
2011-12	14	6.1%	63	27.6%	77	10.0%	43	18.9%	108	47.4%	151	-21.8%	228	-13.3%
2010-11	13	4.9%	57	21.7%	70	34.6%	51	19.4%	142	54.0%	193	6.0%	263	12.4%
2009-10	8	3.4%	44	18.8%	52	-31.6%	68	29.1%	114	48.7%	182	2.2%	234	-7.9%
2008-09	15	5.9%	61	24.0%	76	13.4%	60	23.6%	118	46.5%	178	4.1%	254	6.7%
2007-08	9	3.8%	58	24.4%	67	-16.3%	59	24.8%	112	47.1%	171	17.9%	238	5.8%
2006-07	15	6.7%	65	28.9%	80	-4.8%	59	26.2%	86	38.2%	145	-3.3%	225	-3.8%
2005-06	18	7.7%	66	28.2%	84	18.3%	52	22.2%	98	41.9%	150	-3.8%	234	3.1%
2004-05	11	4.8%	60	26.4%	71	-9.0%	69	30.4%	87	38.3%	156	-5.5%	227	-6.6%
2003-04	11	4.5%	67	27.6%	78	-	61	25.1%	104	42.8%	165	-	243	-

[1] 2013-14 data not available for In-State Private (ISP) and Out-of-State (OOS)

Cerro Coso Community College
Associate Degrees and Certificates Awarded
2004-05 to 2013-14

Degrees and Certificates awarded during each academic year with unduplicated student demographics. These awards data are from Banner and are updated as students apply for their degree or certificate. This may differ slightly from awards data at the CCCCO DataMart, IPEDS or CalPASS, which are populated from MIS data reported at one point in time.

CC Degrees and Certificates	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		5 yr % Change	10 yr % Change
All Award Types	306		240		264		246		240		251		348		290		403		358		42.6%	17.0%
AA or AS Degrees	263		214		244		223		202		224		304		226		260		249		11.2%	-5.3%
AA-T or AS-T Degrees	-		-		-		-		-		-		-		-		3		3		-	-
Certificates of Achievement	43		26		20		22		38		27		40		60		115		77		185.2%	79.1%
Job Skills Certificates	0		0		0		1		0		0		4		4		25		29		-	-
Demographic Breakdown of Students (Unduplicated) with One or More Award																						
Unduplicated Students	275		214		238		228		223		233		302		247		320		282		21.0%	2.5%
Female	189	68.7%	142	66.4%	150	63.0%	151	66.2%	138	61.9%	163	70.0%	204	67.5%	150	60.7%	194	60.6%	178	63.1%	9.2%	-5.8%
Male	86	31.3%	71	33.2%	88	37.0%	77	33.8%	84	37.7%	70	30.0%	96	31.8%	96	38.9%	126	39.4%	103	36.5%	47.1%	19.8%
19 or Younger	19	6.9%	19	8.9%	15	6.3%	20	8.8%	25	11.2%	17	7.3%	23	7.6%	13	5.3%	21	6.6%	26	9.2%	52.9%	36.8%
20-24	78	28.4%	66	30.8%	77	32.4%	71	31.1%	68	30.5%	83	35.6%	120	39.7%	73	29.6%	111	34.7%	107	37.9%	28.9%	37.2%
25-29	47	17.1%	37	17.3%	42	17.6%	37	16.2%	30	13.5%	37	15.9%	46	15.2%	46	18.6%	54	16.9%	43	15.2%	16.2%	-8.5%
30-39	69	25.1%	48	22.4%	50	21.0%	52	22.8%	51	22.9%	47	20.2%	47	15.6%	52	21.1%	58	18.1%	55	19.5%	17.0%	-20.3%
40 or Older	62	22.5%	44	20.6%	54	22.7%	48	21.1%	49	22.0%	49	21.0%	66	21.9%	63	25.5%	76	23.8%	51	18.1%	4.1%	-17.7%
Asian/ Filipino/ Pacific Isl.	22	8.0%	15	7.0%	10	4.2%	13	5.7%	8	3.6%	7	3.0%	9	3.0%	13	5.3%	18	5.6%	9	3.2%	28.6%	-59.1%
Hispanic/ Latino	33	12.0%	21	9.8%	35	14.7%	37	16.2%	25	11.2%	31	13.3%	45	14.9%	48	19.4%	59	18.4%	75	26.6%	141.9%	127.3%
White	188	68.4%	154	72.0%	168	70.6%	158	69.3%	161	72.2%	170	73.0%	213	70.5%	157	63.6%	203	63.4%	167	59.2%	-1.8%	-11.2%
Two or More Races	1	0.4%	3	1.4%	4	1.7%	2	0.9%	7	3.1%	6	2.6%	16	5.3%	10	4.0%	18	5.6%	15	5.3%	150.0%	1400.0%
Other or Unknown	31	11.3%	21	9.8%	21	8.8%	18	7.9%	22	9.9%	19	8.2%	19	6.3%	19	7.7%	22	6.9%	16	5.7%	-15.8%	-48.4%

Cerro Coso Community College
Course Book - Department Summary

Successful Grades = A, B, C, or P/CR.   Retained Grades = A, B, C, P/CR, D, F, NP/NC, or I.   The denominator used to calculate the rates = A, B, C, P/CR, D, F, NP/NC, I, or W.
The 'Students per Section' column was calculated using census enrollment and the result does not account for cross-listed sections taught together.
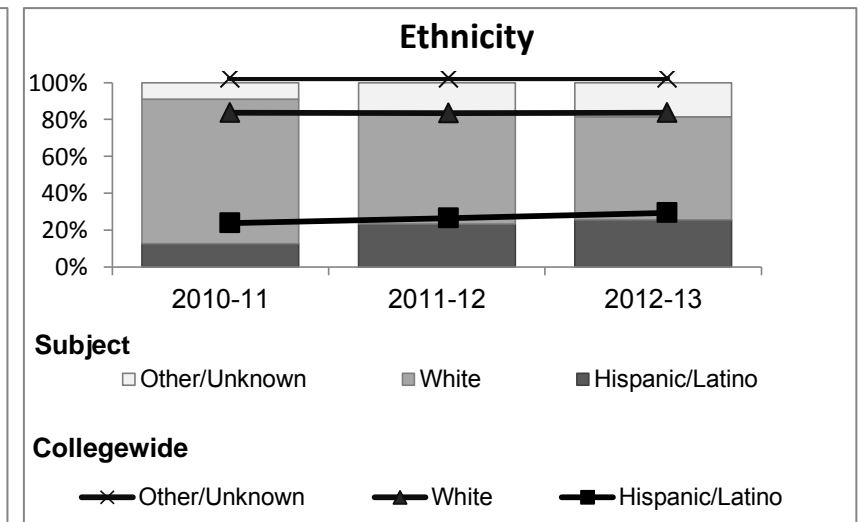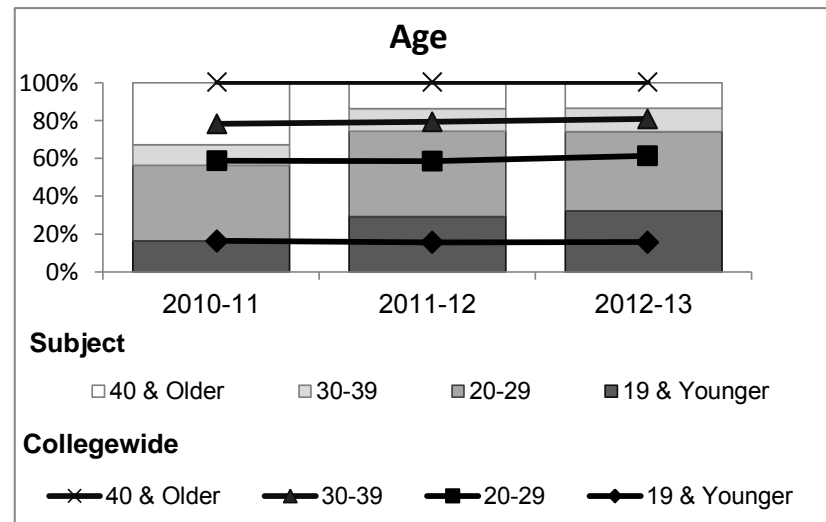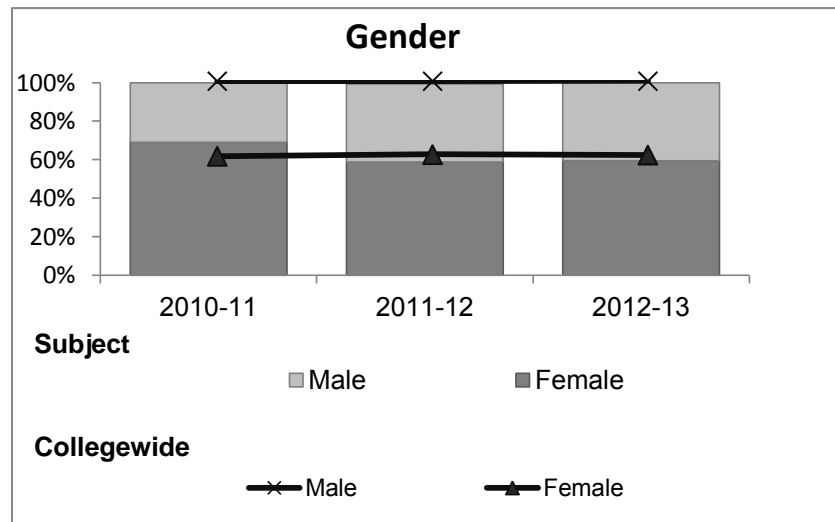
	Sections	Begin Enroll	Census Enroll	End Enroll	Students/ Section	First Day Waitlist	FTES	FTEF	FTES/ FTEF	Success Rate	Retention Rate	Withdrawal Rate
Counseling												
2013-14 Academic Year												
Spring 2014	9	336	269	214	30	30	18.2	1.1	17.1	61.0%	78.7%	21.3%
Fall 2013	10	415	327	272	33	71	21.4	0.7	29.2	66.1%	83.2%	16.8%
Summer 2013	4	152	112	89	28	15	4.4	0.6	7.4	72.3%	79.5%	20.5%
2013-14 Summary	*23*	*903*	*708*	*575*	*31*	*116*	*44.0*	*2.4*	*18.4*	*65.1%*	*80.9%*	*19.1%*
2012-13 Academic Year												
Spring 2013	9	379	285	213	32	44	19.5	0.8	24.5	60.6%	74.2%	25.8%
Fall 2012	10	448	317	273	32	66	21.6	0.9	25.0	69.6%	85.6%	14.4%
Summer 2012	4	222	156	130	39	50	5.4	0.6	9.0	76.9%	90.9%	9.1%
2012-13 Summary	*23*	*1,049*	*758*	*616*	*33*	*160*	*46.5*	*2.3*	*20.6*	*67.6%*	*82.2%*	*117.8%*
2011-12 Academic Year												
Spring 2012	10	404	288	248	29	31	16.5	1.5	10.9	67.1%	86.7%	13.3%
Fall 2011	12	575	403	335	34	108	28.8	1.3	21.6	63.0%	83.1%	16.9%
Summer 2011	4	194	147	111	37	47	8.9	0.7	13.4	63.9%	75.5%	24.5%
2011-12 Summary	*26*	*1,173*	*838*	*694*	*32*	*186*	*54.2*	*3.5*	*15.4*	*64.6%*	*83.0%*	*17.0%*
2010-11 Academic Year												
Spring 2011	11	497	420	328	38	59	34.7	1.7	20.8	59.1%	77.5%	22.5%
Fall 2010	9	409	298	265	33	49	23.4	1.4	16.7	65.8%	88.9%	11.1%
Summer 2010	4	183	125	100	31	7	9.8	0.6	16.3	55.5%	78.1%	21.9%
2010-11 Summary	*24*	*1,089*	*843*	*693*	*35*	*115*	*67.8*	*3.7*	*18.5*	*60.9%*	*81.6%*	*18.4%*
2009-10 Academic Year												
Spring 2010	13	475	438	314	34	72	35.1	2.1	17.0	51.4%	67.8%	32.2%
Fall 2009	12	435	404	313	34	-	31.6	1.7	18.6	56.6%	77.0%	23.0%
Summer 2009	10	274	255	209	26	-	17.8	1.2	14.5	61.4%	80.1%	19.9%
2009-10 Summary	*35*	*1,184*	*1,097*	*836*	*31*	*72*	*84.5*	*5.0*	*16.9*	*55.5%*	*73.8%*	*26.2%*

Counseling

Student Demographic Information

Student Headcount	2008-09		2009-10		2010-11		2011-12		2012-13			
									Subject		Collegewide	
	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr		% change - Prior Yr
Unduplicated[2]	169	--	181	7%	55	-70%	304	453%	323	6%	8,583	-16%

	2008-09		2009-10		2010-11		2011-12		2012-13			
									Subject		Collegewide	
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	110	65%	114	63%	38	69%	179	59%	192	59%	5,289	62%
Male	58	34%	67	37%	17	31%	123	40%	131	41%	3,283	38%
Unknown	1	1%	0	0%	0	0%	2	1%	0	0%	11	0%
Age												
19 & Younger	64	38%	48	27%	9	16%	89	29%	104	32%	1,298	15%
20-29	70	41%	67	37%	22	40%	137	45%	135	42%	3,929	46%
30-39	19	11%	30	17%	6	11%	36	12%	40	12%	1,671	19%
40 & Older	16	9%	36	20%	18	33%	42	14%	44	14%	1,685	20%
Ethnicity												
African American	9	5%	12	7%	0	0%	18	6%	13	4%	502	6%
American Indian	4	2%	4	2%	1	2%	7	2%	7	2%	177	2%
Asian/Filipino/Pac Islander	5	3%	5	3%	1	2%	9	3%	7	2%	416	5%
Hispanic/Latino	33	20%	27	15%	7	13%	71	23%	83	26%	2,554	30%
White	104	62%	124	69%	43	78%	184	61%	180	56%	4,480	52%
Two or more races	8	5%	5	3%	2	4%	15	5%	31	10%	413	5%
Unknown	6	4%	4	2%	1	2%	0	0%	2	1%	41	0%

Gender (chart)
Subject: Male, Female
Collegewide: Male, Female

Age (chart)
Subject: 40 & Older, 30-39, 20-29, 19 & Younger
Collegewide: 40 & Older, 30-39, 20-29, 19 & Younger

Ethnicity (chart)
Subject: Other/Unknown, White, Hispanic/Latino
Collegewide: Other/Unknown, White, Hispanic/Latino

Counseling

Course Enrollments - Productivity

| | 2008-09 | | | 2009-10 | | | 2010-11 | | | 2011-12 | | | 2012-13 | | | | | |
| | | | | | | | | | | | | | Subject | | | Collegewide | | |
	F-t-F[3]	DE	Total	F-t-F[3]	DE	Total	F-t-F[3]	DE	Total	F-t-F[3]	DE	Total	F-t-F[3]	DE	Total	F-t-F[3]	DE	Total
Number of Sections	6	0	6	6	0	6	2	0	2	10	0	10	8	3	11	511	519	1,030
Enrollment[4]																		
Census	174	0	174	186	0	186	61	0	61	308	0	308	232	98	330	9,387	15,094	24,481
Students/Section[5]	29		29	31		31	31		31	31		31	29	33	30	18	29	24
Productivity																		
FTES[6]	13.7	0	13.7	14.2	0	14.2	4.2	0	4.2	24.9	0	24.9	17.6	6.1	23.7	1,368.1	1,573.3	2,941.4
FTEF[6]	0.8	0	0.8	0.8	0	0.8	0.3	0	0.3	0.3	0	0.3	0.5	0.1	0.7	98.2	104.3	202.5
Contract			17%			33%			0%			18%			0%			38%
Overload			83%			33%			50%			0%			40%			12%
Adjunct			0%			0%			0%			82%			40%			36%
Summer			0%			33%			50%			0%			20%			14%
FTES/FTEF[7]	17.2		17.2	17.7		17.7	15.7		15.7	76.6		76.6	33.2	45.8	35.7	13.9	15.1	14.5

Students/Section

FTES/FTEF (Productivity)
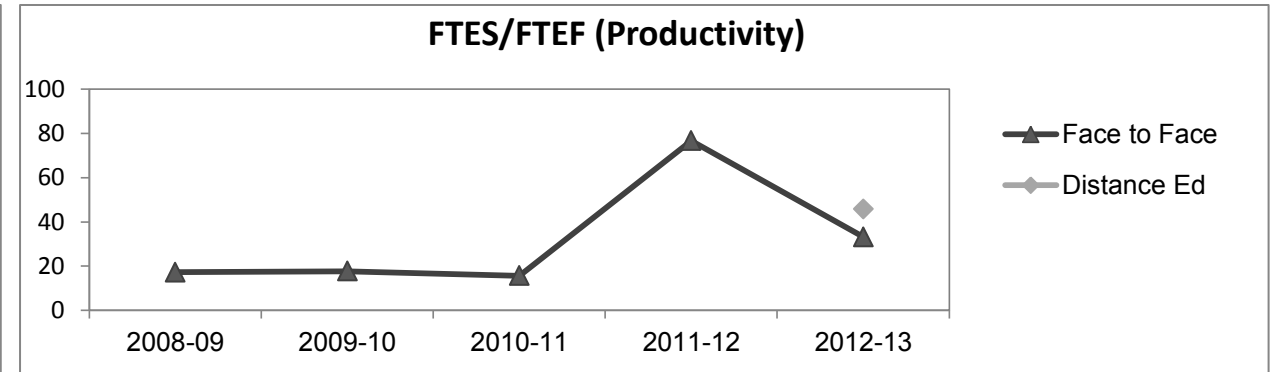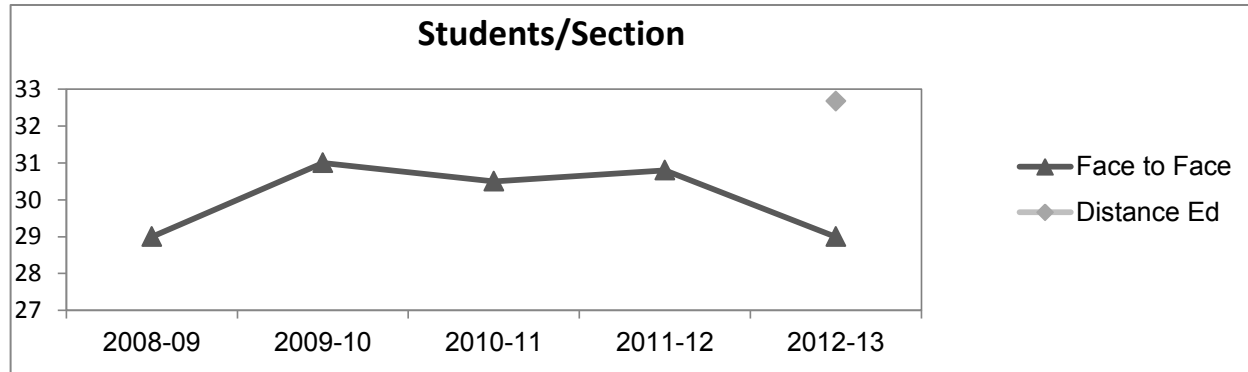
Outcomes

| | 2008-09 | | | 2009-10 | | | 2010-11 | | | 2011-12 | | | 2012-13 | | | | | |
| | | | | | | | | | | | | | Subject | | | Collegewide | | |
	F-t-F[3]	DE	Total	F-t-F[3]	DE	Total	F-t-F[3]	DE	Total	F-t-F[3]	DE	Total	F-t-F[3]	DE	Total	F-t-F[3]	DE	Total
Retention Rate[8]	80.9%		80.9%	81.8%		81.8%	78.1%		78.1%	89.6%		89.6%	84.5%	77.6%	82.4%	90.1%	78.5%	83.0%
Success Rate[8]	61.3%		61.3%	62.0%		62.0%	56.3%		56.3%	63.3%		63.3%	63.4%	56.1%	61.2%	75.9%	61.0%	66.8%

Retention Rate

Success Rate

Trend Data from Institutional Research & Reporting[1]
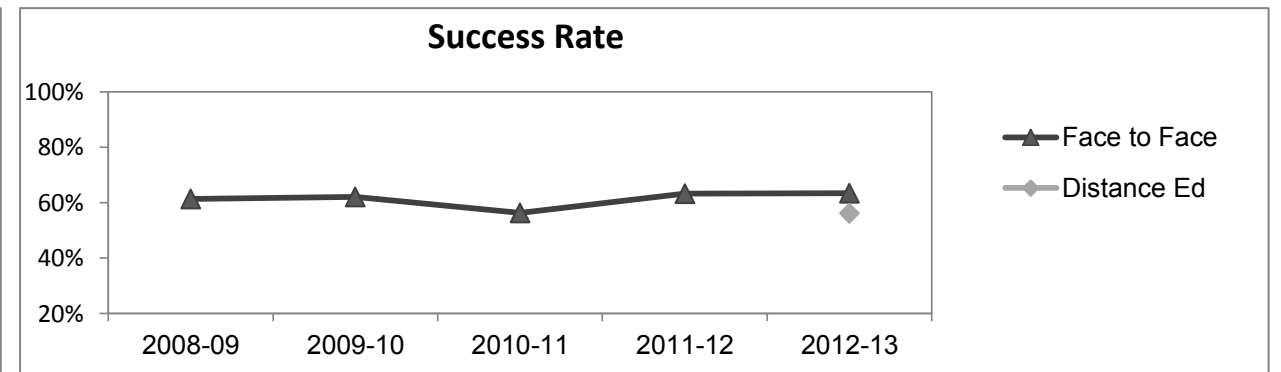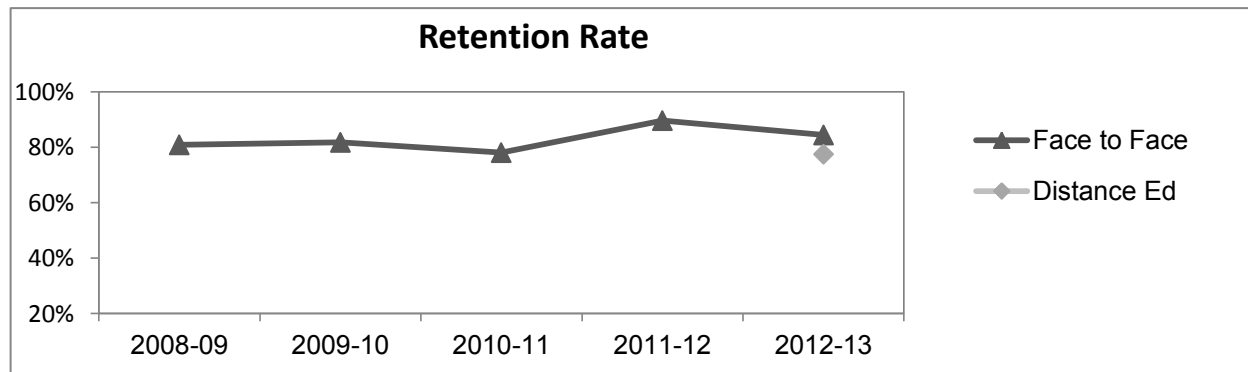
Counseling

Degrees - Certificates

	2008-09			2009-10			2010-11			2011-12			2012-13 Subject			Collegewide		
	AA	**AS**	**CERT**	**AA**	**AS**	**CERT**	**AA**	**AS**	**CERT**	**AA**	**AS**	**CERT**	**AA**	**AS**	**CERT**	**AA**	**AS**	**CERT**
* There are no awards associated with this Department or Subject																		
Total Awards by Type	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	193	61	121
% of total awards by type																51%	16%	32%
Total Awards	0			0			0			0			0			375		

<u>**Notes**</u>

[1] **Source:** ODS Reports (July, 2013)

[2] **Student Headcount**, *Unduplicated*: Number of students enrolled on census day, where each student is counted one time**.**

[3] **F-t-F**: Face to Face instructional delivery mode.

[4] **Enrollment**: Every course in which students are enrolled on census day.

[5] **Students/Section:** Student enrollments per section on census day. Cross-listed sections are not combined.

[6] Acronyms **FTES** and **FTEF** represent full-time equivalent students and full-time equivalent faculty, respectively.

[7] **FTES/FTEF:** A measurement of productivity where the generally accepted target is 17.5.

[8] **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).

 Retention rate numerator: Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

 Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped after Census Day (DR).

Counseling Department
Annual Unit Plan for Academic Year 2014-15
Planning Year 2013

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Department Mission/Connection to College Mission

The goal of the Counseling department at Cerro Coso Community College is to facilitate student development in the areas of basic skills, career and academic planning and completion, and transfer preparedness to four year institutions. The counseling staff is committed to providing quality services and meeting the changing needs of our diverse student populations at all sites by continued involvement in college wide activities, outreach programs in the community, and implementing new strategies that focus on increasing student retention and success.

b. Partnerships

Counseling coordinates with other student services programs on campus to ensure continuity of services without duplication of effort. Coordination with programs such as the tutoring center, EOPS, CARE, CalWORKs, DSPS, student government, or Financial Aid programs assure students' efficient access to on campus services. Many counseling services are dependent on the cooperation with other campus programs and staff such as the early alert program that relies on the participation of instructors, EOPS, DSPS, and the LAC staff. These are ongoing relationships that require continued communication between all campus partners.

Counseling supports and collaborates with the college Career Technical Educational Programs. A Job Development Specialist located in The Career and Transfer Center provides job services to students and assists in the career development process. The Job Development Specialist provides job information and placement services to enhance transitional services to students in the completion of their educational goals and employment. Community employers partner with the Job Development Specialist in developing employment and internship opportunities.

Counseling supports and coordinates CTE programs aimed at high school students, including the dual enrollment/concurrent enrollment

programs, high school articulation, and Career Pathways. This past year counseling facilitated the concurrent enrollment of students attending college classes taught on ground at their High School. Past year partners in these types of concurrent enrollment opportunities included Cal City High School, Mesquite and Mammoth High School. Counseling has been actively engaged in the implementation of the CATEMA system that allows for High School/College instructors of concurrent enrollment classes to enter course completion information so college credit is accurately reflected on college transcripts. Counseling participates in the CTE High School/College Collaborative meeting that assists in the coordination of college activities and High School partners.

Counseling services are provided to CTE students with the recognition that employment readiness is a priority to CTE students and CTE faculty. Counseling staff partner with local agencies such as EDD, ETR, and Department of Human Services, and Military base Human Resources to facilitate educational training and employment opportunities. Counselors participate in the CTE department chair meetings and partners with CTE on multiple outreach/recruitment events. VATEA funds and SB 70 funds enhance many of these services by providing funding for counseling staff and activities.

Counseling assists in the implementation of the STEM grant and helps develop materials related to the articulated agreement with CSU Long Beach Engineering program offered in Lancaster. Some STEM funding is provided to counseling for the purposes of coordinating outreach activities and counseling materials. The following are partners in the implementation of the STEM grant: CSU Long Beach representatives, Jacobs Technology, and NNAWCWD.

Counseling staff has been an active participant in providing guidance and support to the development and implementation of the C6 federal grant. The department Assessment technician completed training administering Work Keys assessments required by all C6 student participants and the MSSC certification required for the accelerated Welding program. The technician developed a process for C6 testing and has dedicated a significant amount of her time to testing C6 participants and collecting data. Counseling staff have developed orientations specific to C6 students, and facilitated enrollment of C6 students. File management, data input, and other tasks related to the coordinating of services has involved dedicated time from counseling staff. Counseling does receive C6 funding for time spent on activities, but no new staff was hired for the additional tasks required. This resulted in less counseling staff time available for ongoing counseling services.

The Counseling department maintains partnerships with local/feeder High Schools focused on providing transitional services to students planning to attend Cerro Coso after High School graduation. Assessment, orientation and counseling services are provided at many of the local High Schools. The following is a list of High Schools who collaborated with Cerro Coso this past year: *Big Pine High School, Bishop Union High School, Boron High School, Burroughs High School, California City High School, Desert High School, Immanuel Christian School, Kern Valley High School, Lee Vining High School, Lone pine High School, Mammoth High School, Mesquite High School, Mojave High School, Mt. View/Douglas High School, Opportunities for Learning, Owens Valley Career Development Center, Owens Valley High School, Palisades Glacier High School,*

Summit Continuation School, Tehachapi High School, Trona High School.

Outreach activities related to college programs are coordinated with the K through 12 educational institutions as well. The following are some examples of the activities hosted by counseling; Parent Night for the parents of graduating high school students, Preview Day and a Career Fair for junior and senior high school students, "I'm Going to College" for fifth grade students, and a college tour and an introduction to college classes is provided annually to local 2nd graders in the IWV campus area. Participating elementary schools included Faller Elementary School, Richmond Elementary School, Las Flores Elementary School, Gateway Elementary School, Immanuel, Ridgecrest Charter, and St. Anne Catholic school.

The following community agencies and businesses collaborated with the counseling team to provide information during the Career Exploration Day on campus, providing local employment and resource options to High School recruits and current college students.

- All Care Therapy
- Alta One
- China Lake Fire Department
- DART
- Desert Valley FCU
- IWVISP
- Jacobs Technology
- Kern County Sheriffs
- Liberty Ambulance
- Lippin' Lizards
- NAWCWD Apprentice Program
- NAWCWD
- NDTI
- Ridgecrest Police Dept.
- SIDEWINDER
- US Army
- Women's Center

Part of the mission of the counseling department is to provide transfer services to other four year colleges and universities. This past year counseling staff provided two field trip opportunities for students to travel to the UC Los Angeles and CSU Bakersfield campus for

presentations on major options at the campuses, tours and information presentations. Cerro Coso continues to maintain a TAP agreement with UCLA to facilitate priority transfer opportunities. Additionally, the counseling center maintains a transfer center and invites other college and University representatives to come to Cerro Coso campus to provide presentations and one on one meeting with Cerro Coso students. The following is a list of the participating colleges in visiting Cerro Coso during the past year.

- CSU Bakersfield
- CSU Long Beach
- National University
- Bellevue University (New)
- UC Merced

Collegial associations as well as the California Community College Chancellor's office provide informational updates through conferences and listservs. Counseling staff participate in annual training opportunities such as the CSU and UC workshops and attended the Athletic Conference (Region V 3C4A Conference) to update information related to athletic eligibility (3C4A Division II Rules). Staff hold regular meetings to share updates on academic/educational trends and policies, upgrade counseling knowledge and tools, and disseminate information that is essential in keeping current with information that students need to make good decisions related to their careers and transfer choices.

c. Special Initiatives for Student Engagement

New Last Year:
Events
- Open House offered at IWV campus for first time; assessment, orientation and educational planning offered-approximately 150 people attended
- Cal City HS orientation and counseling provided related to offering Concurrent enrollment in English classes-60 students

Continuing:
Events
- Career Exploration Day - 400 HS students in attendance

- Provided information at two Tehachapi Career Fairs-approximately 300 students in fall and 800 students in spring
- Mesquite HS Senior class visit, assessment and counseling provided-met with 25 Seniors to discuss transition to Cerro Coso College
- "I'm Going to College" 5th event-400 5th graders from local Elementary schools
- Local HS Economics and Government class visits-approximately 300 students
- Provided Orientation, Assessment and Counseling provided on HS campus to 130 Seniors
- Parent Orientation Night at local HS-35 parents and students attended
- Cal City HS placement exam given at HS campus-75 students
- Trona HS assessment and counseling provided
- Open House events at Bishop, Mammoth and KRV sites-assessment, orientation, counseling offered prior to start of semester to facilitate enrollment and meet community needs
- Transfer Awareness month in October with workshops offered throughout the month focused on application process, CSU and UC focused workshops, transfer with a guarantee informational workshop and other college representatives to meet with students one on one.

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES

a. Progress Made on Program Review

The counseling department goals that have been the driving force for the past 6 years are stated in our mission: 1) Commitment to provide quality student services and meet the changing needs of our diverse student populations at all sites, 2) continued involvement in college wide activities and outreach programs in the community, 3) implement new strategies that focus on increasing student retention and success.
1) In the spring semester of 2011 the CCSSE (Community College Survey of Student Engagement) provided the counseling department with feedback that helped clarify specific areas counseling is successfully addressing and areas of concerns. Counseling areas of highest student engagement were in academic advising/planning and career counseling. An area of concern was the high percentage of students who were not aware of a college orientation. Another area of concern was the comparatively low number of students who engaged in a "first year experience".

In the spring semester of 2012 the Student Experience Survey was administered to a sample of both online and on ground students to assess satisfaction with student services. An area of higher satisfaction reported by students was again with counseling/advising services related to career and educational planning and transfer preparedness. The only notable lower satisfaction with counseling services was site specific.

In response to gaps identified in the surveys administered within the last year, the counseling department has developed an extended orientation that provides; more comprehensive educational planning information, greater information regarding college policies, vernacular and procedures, greater emphasis on student responsibility for the registration process and in their class performance, and an introduction and tour of campus resources. Students are being required to complete an orientation before taking their college placement exam.

In addition to providing extended orientations, more student success classes taught by counselors are being offered each semester. Although these courses are not mandatory, the classes do fill to capacity. An increase in the percentage of students participating in orientation and student success classes is expected starting 2011-2012. Counseling believes that the increase in these types of "first year experiences" will increase the retention and success rates.

Counseling has developed many outreach programs that are now yearly events that the community is aware of and is eager to participate in. The yearly Preview Day (now called Exploration Day to reflect the integration of community employers attending the event) that now incorporates a career fair, has grown in the number of High School participants from less than 200 initially to almost 500 in spring 2012. The High School outreach activities have expanded to include more local area High Schools. Additionally, counseling staff have included more High Schools in the on campus visits during the spring recruitment period that includes visiting High School Senior classes, providing placement exam testing and educational planning to graduating Seniors. Two other annual events that provide outreach to 5th graders and to 2nd graders have also grown in numbers.

Due to the growing success of the counseling outreach activities, more resources and personnel are needed to keep the annual events going. The gaps identified are in funding and staffing. One of the approaches to obtaining more funding has been to partner with the CTE programs so that VATEA and other CTE funding sources can be utilized in outreach activities. This has led to greater inclusion of CTE program emphasis in all of the activities. The personnel/staff shortage is still a problem. The ability to increase college student participation in the events has helped to some degree. Example: athlete and student government students have been encouraged and involved in providing tours to the High School students during the annual Exploration Day event. Faculty is involved by providing information booths and expertise in demonstrations during outreach events on campus. The area needing more counseling staff is in the planning, coordinating and supervising of events. There has been a call to form a college outreach committee that would include faculty and other college staff to help with these types of events, but little has resulted from this committee. All areas of Student Services are short in staffing so in the end, there is a general need for more counseling staff to maintain the same level of outreach while developing services and increasing the completion of all the student matriculation components.

Counseling has been addressing the need to implement new strategies that focus on increasing student retention and success as well as new delivering methods that will provide more students with the counseling services they need. Counseling's response to both these needs has been to use a group workshop approach. Counseling developed and implemented the workshops beginning fall, 2011. Three workshops are offered on a regular basis; Orientation, Student Educational Planning, and a workshop to address issues, strategies and consequences for students on

Probation or Disqualification status. Students attending workshops have provided positive feedback regarding content and helpfulness. The gap identified is not enough students are participating in the workshops. Counseling has continued to offer the same one on one appointment during the times of the workshops and students can still obtain counseling appointments as they want. Counseling has undertaken the task to work with the appointment desk in developing questions to ask students prior to scheduling so students can be referred directly to workshops as appropriate. Counseling will also reduce the one on one time available and increase the number of workshops. The following table shows the pattern of workshop attendance, semester by semester, and by academic years (shaded). No semester patterns are noted, but overall number of workshop participants has been increasing each academic year since the beginning the offering of workshops in 2010-2011.

	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Orientation wkshp	NA	NA	20	88	136	43
SEP wkshp	14	27	11	7	8	3
Prob/Disq wkshp	31	100	51	34	73	51
Totals	45	127	82	129	217	97

The counseling department had a previous goal to work together and complete a full cycle of SLO assessment for active courses. Counseling faculty followed through and coordinated the assessment process by identification of SLO outcomes to be assessed and scheduled a pattern of assessment for all active classes. Data has been collected following assessment of each course. Analysis of the data has been presented to group for further discussion. The result has been better alignment of course activities and timelines that better coordinate with department activity timelines. A full SLO cycle was completed end of the 2011-2012 academic year. During 2012-2013 counseling instructors met regularly to review SLO data collected, discussed and are in the process of developing new SLO for student success courses. Counseling instructors have also been working on updating courses offered through the department, deleting courses no longer taught, and updating COR of those courses being offered to be sure they reflect student's current needs.

In the past year, new legislation has been past requiring major changes on how student services need to address community college student needs. Three of the new mandates have had an immediate impact on our students as well as impacting how counseling services must prioritize their services to students.

1) New Federal requirements regarding financial aid student academic progress restricts students who struggle with completing their coursework and maintaining a GPA above 2.0. New requirements have set length of time students can receive financial aid and requires educational plans to support student completion.
2) State legislation has determined which student groups will receive priority registration and enforcement of these priority groups.

3) State legislation is also requiring student compliance with all four matriculation components (orientation, assessment, counseling and completion of long term educational plan) to receive priority registration. Colleges will receive 60% of their Student Success and Support Program allocation based on the college demonstrating students' completion of these four components.

These three changes have led counseling to immediately address how more students can be provided the services they need with the current level of resources. Counseling has determined that additional methods of delivering matriculation components need to be developed as well as increasing staff time to assist in delivering those services. Development of online workshops and a FAQ page on the college website is being pursued to facilitate consistent matriculation services to all students at all Cerro Coso locations including service to our totally online students. During 2012-2013 a new full time counselor was hired for the IWV campus and a new educational advisor was hired for the KRV campus. Planning for the 2013-2014 year includes hiring two additional adjunct counselors for IWV and KRV campus and a new educational advisor for the South Kern site. Classified staff to support intake process, data collection and input, file management and office maintenance will also require additional staff.

Counseling Contacts											
Year											
	02-03	**03-04**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**
Number of Counseling Contacts*	10,681	12,066	10,604	13,788	11,585	15,327	14,181	21,702 (SARS)	18,973	16,915	15,882

b. Progress Made on Outcome Assessment.

One of the strategic plans from last year was to fully implement Degree Works so staff and eventually students could perform audits to determine how close student is to completing their coursework/educational goal. Due to technical delays and input of enough course data to make program practical to use, the goal for full implementation will continue into 2013-2014.

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed

Fall 2012 Spring 2013	Counseling staff, using capstone classes and identified groups of classes in a major, will complete searches within CTE programs with the goal of finding students who have completed certificates but have not filed graduation evaluations to increase CTE program completion rates.	The overall number of completers within CTE programs increased for the academic year 2012-13. Counseling staff was able to identify additional completers in their search and found that some students were: • not aware they had completed program or • not interested in requesting an evaluation (didn't care about the certificate) or • did not know what classes were needed to finish certificate	Search by counseling staff for CTE certificate completers demonstrated that there were greater numbers of completers than the number of those students who elected to request an evaluation to complete their program. Counseling staff contacted those students not initiating completion and award process to encourage and facilitate process for students. Counseling staff also contacted those students close to completing awards, certificates and degrees to go over the remaining courses they needed in order to complete. Counseling and CTE faculty are now more aware of the need to communicate to students regarding award, certificate and degree requirements. This can be accomplished with counseling staff presentations within CTE capstone classes, through targeting messaging to students, and eventually once Degree Works is fully implemented, using a Degree Works search for completers within majors. Counseling will continue to develop processes to encourage student completion of programs.	Data compiled end of academic 12-13 year. Results were increase of 55 CTE awards (36% increase) compared to previous year. This is the highest number of CTE awards in the past 10 years.
Spring 2013	Complete implementation of Pilot program, Smarter Measure, to assess students' online course readiness.	Currently there is no **required** assessment tool available to determine student readiness to take online classes at Cerro Coso. Instructional services have requested a tool be made available to provide feedback to students regarding	Counseling customized Smarter Measure assessment with information specific to Cerro Coso College. Students were encouraged to take Smarter Measure when they reviewed the steps for new students wanting to enroll at Cerro Coso	353 Students took the Smarter Measure Assessment from Oct 1, 2012 through Jan 25,

| | | skill recommendations to improve student success in online classes. Online courses have lower retention and success rates and there is concern that this may be due to lack of student skills to navigate online environment.

There was no evidence that Smarter Measure effectively provided guidance to students as to their ability to successfully take online classes. Smarter Measure did not have a learning component so no additional learning occurred as a result of students completing Smarter Measure. Students were provided with resources to increase their skills if they chose to do so, but there was no requirement for them to follow through. | for the 2013 semester. Due to not having control over who completed the assessment, inability to definitively determine how students scored on assessment, and not having the staff to follow up with each student and collect the complicated data needed for direct comparisons of multiple factors, comprehensive and accurate data analysis was not completed. | 2013 (registration period for spring 2013). No apparent correlation between completing the assessment and retention or success in online courses was found. Data analysis was not comprehensive in determining definitive correlation. Data insufficient to assess due to the varying factors of mixed course loads of on ground and online, and the inability to obtain qualitative data of course readiness. Overall, it was agreed upon that the assessment tool was staff intensive to successfully |

			implement, and did not achieve the goal of preparing students for online classes. Recommendation to find other method to assure student is prepared to successfully navigate online course environment.

2012-2013 academic year	Fully implement all group workshops (Extended orientation, SEP, Probation/Disqualification, Athlete and Veteran). Increase overall participation by increasing incentives for students to participate in workshops. The goal of the workshops is to provide more students the same quality of information and service as individual appointments would. Counseling staff time is limited and the Student Success plan requires more new students to access matriculation services.	The goal of the Counseling staff was to provide consistent, efficient workshops to students that provide them with good information they can use in their educational planning and classroom success. The goal was to increase the overall number of students completing workshops. Two new athlete orientations were offered in the fall and spring semesters and were well attended. These will continue as developed. One VA orientation was offered but only one student attended. Incentive for VA student compliance with the matriculation components is needed. Discussion is focused on an online orientation to best serve this population. Workshop participation did increase compared to the previous two years. Students served in 10-11 = 172, 11-12 = 211, 12-13 = 314.	Counseling staff have determined that using incentives is not feasible to promote student participation in workshops. Instead, a more direct method for the use of workshops to deliver services is being developed. This will be managed through an intake process for students coming to the counseling office for services. Students will be scheduled for workshops after reception staff determine what needs they have related to matriculation components or probation issues, etc. Counseling will also do individual outreach to students who by pass counseling services. The counseling department will develop a culture of expectation that students will need to attend workshops in order to complete full matriculation and obtain priority registration.	Goal achieved in increasing the number of students serve through workshops for the year.

c. Progress Made on Department/Unit Strategies

The counseling department's primary goals this past year was to 1) increase student success by improving methods of determining students who had completed an educational goal and 2) providing a greater number of students with orientation, assessment, educational planning and counseling services. Significant progress was made in both these areas. Students earned more awards this past year than in the previous four years.

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
239 awards/certs	250	342	286	375

Counseling also achieved the highest percentage of first time students who completed assessment, orientation and counseling in the past four years. The only

matriculation component that was not as high as the past three years was completion of educational plans. The overall percentage of fully matriculated first time students was significantly higher than the past four years.

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
29% fully matriculated	26%	25%	26%	31%

Other significant findings when looking at increases in the number of first time students matriculated are between campus locations. ESCC campus shows a steady increase in their number of fully matriculated students from 18% in 2008-2009 to 40% in 2012-2013. IWV campus also shows increase in fully matriculated students of 40% in 2008-2009 to 49% in 2012-2013. Both KRV and South Kern sites show increases in all but educational planning services. Overall increases are noted by combining continuing and first time students who received orientation, counseling and educational planning services. Assessment rates show more variance during the past five years.

Counseling will continue to focus on fully matriculating greater percentage of new students applying to Cerro Coso College to increase students retention, persistence and success rates, which in turn will increase completion rates. This next year will focus on developing consistent matriculation services online as well as on ground and targeting specific groups of students who have lower rates of participating in matriculation services, such as men and Veteran students.

d. Department/Unit Strategies for Next Academic Year. *If more strategies needed, copy and paste additional boxes.*

Strategy 1: Implement Degree Works for counseling staff use with students.

1. College Strategic Objective(s) addressed: Increase student success by providing educational planning and resources needed to complete educational goal. 1.1,2.1.

2. Action Plan: Participate in completion of Degree Works templates. Hold counseling staff trainings related to use of Degree Works during individual student appointments.

3. Measure of Success: All counseling staff fully trained in use of Degree Works and evidence that staff is using Degree Works in appointments with students.

4. Expected Completion Date: End of academic year, 2013-2014

5. Person Responsible: Director of Counseling Services

6. Which of the following Is __primarily__ true of this strategy? Choose one.

☐ *It is designed to improve internal unit operations*
☒ *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

☒ *Intake*　　　☒ *Remediation*　　　☒ *First Year*　　　☒ *2nd Year/Program Completion*　　　☐ *Post-Graduation*

Strategy 2: Develop online SEP and Probation/Disqualification workshops, online V.A orientation. Develop FAQ page on website to facilitate directing students to workshops and expedite other counseling services.

1. College Strategic Objective(s) addressed: Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.

2. Action Plan: Research online platforms and programs that can be used to develop online workshops, VA orientation and FAQ site.

3. Measure of Success: Completed FAQ web page and completed online delivery of SEP, Orientations, and Probation/Disqualification workshops.

4. Expected Completion Date: End of the fiscal year.

5. Person Responsible: Director of Counseling Services

6. Which of the following Is __primarily__ true of this strategy? Choose one.

☐ *It is designed to improve internal unit operations*
☒ *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

☒ *Intake*　　　☒ *Remediation*　　　☒ *First Year*　　　☒ *2nd Year/Program Completion*　　　☐ *Post-Graduation*

Strategy 3: [State Strategy Here]

1. College Strategic Objective(s) addressed:

2. Action Plan:

3. Measure of Success:

4. Expected Completion Date:

5. Person Responsible:

6. Which of the following Is __primarily__ true of this strategy? Choose one.

☐ *It is designed to improve internal unit operations*
☐ *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

☐ *Intake*   ☐ *Remediation*   ☐ *First Year*   ☐ *2nd Year/Program Completion*   ☐ *Post-Graduation*

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. **1000 Category. Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.)** *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on-going funding?	Funding Source (check one): G = General Fund, O = Other	
							G	O
Adjunct Counselor	IWV	1						
Adjunct Counselor	KRV	1						

b. **2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately.** *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source (check one): G = General Fund, O = Other	
								G	O
Department Assistant II	IWV	1	2.4,4.3	35	20 weeks	25	$7,610		X

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. *Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.* The counseling department needs to increase the number of new and continuing students who are fully matriculated in the next two years by developing new processes and enhancing current delivery methods for orientation, assessment, and student educational plans. Part of the strategy to increase matriculation compliance includes the identification of students who have not completed matriculation components, and then contacting them to schedule them for workshops and counseling appointments. The increase numbers of new students being served will require additional filing, tracking and data input.

2. *Explain why the work of this position cannot be assigned to current staff.* Current staff have full workloads and the increase in the number of students served demands more support in the office for data management and providing front desk coverage to answer phones and schedule appointments and workshops. Currently there is only one full time office support staff.

3. *Describe the impact on the college if the position is not filled.* If counseling is not able to increase the number of new students needing matriculation components, Student Success and Support Program funding will decrease. Additionally, the college will have fewer new students beginning classes that have not been through orientation, assessment and counseling which has been determined through research is a successful strategy to increasing student retention, persistence and success.

c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check *one*): G = General Fund, O = Other	
							G	O
FAX machine	IWV	1	1.1, 1.2	Students need to send transcripts and other assessment documentation to the counseling office in order to obtain services that lead to enrollment and completion of educational goals. Concurrent enrollment students fax enrollments for registration. If	$230	yes	G	

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check one): G = General Fund, O = Other	
							G	O
				the switchboard FAX machine is not working, there can be a work stoppage for the counseling department. Another FAX machine must be used which is located in another office impacting that offices business.				
Scanner	IWV	2	1.1, 1.2	Currently there are no counseling staff with a scanner. This makes the entire office dependent on some other office such as the Administrative or Access program office to scan necessary documents for sending. Counseling often needs to send students documentation or forms, as well as reporting documents to the District and State office are requested to be scanned before mailing.	$300	Yes	G	
File Cabinets	IWV	1	1.1, 1.2	Currently counseling file cabinets are full. Several file cabinets were broken during the moving back and forth after the office was flooded. Maintaining student files for 3 years is a legal requirement and counseling staff need student files close at hand to provide efficient services.	M&O has files at ESCC.. Just need to relocate them to IWV.	Yes	G	

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check *one*): G = General Fund, O = Other	
							G	O

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check *one*): G = General Fund, O = Other	
							G	O

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check one): G = General Fund, O = Other	
							G	O

STEP 4: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

SMARTERMEASURE   2013

353 STUDENTS TOOK THE SMARTERMEASURE ASSESSMENT FROM OCT 01, 2012 TO JAN 25, 2013

Of those 353 students:

        74 were from Bakersfield College

        14   Bishop

        85   IWV

        16   KRV

        14   MAMMOTH

        132   ON LINE

1	OV CEP
8	PORTERVILLE
9	SKERN

New Students:

Yes	137
No	204
NA	12

Assessment Test

ACCUPLACER	104
ASSET	13
COMPAS	42
SLEP	2
MM	8
NO	172
NA	12

Students Enrolled for Spring 2013

Cerro Coso	182	151 taking online courses
Bakersfield	34	19 taking online courses
Porterville	6	3 taking online courses

Spring 2013 (reflects units dropped, not courses)

Students dropped units before Start Date	117
Students dropped units with a refund	63
Students dropped units without a refund	31
Students dropped units after 20% date	70

Open House, April 6 2013, Notes and Comments:

Staff comments:

Everything organized on the hour

Offer more than one workshop on F.A., orientation, SEP/Transfer

Use mezzanine for some of information tables and for meeting of tours

Sandwich boards in front of bridge walkway to help new people locate entrance

If we offer College Placement exam testing, students need to be better prepared and know what to expect. Maybe offer through appointment only, or as back up for High School students who miss the exam offered at their High School. Need to rethink. Only 6 students tested and they were not prepared for the exam. Maybe we should think about doing it each semester prior to registration rather than just once a year.

Feedback from Survey (41 respondents to survey):

How did you find out about our Open House? (some respondents marked more than 1 answer)

Newspaper (4)

Cerro Coso Website (7)

Family or Friend (18)

High School (11)

Owens Valley Center (3)

SGCC (1)

Which part was most informative for you? (some respondents marked more than 1 answer)

Tour (20)

Workshops (15)

Information tables (15)

Comments:

"I liked seeing the classes" "BBQ" "V.A. benefits"

Are you planning to register for the summer or fall 2013 semester?

Yes (27)

No (11)

Maybe (2)

Did you learn something new about Cerro Coso Community College today? (3 non respondents)

Yes (36)
No (2)
Which choice best describes you? (some multiple answers)
New Student (11)
Graduating HS Senior (12)
Community member (13)
Current Student (2)
HS non Senior student (1)
Returning Student (1)
Parent (4)
What service area do you live in?
Ridgecrest/Inyokern (34)
Mojave/Cal City (1)
Lake Isabella (5)

Other written comments made on survey:
- "More information/one on one on how to register for classes and credits would be helpful" from graduating HS senior
- "BBQ was sweet" from current student
- "Everything was great and a learning experience as a parent" from parent
- "Possibly bring people from different areas of career and studies, like a career day" from a graduating HS senior
- "I would hope for future events like this, the workshops could be offered more than once due to the times of tours" from a graduating HS senior
- "Demonstrations to peak interest in specific areas (science, welding, the arts, etc.) from a new student
- "Have more than 1 person at information tables" from a community member
- "If we were to see a small demonstration of the class, more people might get interested in the program as not everyone may fully understand a certain class or program. Also, if we could have seen more than just 2 programs (welding and biology), it could be much more interesting and peak our interest that may bring more people to the Open House. Furthermore, Abby was an excellent tour guide despite making a slight mistake. I would enjoy to be on a tour with her again and see her once I begin my courses next fall. Thank you for your time." From a graduation HS senior

ANNUAL PLACEMENT REPORT
07/01/2012 TO 06/30/2013
1390 STUDENTS TESTED

READING		ENGLISH		MATH	
C036	57	C020	13	C020	597
C046	275	C030	235	C040	380
C056	355	C040	357	C050	159
NO READ	542	C070	363	C055	104
BLANKS	161	C101	205	C141	36
TOTAL	1390	BLANKS	217	C142	01
		TOTAL	1390	C151	00
				BLANKS	113
				TOTAL	1390

President
Jill Board

Cerro Coso Community College
Student Services: Counseling
Organizational Chart
2013-2014
Updated April 2, 2014

Vice President of Student Services
Heather Ostash

Director of Students and Counseling Services
Paula Suorez

Department Assistant II
Teresa White
Nikki Gardepe

Faculty Counselor (Chair)
Pamela Godfrey

Job Development Specialist
Vacant

Assessment Assistant
Paula Caudill

Faculty Counselor IWV
Karee Hamilton

Faculty Counselor ESCC
Greg Kost

Educational Advisor (IWV)
Amy Kennedy

Faculty Counselor IWV
Jeannine Moline

Basic Skills
Bonita Robison

Educational Advisor (IWV)
Kim Blackwell

Faculty Counselor IWV
Rene Mora

Adjunct Counselors
Melissa Gross
Tiesha Klundt
Betty Mintz Jones
KRV-vacant

Educational Advisor (KRV)
Reese Weltman

Educational Advisor (EK)
Mabel Medina