



Athletic Department

AUO 1:	
Target:	Each sports team will average greater than four hours of study hall per week
Assessment Method:	Student-athletes will log into and out of study hall computer in the LRC when accessing study hall, tutoring, or workshops.
Assessment Date:	Fall 2017
Recent Results:	80% (4/5) teams met the target
AUO 2:	Each athletic team will reach desired roster count at first official practice date
Target:	80% of the possible roster spots will be filled
Assessment Method:	Roster data will be entered into the CCCAA Form 3
Assessment Date:	Spring 2018
Recent Results:	75% of all athletic roster spots are filled
AUO 3:	Student Athletes will maintain an average G.P.A. equal or higher to that of the average Cerro Coso student population
Target:	100% of the average (yes/no)
Assessment Method:	Cal-PASS Plus, Student Athlete Dashboard
Assessment Date:	Spring 2018 (reflects spring 2016 as most current data)
Recent Results:	0% (no)

AUO1

SLO #	Target	Assessment History Summary					
		Semester	Met?	Semester	Met?	Semester	Met?
AUO 1	80%	FA16	N/A	SP17	N/A	FA17	Yes
AUO 2	80%	SP16	Yes	SP17	Yes	SP18	No
AUO 3	100%	SP14	No	SP15	No	SP16	No

AUO 1 is a measure of student-athletes meeting the minimum requirement of four study hall hours per week per student. The intent of this measure is to ensure that the Athletic Department is maintaining appropriate supports towards increasing academic achievement. Time spent on campus in a learning environment are intended to improve classroom performance.

AUO 2

**Roster Count by Sport and Year
Measured by Number and Percent
Data Collected from CCCAA Form 3**

Team	100% (5 teams)	13-14	14-15	15-16	16-17	17-18
Men's Basketball	15	-	-	-	13 (87%)	13 (87%)
Men's Baseball	30	28 (98%)	20 (67%)	28 (98%)	36 (120%)	27 (90%)



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Athletic Department

Women's Volleyball	15	16 (106%)	9 (60%)	10 (67%)	10 (67%)	9 (60%)
Women's Softball	18	-	-	-	11 (61%)	12 (67%)
Women's Soccer	22	18 (81%)	14 (64%)	-	14 (64%)	14 (64%)
Total	100	62 (92%)	43 (64%)	38 (84%)	84 (84%)	75 (75%)

AUO 2, is designed to increase the amount of full-time enrolled student-athletes. This outcome serves the college with increased enrollment as well as increases the quality of sports teams in general. The athletic department has fallen short of meeting this target by a lack of participation of the amount of female athletes in athletic programs. The athletic department is currently addressing gap by significantly increasing the efforts in student-athlete recruitment across all programs. These initiatives include more active recruiting styles within our service area, improved relationships between coaches in area high schools, and marketing to outside recruits through use of the website and social media.

AUO 3

**Average GPA
Student-Athlete vs. Cerro Coso Student
Data Collected from Cal-PASS Plus**

Year	Student-Athletes GPA/Units attempted	Cerro Coso Student GPA/ Units attempted	Goal Met
2013-2014	1.91/26.22	2.60/8.8	No
2014-2015	2.09/26.68	2.65/8.55	No
2015-2016	2.5/25.86	2.63/8.33	No

AUO 3 is a measure of the academic performance of student-athletes' compared to that of the general Cerro Coso Community College student. The goal of this outcome is to improve the academic performance of the student-athlete and place an emphasis on attaining their ability to achieve a degree or remain academically eligible to transfer to a four-year institution. There are also correlations to accessing the supports available on campus such as the use of the LRC, academic specialists, counseling, and study hall which will equate to improved student achievement in the classroom. As a result of the amount of influence that the department has student-athletes, it is reasonable set and attain this goal for the betterment of Cerro Coso Community College. The department is working to close the gap in low GPAs of the past by working closely with other departments on campus to meet the needs of all





students. The upward trend in data suggests that the department will reach this goal within the next academic year.

Part 5 – Action Plans

1. Effectiveness and Efficiency

During the 2017-2018 academic year, the Athletic Department has experienced many changes and improvements in the area of effectiveness and efficiency, namely in the area of staffing. A significant improvement is the hiring of a full-time Athletic Director and a dedicated Athletic Department Assistant. In a short amount of time, this staffing has helped to reduce the work load from other departments that in the past were assisting to maintain the department. With this shift to internalize athletic matters has come the process of alignment of policy and procedure within the department. At the time of this report, this process is currently underway.

With the addition of the athletic director have come attempts to improve effectiveness by way of monthly department meetings, quarterly one on one coaching meetings, and daily walk-throughs of the department. The intention of such meetings is to disseminate information and maintain a continual process of improvement in the department. There has been immediate improvement to the efficiency of the department by way of minimizing the amount of contact needed to be made from coaching staff to other campus departments. The change in flow of information now runs primarily through the department assistant, who handles all college processes and is the main point of contact to uphold department procedure.

Through department and coaching meetings, the Athletic Department has worked as a whole to determine the needs driven by the Annual Unit Plan. The process of developing the plan is completely transparent and allows for individual team needs to be voiced in the development of the AUP. The plan will be reviewed and assessed in early fall to be revised to continue meeting the needs of the department. Following this cycle allows the department to assess prior needs and forecast current and future needs of individual programs of the department in an effort to continually improve the department by addressing upcoming need.

2. Current Strengths

Currently, the department is experiencing a level of stability not experienced since 2002 with the ability to maintain a minimum of five collegiate sports teams. For the past fifteen years, the athletic department has been able to maintain by keeping at minimum one men's team and one women's team, but the ability to start and finish a season has been minimal. The current successes of the department can be directly attributed to the increased support and level of focus directed at building athletic programs that will positively reflect the mission of Cerro Coso Community College.



A&R Director's monthly meetings are attended at the district for clearer communication and increased opportunity to work with essential district staff on implementation of processes. CCCACRO is attended by the Director and at least one technician.

Petitions for Residency- In Spring 2013, all petitions are determined by the A&R Director to create a consistency in requirements. Residency determination form was changed to clearly define Title 5 regulations of intent and physical presence reducing the request of students not meeting residency therefore reducing the denied request. In Fall 2014 an A&R Technician was trained on Residency Determination and is now processing these forms. The A&R Director still receives decisions on forms with conflicting information.

Computer stations were upgraded with iPads and an ADA station increasing technology and accessibility to students.

Assessment:

The Spring 2015 student survey reflected a significant increase in student satisfaction with timeliness of services. The survey had a low number of return therefore not a reflection of the entire student body.

Several processes as indicated above have been clarified to provide consistency in serving students. A written policy and procedure manual is a current goal and an A&R Technician has been assigned to lead this project. The A&R Directors throughout the district are focusing on improving efficiencies through the automation of current manual tasks. This will increase staff time for direct student contact.

Revised and Updated Administrative Unit Outcomes

Department	Service	AUO	Improvements to Be Made	Reassessment
A&R	Provide timeliness of service to all students	90% of students reporting using services will be very satisfied or satisfied with timeliness of service.	Implementation of navigational software to assist students in A&R processes. Continue identifying automation of process to increase time for student contacts Take on the spot surveys at time of service to gather more information on specific areas.	Student Surveys: 2012/85.23% 2015/94% 2016-Results from on the spot surveys



A&R	Provide useful, clear information to all students	90% of students reporting the use of services will be very satisfied or satisfied with information being useful and clear.	Implementation of navigational software that assist student in navigating the college environment. Implement online tutorials providing information on completing A&R processes such as registration, drop/add, residency determination. Create current written policies and procedures for consistency of information.	Student Surveys: 2012/85.23% 2015/94%.
A&R	Provide quality assistance to customers	95% of students reporting use of services will be very satisfied or satisfied with the assistance from staff	Implement online tutorials providing information on completing A&R processes. Take on the spot surveys at time of service to gather more information on specific areas.	Student Surveys: 2012/83.85% 2016-Results from on the spot surveys 015/91.13%
A&R	Provide incoming transcript information on student record in Banner.	All incoming transcripts will be on student record for counseling, veteran and Financial Aid office to meet compliance.	District training with A&R Technicians on the articulation process. Evaluation of current staffing and time needed to process transcripts Update program to input electronic transcripts Past transcripts as needed and current transcripts will be put on student accounts.	Fall 2015- Evaluation of time and staff Spring 2016- Transcripts on student records

Part 5- Future Needs and Planning

Effectiveness and Efficiency:

Measuring the effectiveness and efficiency of service is a continual challenge for the A&R Office. A&R has not historically used SARS and uses hand-written messages for phone calls. There is discussion in the department on how we can better determine student satisfaction each time a student is served. It is also planned to integrate a comment opportunity for all students that use A&R services. This would be in the form of a comment box at the window and a couple of questions or follow up email for call-in students.



Access Programs (formerly known as Special Services)
 Non-Instructional Program Review

Assessment Method:	Use annual statistical data on retention and success rates for program provided by institutional researchers.
Assessment Date:	Annual data on retention and success rates from 2012-2013 and 2013-2014, reviewed the following fall semesters.
Recent Results:	Orientation was redesigned and contains two activities requiring student participation with facilitator and other students. Students required to address reasons for attending college through writing exercise that helps them identify their educational and personal goals. Staff encouraged to attend orientation so students can meet them and immediately establish relationship with them. Both retention and success rates increased in 2012-2013 compared to 2011-2012 rates. Both continue to increase since 2012-2013.
AUO 2:	
Target:	Increase in EOPS/DSPS students completing semester following workshop attendance and higher overall GPA. Separate mandatory probation workshops will be held for EOPS students who are on academic/progress probation and students who are non-compliant with EOPS requirements. Academic probation students struggle with different issues than students on program non-compliance. By requiring students to attend probation workshops that address their specific probation status students will be better informed of strategies to help improve status and consequences of continued probationary status.
Assessment Method:	Compare data of students who attended separate workshop in the spring and summer 2013 semesters with students who attended combined workshop during the fall 2012 semester.
Assessment Date:	Reviewed completion and GPA data in fall 2013. Comparative data of students who attended separate workshop in the spring and summer 2013 semesters with students who attended combined workshop during the fall 2012 semester indicated greater success. Workshops found to be more effective separated. Overall percentages of completers higher following separating workshops. Overall percentage of GPA higher than 2.0 increased with separation of workshop.
Recent Results:	Workshops found to be more effective separated. Students were required to attend the appropriate workshop for their specific type of probationary status. If a student was on both types of probation they were required to attend both workshops. Academic probation workshops focused on incentives to succeed in classes whereas non-compliance probationary students needed to be connected to resources. No significant data showing increase in GPA.
AUO 3:	
Target:	Increase the number of student Peer Mentors. Reestablish Peer Mentor program to increase student engagement of all Access program students.



Access Programs (formerly known as Special Services)
Non-Instructional Program Review

Assessment Method:	Compare number of Peer Mentors from previous year.
Assessment Date:	Fall 2013. Five Peer Mentors were employed for the 2011-2012 academic year. Three were employed for the 2012-2013 academic year.
Recent Results:	There were no increases in Peer Mentors for the 2012-2013 year. Since then, there has been a change in who attends Peer Mentor training. Staff request students to participate in Peer Mentor training based on staff observation of student communication skills, overall success in classes, and interest. Orientation meeting held first to explain to prospective Peer Mentors what the position entails. Those students still interested participate in a follow up training day.

The following AUOs are from the annual unit plan for 2015-2016 (planning year 2014)

AUO 1:	
Target:	DSPS students will establish an educational goal by the end of their first semester. DSPS students will have a better understanding of how to complete their educational goal after participating in all of the matriculation components including completing a long term educational plan with a program counselor. 100% completion of matriculation components by all DSPS students.
Assessment Method:	Improve retention and success rates for DSPS students by assisting students in determining educational goal and developing educational plan.
Assessment Date:	Fall 2014. Compared retention and success rates from 2012-2013 to 2013-2014 rates for all DSPS students.
Recent Results:	All DSPS students enrolled for the semester were checked to see if they had completed the core components of matriculation. Those students who still had outstanding components to complete were called and informed on how to complete the component. Since the development of an online DSPS orientation and more on ground DSPS orientations offered, DSPS students followed through on this component. The assessment component was difficult to determine since some of the students had multiple measures used by counseling staff for assessment but counseling staff did not enter confirmation of assessment in the system, but students related process completed. Resulted in working with counseling staff to be sure and enter assessment when done through multiple measure process. Educational planning and counseling has become a built in step to the intake process for Access Programs students.
AUO 2:	
Target:	EOPS students in work study positions will have higher retention and success rates. EOPS students employed in work study positions will be more engaged



Access Programs (formerly known as Special Services)
Non-Instructional Program Review

	with campus programs, staff and other students. Work study will provide additional incentive and skill building that leads to greater retention and success.
Assessment Method:	Compare overall EOPS retention and success rates with those of EOPS students employed by college as student workers.
Assessment Date:	Fall 2015.
Recent Results:	Not assessed due to limited staff and limited work study funding, there were few EOPS students in work study positions. Decided to use different methods of student engagement to reach goal of increased retention and success rates.
AUO 3:	
Target:	Identify processes, activities and services that best serve students' needs. Obtain current feedback from all Access students regarding program processes, activities, and services relevant to meeting their needs.
Assessment Method:	Review results of Student Experience survey from fall 2013 and Community College Survey of Student Engagement (CCSSE) done in spring 2014.
Assessment Date:	Review results fall 2014.
Recent Results:	<p>Relevant feedback related to all Access Programs below:</p> <p>Student Experience Survey: Reflected overall satisfaction with student services including counseling. Students responses indicated never use or almost never use Special Services (Access Programs now). Suggestions for improved student activities included study groups, more clubs, entertainment activities such as concerts and dances, more sports, more staff involvement, more staff access by phone, and online activities such as treasure hunt.</p> <p>CCSSE: Use of the Special Services program (Access Programs now) was reflected by most as never used or almost never used, but reported services as "very important". Activities identified as important to students and a positive student experience included group work, peer tutoring, peer and instructor discussions related to coursework, and student interactions with other students with diverse backgrounds. Feedback suggests college scores fairly high except in helping students cope with non academic issues and in providing support to help students thrive socially. Use of the Special Services program (Access Programs now) was reflected by most students as never used or almost never used, but reported services as "very important".</p>
AUO 4:	
Target:	CARE students will identify resources and support services most useful to them, how their childcare needs are being met, and be assessed on their knowledge of CARE services by means of a survey.



Access Programs (formerly known as Special Services)
 Non-Instructional Program Review

Assessment Method:	Survey all CARE students in fall 2013 semester. Survey will list services most useful to CARE students to be prioritized.
Assessment Date:	Summer 2014.
Recent Results:	45% of CARE students participated in answering survey questions. The survey responses indicated a need for funding for on campus printing services. This service was researched as to viability, a process developed, and the services will be provided starting the spring 2015 semester to all EOPS and DSPS students. The survey also indicated that CARE students do not have a clear understanding of what services the CARE program provides. In response to trying to inform and connect students to CARE services program staff started offering one CARE activity each month in the semester where CARE services are related to attending students, as well as informational workshops and guest speaker presentations. Staff also plan to provide written list of services available to both EOPS and CARE students and hand out during program orientations, post in program office, and promote services using electronic means like emails and Grad Guru.

2. Gaps Identified

In the Unit Plan 2014-2015, AUO 2, the initial assessment method was to compare the rate of students persisting to the next semester instead of completing the semester. But when it was determined that the Institutional Researchers could not provide this information semester to semester, the method of assessment was changed to comparing students' semester completion rates. Current data does capture retention rates (student persistence within the semester) and success rates (completion). Requests have been made to the Institutional Researchers to include data on students who continue to the next semester.

In the Unit Plan 2014-2015, AUO 3, it was determined that the program needed to reassess how to target potential Peer Mentors since the student self identification of interest in the program did not result in more applications submitted. There were no increases in Peer Mentors for the 2012-2013 year. Five Peer Mentors were employed for the 2011-2012 academic year. Three were employed for the 2012-2013 academic year. Since then, there has been a change in who attends Peer Mentor trainings. Staff request students to participate in Peer Mentor training based on staff observation of student communication skills, overall success in classes, and interest. An orientation meeting is first held to explain to prospective Peer Mentors what the position entails. Those students still interested participate in a follow up training day.



Access Programs (formerly known as Special Services)
Non-Instructional Program Review

3. Revise and Update Administrative Unit Outcomes

Department	Service	AUO	Improvements to Be Made	Reassessment
EOPS/CARE	Provide more activities to engage students.	Increased engagement will lead to better use of resources, build helpful and supportive relationships, and increase persistence, retention, and success rates.	Survey students more frequently within semester regarding specific activities and events to get feedback. Use multiple survey methods such as online surveys or at the time surveys following an event or activity.	Review survey data to evaluate student interest in activity: did activity lead to new skill, satisfaction with activity, and collect ideas for offering different types of activities.
EOPS/CARE/CalWORKs	Develop more work study opportunities.	Provide more job training opportunities and financial support for students while attending college.	Job Development Specialist with Access Programs staff will seek and promote more work study positions on campus. Job Development Specialist will work with CTE staff in development of internships and off campus employment opportunities.	Increase number of students in work positions. Compare retention and success rates of students who get work study positions with overall Access Programs rates.
EOPS/CARE/DSPS CalWORKs	Promote student awareness of availability of all Access Programs to increase	More students will apply for Access Programs.	Online process called Navigate will lead more students to learn about and apply to Access Programs. More outreach materials and presentations will	Use orientation survey to find out how students learned about Access



Access Programs (formerly known as Special Services)
 Non-Instructional Program Review

	student use of Access Programs services.		result in more applications to program. Develop orientation survey that asks new students the question of how they learned about Access Programs.	Programs.
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4. Achievement of Student Learning Outcomes/Gaps Identified

Student outcomes for the past 5 years demonstrate increases in retention and success rates and completion rate. Increased student engagement activities in the past few years have been the major change to program services. Additional services have been added in the past few years that include purchase of parking passes, student body cards, bus passes that are good for rides throughout town for a month (instead of just bus passes that were only for coming and going to college site), free printing on campus, use of a learning aid that is internet based called Firefly that reads text, expanded book loan library, and open access (as available) to the High Tech Center for all Access Programs students. More staff have been hired to support students in the past two years. All of these factors most likely have helped improve rates.

Access Programs needs to continue to grow and be more inclusive of diverse populations of students. College data indicates pockets of students who are not performing as well as others such as disabled students, African American males, and low income students in the area of finishing math and English sequences. Better outreach strategies need to be identified and implemented.

Part 5- Future Needs and Planning

1. Effectiveness and Efficiency

Access Programs goals are to provide quality services needed by the students from the beginning when they enroll in classes to the end of the semester. Services should be focused on helping students successfully complete their classes. Retention and success rates are ways to review how our students are performing as compared to the general student population. Another measurement is persistence rate since the goal of Access Programs services is to get students set up with materials and resources needed for classes and support them during the entire semester so they successfully complete their classes. District Institutional Researchers have been asked to include this measurement in annual data to help Access Programs better evaluate services.



Access Programs (formerly known as Special Services) Non-Instructional Program Review

Staff meet every other week at a minimum to coordinate services, activities, and discuss current program needs. All staff at the sites are included in meetings via teleconference or phone conferencing. The unit plan is brought up for discussion at least once a semester in staff meetings to discuss data collection and outcomes, discuss how to use the information to increase quality of program services, or assess if new services are needed. A minimum of two advisory board meetings take place each fall and spring semester, as well as regular meetings with DHS staff, and participation in monthly community collaborative meetings.

2. Current Strengths

Access Programs staff work well as a team to provide efficient and quality services to students. Staff are crosstrained to be sure if one staff is unavailable to a student, another staff will be able to provide the student with support. The office environment is friendly and nurturing, and students often hang out in the office to discuss personal issues or receive positive feedback and support. Staff apply these same skills when working with other college departments and staff which has led to successful collaboration and advocacy for programs students.

3. Improvements Needed

Location of Access Programs office and facilities is an ongoing problem. There are a large number of staff including student workers compared to other offices, plus the need to house materials and supplies for students. For many years now there have not sufficient facilities to house all program staff, equipment, and supplies. Staff are split up into separate spaces which students find intimidating and time consuming to go from one office to another to obtain all of their services. The anticipated One Stop shop where should facilitate better services for students.

Another ongoing issue has been the lengthy hiring process to hire new staff. Because categorical budgets must be spent out by the end of the fiscal year, trying to reserve funds for staff for long periods of time before the staff are hired makes budgeting a challenge.

4. Response to Previous Action Plans

Action Plan	Action Taken and Date
Continue training all college staff and faculty on Title 5 guidelines for disabled students.	All Access Programs staff were given Title 5 guidelines for implementation of DSPS in spring 2014. Reviewed as group. Current program documentation was reviewed to be sure it is in compliance with Title 5 regulations. Changes to Title 5 guidelines anticipated in 2015. Will have Access Programs staff participate in trainings offered through CCCCO and other advocacy groups to continue to develop understanding of how to better serve disabled students.