



All-Site Counselors Meeting

4/4/18

10:00am-12:00pm

EW207, Bishop 197, Mammoth 228 and KRV5 and CCConfer

CCC CONFER PARTICIPANT INVITATION

Meeting Details

Title: All-Sites Counselor Meeting

Meeting Type: Meet & Confer

Meeting Link: <http://cccconfer.org/GoToMeeting?SeriesID=12344b6c-61d1-45b6-8d05-9751961c0c31>

Meeting Passcode: **458400**

Dial your telephone conference line: 1-913-312-3202*

Participant Passcode: 458400

Presenter Passcode: 6611660 (Christine only)

AGENDA

1. Math and English instruction - Chad
2. EOPS - Pam
3. Bellevue University updates
4. EAB On-site meeting - April 18



All-Site Counselors Meeting

5/1/18

10:00am-12:00pm

AGENDA

1. Valerie Karnes - new IT program
2. Banner 9 Student Review
<https://it.kccd.edu/banner> (training site)
Click on blue "Open B9TST button"
3. Changes to Financial Aid Appeals Process
<https://www.cerrocoso.edu/studentservices/financial-aid/financial-aid-appeal-policy>
4. Updates
 - a. CIC (Missy)
 - b. VA Summit (Alfonso/Anna)
 - c. UCLA Stomp (Rene)
5. Summer Schedule



All-Site Counselors Meeting

8/30/17

10:00am-12:00pm

EW 207; Bishop 197, Mammoth 228, KRV 5 and CCCOnfer

CCC CONFER PARTICIPANT INVITATION

Meeting Details

Title: All-Sites Counseling Meeting

Meeting Type: Meet & Confer

Meeting Link: <http://cccconfer.org/GoToMeeting?SeriesID=5e712764-c994-429c-b8e2-ef580fff81e9>

Meeting Passcode: **517129**

Dial your telephone conference line: 1-913-312-3202*

Participant Passcode: 517129

Presenter Passcode: 9955286 (Christine Only)

AGENDA

1. Veterans Affairs – Jessica Kawelmacher (A&R)
 - a. Revised VAPA
 - b. Veteran Fact Sheet
 - c. Approved Programs

2. Assessment/Multiple Measures – Christine & Nikki
 - a. Multiple Measures form and spreadsheet
 - b. Data Collection procedures
 - c. Placement data
 - d. Review of Assessment & Placement Q&A from Chancellor's office

3. Career Day & College Day Updates – Karee & Alfonso

Meeting 8/30/17

Veterans

Compliance survey – A&R will be needing materials from counseling and Access to get files complete for audit purposes.

Veteran Fact Sheet – use for new veterans, completed by counseling

Certifying New Veterans:

- Application, ID, etc.
- Send down to counseling
- Need to meet with counseling every semester
- New VAPA –
 - o Note if student is changing major, program
 - o Is it adding 12 units onto their program? If so, need program change
 - o Bottom portion – rounding out; need also petition for graduation
 - o Start and end dates for classes need to be on form to reflect late start classes
- Remedial classes can only be taken on campus
 - o Must have a reason why there is a need for remediation
- Elective courses
 - o If they are not a transfer student and need to meet 60 unit requirement, then they can use electives
 - o If they have already met 60 unit requirement, they cannot take elective credits
- Monthly Housing Allowance – Chapter 33/ Post 9-11
 - o Over half time (6.5 units)
 - o At least one class on campus
- Reporting to the VA – areas that Jessica has to report:
 - o Graduation reported
 - o Probation and disqualification reported
 - Disqualification – have to get readmitted to the VA in addition to college
 - o Withdrawals
 - o Earned F's
 - o Not attending – will owe money back
- Chapter 35 vs. CalVet
 - o Two different programs
 - o CalVet is the BOGW – abide by BOGW guidelines, only waives enrollment fees
 - o Chapter 35 – disability, deceased

Questions to ask to identify which program:

Are they wanting classes paid for vs. monthly stipend?

Do you know if you are getting state benefits, parents disabled? Disability rating?

Assessment/Placement:

1. Multiple measures form must be used for ALL students.
 - a. Course placement must be based on a minimum of two measures per title 5. Accuplacer includes interview questions and considered a multiple measure. However, it is also recommended that you include other measures when possible (e.g. work history, military training, student interview, college courses, etc.).
2. Each time a student is bumped up in English or math, that data needs to be inputted into spreadsheet on G: drive. There should be a process at each site for entering the data from the form into the Multiple Measures spreadsheet.
3. 3-year recency requirement on assessment scores from our institution and other institutions.
4. We can only use test results from instruments that have been approved by the Chancellor's office.
5. Remember that the idea is to maximize placement based on the use of multiple measures. The idea is that the more information you have (the more measures you use), the better to inform the placement process. Document all of these and the justification on the Multiple Measure form.

College Day:

1. October 17 – 10am-12pm
 - a. There are 12 UC's, CSU's and private institutions planning on attending.
 - b. Students will be able to get general information on the schools and ask questions of the schools.
2. Will coordinate other transfer awareness events in week 1 of October and after College Day.

Career Day (IWV):

1. Sept 21 – 8th graders, high schools, and college students

TRANSFER EVALUATION
SYSTEM
Cerro Coso Community College

- Log-in
- Find College
- Check for Accreditation
- Match Course Descriptions
- Send Descriptions to Department Chairs
- Create Equivalencies
- Check for Equivalencies



Log-in

- Use your email
- Change password
- Password emailed to you



SEARCH & ACCREDITATION

TES[®] TRANSFER EVALUATION SYSTEM

SEARCH & ACCREDITATION

DESCRIPTION: CERRO COSO COMMUNITY COLLEGE

SEARCH

Search for course descriptions from a database containing millions of records. Access complete course details, including course title, course code, and credits. View instructor profiles, including availability, contact info, and more.

MATCH

Match course descriptions and program requirements to faculty and staff for evaluation. Track the approval process and address any concerns. Check the results on an equivalence, if available, and the log of evaluation activity for each course.

ACCREDITATION

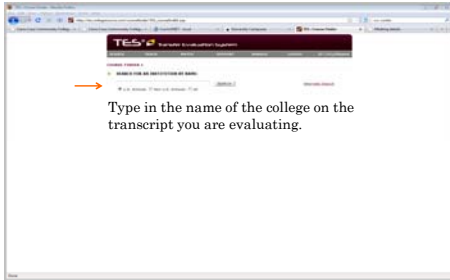
Track and manage course equivalencies between your course inventory and other institutions. Check both match and create equivalencies. Check attributes for use in the program to program equivalency, general course catalogs, or program inventories.

MANAGE

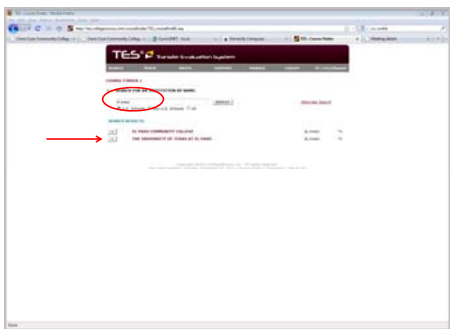
Manage your TES account. Add users, set user rights, customize your public display, report requirements, view usage statistics, and more.



FIND COLLEGE



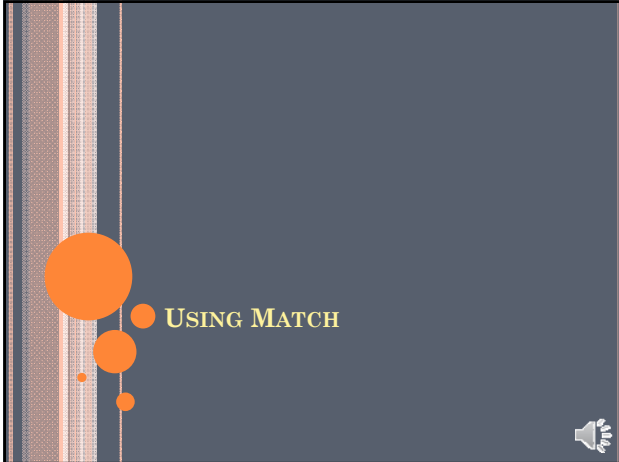
SELECT APPROPRIATE COLLEGE

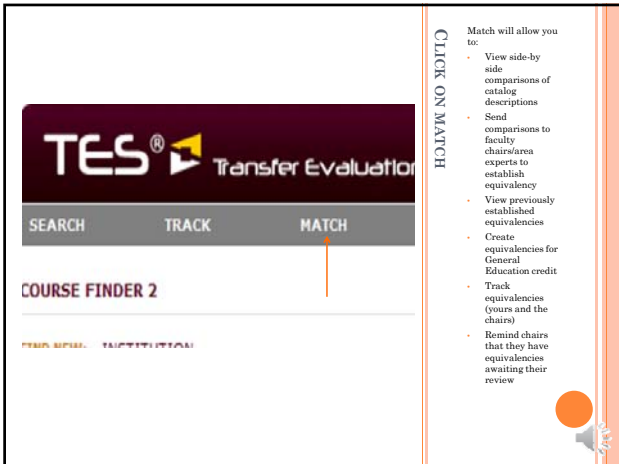


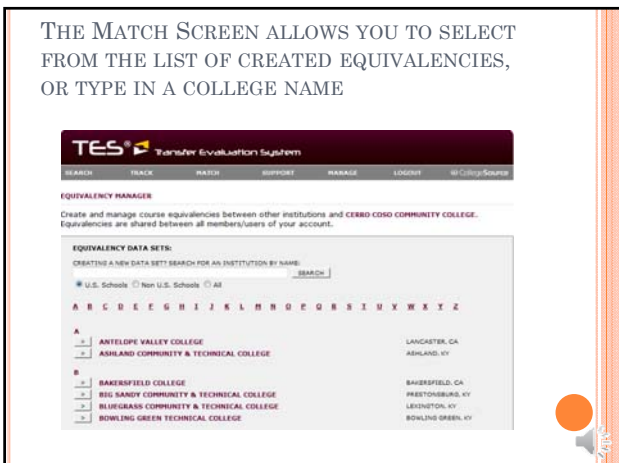
CHECK FOR ACCREDITATION

- You may check accreditation by clicking on the Parthenon icon
- You may view a course description by typing in the course title
- Or you may view the PDF copy of the complete catalog









TYPE IN THE NAME OF THE COLLEGE ON A TRANSCRIPT

EQUIVALENCY DATA SETS:

CREATING A NEW DATA SET? SEARCH FOR AN INSTITUTION BY NAME:

College of the Mainland

U.S. Schools Non U.S. Schools All



FROM HERE YOU MAY CHECK ACCREDITATION, VIEW THE COLLEGE'S WEBSITE AND PRINT A COPY OF THE KEY, THEN SELECT THE YEAR

CREATE EQUIVALENCY 2

INSTITUTION: WEST VALLEY COLLEGE



▶ SELECT A COURSE DESCRIPTION DATA SET:

WEST VALLEY COLLEGE 2010-2011

↑ Drop down menu, allows you to select the year based on when the student took the course. This is limited based on # of years available.



SELECT CERRO COSO CATALOG DATE

CREATE EQUIVALENCY 3

INSTITUTION: WEST VALLEY COLLEGE



DATA SET: WEST VALLEY COLLEGE 1994-1995

INSTITUTION: CERRO COSO COMMUNITY COLLEGE

▶ SELECT YOUR COURSE DESCRIPTION DATA SET:

CERRO COSO COMMUNITY COLLEGE 2006-2008

↑ Drop down menu allows you to select the Cerro Coso Catalog date based on the student's catalog date.



YOU WILL SEE SUMMARY

TES Transfer Evaluation System

SEARCH TRACK MATCH SUPPORT MESSAGE LOGOUT ACCOUNT/STATUS

EQUIVALENCY SUMMARY 1 **ADD EQUIV** MAKE GROUP DELETE ALL

GO HOME LONG BEACH CITY COLLEGE 2004-2005 SUMMARY

SWITCH TO NO EQUIVALENCY VIEW

FILTER BY: MATHEMATICS - (MATH)

LONG BEACH CITY COLLEGE 2004-2005 COURSES LONG BEACH, CA	CERRITOS COMMUNITY COLLEGE 2010-2013 COURSES RICHMOND, CA	NOTE?	HIDE?
MATH 130 INTERMEDIATE ALGEBRA	MATH C055 INTERMEDIATE ALGEBRA		NO

You can continue adding equivalencies by clicking here!

SEND DESCRIPTIONS TO DEPARTMENT CHAIRS

TES Transfer Evaluation System

ADD DESCRIPTION TASK 1

Course ID: MATH 130 (Long Beach City College)

Course Name: MATH 130 - Intermediate Algebra

Course Description: This course covers the use of algebraic methods for a comprehensive overview of algebraic methods for... (text truncated)

ADD EQUIV MAKE GROUP DELETE ALL

Leave checked to send copy to your email

YOU MAY INCLUDE COMMENTS TO THE CHAIR

TES Transfer Evaluation System

ADD EQUIVALENCY 1 - Course: MATH 130

Effective Date Range: 1/1/2004 - 12/31/2005

Public Note: (Optional)

Comments: (Optional)

ADD EQUIV MAKE GROUP DELETE ALL

SELECT TRACK

Select All Evaluations to View Equivalencies Sent to Department Chairs

TRANSFER INSTITUTION	COURSE(S)	DATE	ENTERED BY	ASSIGNED
BAKERSFIELD COLLEGE	CHDV 820	8/9/2011	Molina, Jan	ONeal, Mary
CALIFORNIA STATE UNIVERSITY-LOS ANGELES	MATH 100	8/23/2011	Molina, Jan	Bernstein, Dean
JAMESTOWN COMMUNITY COLLEGE	ENG 153	8/18/2011	Molina, Jan	Marvin, Corey
JAMESTOWN COMMUNITY COLLEGE	ENG 154	8/18/2011	Molina, Jan	Marvin, Corey
WEST VALLEY COLLEGE	810 046	12/9/2011	Molina, Jan	Gates, Cheryl

YOU MAY SEND EMAIL REMINDERS

CHECK ALL	SENDING USER	TITLE	# ASSIGNED
<input type="checkbox"/>	BERNSTEIN, DEAN	DEPARTMENT CHAIR	1
<input type="checkbox"/>	GATES, CHERYL	DEPARTMENT CHAIR	1
<input type="checkbox"/>	MARVIN, COREY	VICE-PRESIDENT ACADEMIC AFFAIRS	2
<input type="checkbox"/>	MOLINA, JAN	COUNSELOR	9
<input type="checkbox"/>	ONEAL, MARY	DEPARTMENT CHAIR	1

Allows you to filter by number days out

Allows you to see your own

VIEW ANYTHING YOU ARE WORKING ON

TRANSFER INSTITUTION	COURSE(S)	DATE	ENTERED BY
BAKERSFIELD COLLEGE	CHDV 832	8/9/2011	Molina, Jan
BAKERSFIELD COLLEGE	CHDV 836	8/9/2011	Molina, Jan
BAKERSFIELD COLLEGE	CHDV 842	8/9/2011	Molina, Jan
BAKERSFIELD COLLEGE	CHDV 813C	8/9/2011	Molina, Jan
BAKERSFIELD COLLEGE	CHDV 841	8/9/2011	Molina, Jan
BAKERSFIELD COLLEGE	CHDV 820	8/9/2011	Molina, Jan
BAKERSFIELD COLLEGE	CHDV 821	8/9/2011	Molina, Jan
BAKERSFIELD COLLEGE	CHDV 842	8/9/2011	Molina, Jan
PIERCE COLLEGE	CD 10	8/4/2011	Molina, Jan

VIEW COMPLETED WORK



MY OPEN EVALUATIONS

[Switch to 'My Assigned' View](#)

The following evaluation tasks were entered by you and are assigned to another user.

TRANSFER INSTITUTION	COURSES	DATE	ENTERED BY
Bakersfield College	CHDV 800	8/9/2011	Moline, Jan
CALIFORNIA STATE UNIVERSITY-LOS ANGELES	HEATH 150	8/2/2011	Moline, Jan
JAMESTOWN COMMUNITY COLLEGE	ENG 153	8/18/2011	Moline, Jan
JAMESTOWN COMMUNITY COLLEGE	ENG 154	8/18/2011	Moline, Jan
WEST VALLEY COLLEGE	BIO 246	12/9/2011	Moline, Jan



VIEW HISTORY

EVALUATION TRACKER 1

[EVALUATION TRACKER 1](#) → OPEN EVALUATION TASK

SELECT ACTION:

ASSIGNED TO: O'neal, Mary - Department Chair
CREATED DATE: 8/9/2011 12:58:27 PM
CREATED BY: Moline, Jan - Counselor

COMMENTS

EVALUATION LOG:
12/3/2011 9:49:14 PM [Moline, Jan] Re-Assign To: O'neal, Mary
8/9/2011 12:58:27 PM [Moline, Jan] Proposed equivalent course: CHDV 1100
8/9/2011 12:58:27 PM [Moline, Jan] Request initiated. Assigned to Moline, Jan

You can see when you started, what you proposed and re-assigned

BAKERSFIELD COLLEGE	CEBU COND COMMUNITY COLLEGE
CFY: 871	CFY: 371
CURRENT CALENDAR: 88888888	CURRENT CALENDAR: 88888888
CATALOG YEAR: 2010-2011	CATALOG YEAR: 2010-2012

CHDV 800 INTRODUCTION TO CHILD GROWTH AND DEVELOPMENT
Provides an introduction to the history, philosophy and theories of child growth and development and the education of young children. Emphasizes techniques of

CHDV 1100 PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN
This course provides an examination of the underlying theoretical principles of developmentally appropriate



VIEW APPROVAL AND WHO APPROVED

[EVALUATION TRACKER 1](#) → [EVALUATION TRACKER 1](#) → [EVALUATION TRACKER 1](#)

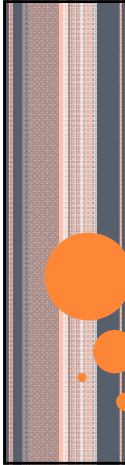
Single Effective Date: -- End Effective Date: --
Public View Table: No
Public Note: --
External Note: --

CENTRAL TEXAS COLLEGE	CEBU COND COMMUNITY COLLEGE
CHDV 800: FAMILY AND THE COMMUNITY A study of the relationship between the child, the family, the community, and early childhood educators. Includes a study of the history, philosophy, and theories of child growth and development and the education of young children. Emphasizes techniques of	CHDV 1100: PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN This course examines the developing child in a social context. Emphasis is on the observation of family and social-cultural factors. The processes of socialization and identity development are highlighted, along with the importance of respectful, reciprocal relationships that support and empower children. (Primary CHDV 1100) 36 hours lecture, AS/C/CS
CHDV 800: FAMILY AND THE COMMUNITY This course examines the developing child in a social context. Emphasis is on the observation of family and social-cultural factors. The processes of socialization and identity development are highlighted, along with the importance of respectful, reciprocal relationships that support and empower children. (Primary CHDV 1100) 36 hours lecture, AS/C/CS	CHDV 1100: PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN This course provides an examination of the underlying theoretical principles of developmentally appropriate


CHDV 800: FAMILY AND THE COMMUNITY
This course examines the developing child in a social context. Emphasis is on the observation of family and social-cultural factors. The processes of socialization and identity development are highlighted, along with the importance of respectful, reciprocal relationships that support and empower children. (Primary CHDV 1100) 36 hours lecture, AS/C/CS

EVALUATION LOG	APPROVED BY
8/9/2011 12:58:27 PM [Moline, Jan]	Start
8/9/2011 12:58:27 PM [Moline, Jan]	Prop To EDD
8/9/2011 12:58:27 PM [Moline, Jan]	Assign To O'neal, Mary
8/9/2011 12:58:27 PM [Moline, Jan]	Approval
8/9/2011 12:58:27 PM [Moline, Jan]	Approval
8/9/2011 12:58:27 PM [Moline, Jan]	Request equivalent course: CHDV 1100
8/9/2011 12:58:27 PM [Moline, Jan]	Request initiated. Assigned to O'neal, Mary





QUESTIONS



Counseling Staff Meeting – 10/18/17 (Review 2/7/18)

MIS REPORTING:

Use Student Intake Code Sheet as a guide to entering data into SVAMSTD and SVAMSHD

SVAMSHD

- Use this to report a student's Educational Goal
- Should be updated every term to confirm a student's current goal. If no change, leave as is.
- Exemptions

SVAMSTD

Orientation:

- Original orientation gets reported under Orientation. Additional orientations are reported under follow-up
- Select provider origin to reflect the area of service

Assessment:

- Record Assessment Service & Status based on Code sheet
- Select provider origin to reflect the area of service

Counseling:

- Always record a substantive contact under Counsel/Advise and then the description under an additional tab (e.g. Career/Interest, Academic Progress, Education Plan)
- Use Counsel/Advise codes on Code sheet
- Use Status of CA only
- Select provider origin to reflect the area of service

Education Plans:

- Record under Counsel/Advise AND Education Plan
- Only select CSEP or ASEP
- Select provider origin to reflect the area of service

Academic Progress:

- Select service based on Code sheet
- Select provider origin to reflect the area of service
- Choose Status of A or C

Career/Interest (Follow-up):

- All other student support services
- Select multiple options for one appointment if applicable (e.g. student came in for counseling, prerequisite clearance, registration assistance, and transcript evaluation) – select counsel/advise and multiple services under career/interest
- Record description and corresponding status code for EACH service
- Select provider origin to reflect the area of service

IMPORTANT:

Update Reason Codes in SARS to reflect substance of appointment so it matches. This should be done after each appointment.

Education Planning:

- Must show where the student has been; not only what they have left
- How this should be reflected:
 - o LTEP with attached major sheet and gen ed pattern OR
 - o LTEP with full history of classes and outline of future classes
- **Must have a full history of where the student has been, classes taken, etc.
- When submitting Requests to Repeat, Readmits, etc. this full history must be presented.
- Need to note on the LTEP if students are taking classes that are not required as part of their program but want to take them. We need to discuss how to note this.
- The LTEP should include all semesters for the program or the remainder of what they need (otherwise it is an ASEP).
- List specific classes or at a minimum the Area which needs to be satisfied (e.g. PSYCH C101 or Area 4 on IGETC).
- Email education plan and relevant attachments to ALL students.

Strategies to Improve Matriculation:

- Use of SARS Alerts
- Anytime meeting with a student, discuss what components they need and guide them on process
- End of appointment checklist and/or reminders to ensure proper data collection in BANNER and SARS
- Follow-up