

## **CERRO COSO COMMUNITY COLLEGE COUNSELING SERVICES PROGRAM REVIEW**

### **DESCRIPTION**

The purpose of Counseling Services at Cerro Coso Community College is to meet the needs of the Cerro Coso service area population by providing counseling, information, and services to help students to achieve their educational and career goals. At the Indian Wells Valley campus there are six full-time and three adjunct counselors (summer coverage) along with two educational advisors who provide all academic counseling and advising (Appendix A). Counseling Services are also provided at our other campuses. The Kern River Valley (KRV) campus has one counselor who provides onsite counseling services and one part-time educational advisor. The Eastern Sierra College Center (ESCC) counseling functions are conducted by one full-time educational advisor. At South Kern, counseling services are provided by two individuals, each available six to eight hours a week. The staff is committed to serving students in a quality fashion and meeting the changing needs of students. Another key role of the counseling staff is involvement in college wide activities (i.e. campus committees and providing input and assistance in the production of the schedule, catalog, and other college publications). This document updates the services provided, appraises those services, and describes plans for those services.

### **Matriculation**

Meeting the matriculation components is a top priority at Cerro Coso. These components include orientation, assessment, counseling and advising, development of a Student Educational Plan (SEP) for the completion of a student's goal, and student follow-up. When students have completed these steps, they are considered fully matriculated. Matriculation services are designed to support the student and increase the likelihood of the student completing his/her educational goals.

### **Orientation**

Orientation is completed at the first half hour of the assessment process or can be completed online. During the live, group orientation, a counselor or an educational advisor provides information to students that will help them succeed in college. This includes information about matriculation, important dates, registration, academic and lack of progress probation, graduation and transfer requirements, and the support services available to them on campus. An orientation packet which includes a catalog, class schedule and other relevant material is provided.

### **Assessment**

Students complete the assessment portion of this process when they take the college placement exam, essay assessment, and meet with a counselor to review the placement results. The purpose of the placement process is to help determine a student's appropriate starting level in English, reading, and math, so that they may be placed in the classes in which they are most likely to be successful. The placement process is comprised of two parts. The first part requires the student to complete an essay in one

hour. They are given a choice of two topics on which to write. The essay portion of the placement process can be completed on-campus or online. The English faculty and other faculty trained in the norming process evaluate the essays through a standardized process to make placement recommendations. The second portion of the exam is the ASSET test. This test has three parts: numerical skills, reading, and writing. It is a multiple-choice test, and each section of the test must be completed within 25 minutes. Students also have the option of taking an additional mathematics exam to determine their placement in algebra and above. ASSET is an onsite, paper-pencil test. Online students have the option of completing the ACCUPLACER Online, a multiple-choice online examination that can be taken at a distance through the use of an approved proctor.

Once the placement exam has been completed and scored, students meet with a counselor or an advisor to discuss the placement levels derived from the placement process. The student is informed of his/her placement levels in English, reading, and mathematics and the progression of courses they are required to take to meet Minimum Proficiency for graduation. During the counseling session, multiple-measures factors are also considered in placement, such as previous courses completed and high school information. Prerequisites are now enforced at Cerro Coso in the areas of English, reading, and mathematics. Students must begin at the level that they are placed in the assessment process and are not able to move on to the next level of these courses until the preceding course is completed with a C or better. For online student placement information is reviewed via email and/or telephone.

### **Counseling/Student Education Plan (SEP)**

Counseling and the completion of the Student Educational Plan are two more components of the matriculation process. After a student completes orientation and assessment, they are instructed to see a counselor. The counselor goes over the results of the placement process with the student, including the multiple-measures assessment form, providing information on the English, reading, and mathematics course(s) the student is ready to take. In creating the SEP, students are provided information on the classes they need to take to graduate in their chosen major or to transfer to a four-year institution. There are three different plans a student can choose to follow in order to meet the general education requirements to complete a degree. One plan indicates the general education requirements specific to graduating from Cerro Coso and completing an associate's degree. The other two plans indicate the requirements needed to transfer to the University of California (IGETC) or the California State University (GE Certification) systems. The IGETC can be used as an alternative to the Cerro Coso general education requirements, without any additional coursework required. However, the CSU GE Certification requires the completion of the Diversity and Information Competency requirements to complete the Cerro Coso general education requirements. If a student intends to complete a certificate only, they are provided a copy of the certificate requirements. Once a student has completed the matriculation process, they are ready to register for classes.

### **Student Follow-up**

Another required component of matriculation is student follow-up. Counseling fulfills this component in a variety of ways. At the beginning of the semester, counseling

provides the instructional faculty with an opportunity to provide early feedback to students. Instructors are given the Early Alert forms before the start of the semester and are asked to have their students fill out the contact information portion of the form on the first day of class. Instructors are then reminded in the third or fourth week of the semester to complete and submit forms for those students about whom they have concerns. A copy of the form goes to the student, the instructor, and to counseling. Students for whom attendance is a problem are mailed the form. Counseling follows-up with students who have received an Early Alert form to offer additional assistance and intervention.

Counseling also has an intervention process for Academic/Progress Probation and Disqualification students. These students are sent a letter notifying them of their status and that as a result, a hold has been placed their record. Students are required to meet with a counselor and complete a student success contract to have the hold removed. Additionally, Disqualification students must complete a Petition to Re-Admit form and enroll in a one unit course, Counseling 81, Topics in College Adjustment, before they can re-enroll at Cerro Coso and have the hold removed. Finally, counseling provides follow-up in the Basic Skills classes every semester. Counselors make a 20-25 minute presentation in all of the Basic Skills classes around the 3<sup>rd</sup> week of the semester on where the class fits into the curriculum, drop dates, degree requirements and supportive services available.

### **Honors Program**

Another area under academic counseling/advising deals with the offering of Honors classes to those who qualify. The Cerro Coso Honors Program currently has 15 enrolled members. The college is offering four Honors classes for the fall semester 2005 and has been offering an average of four Honors classes per semester. Eight faculty members teach the Honors classes. The Cerro Coso Honors Program is a member of the Honors Transfer Council Committee (HTCC). Through membership in the HTCC, the Honors Program has transfer agreements with nine private and public universities. In 2000, the Honors Counselor and Honors Coordinator applied for and were accepted into the Transfer Alliance Program (TAP) with UCLA. This allows our Honors transfer students to UCLA guaranteed priority admissions to the College of Letters and Sciences. The Cerro Coso Honors Program is one of only 30 California Community Colleges that have been accepted to UCLA's TAP. The Honors Committee, made up of the Honors coordinator, counselor, and Honors faculty, plan all Honors activities and classes, address related issues, and makes decisions about the program. The Honors Program also offers two to three scholarships in the spring semester for current and incoming Honors students.

### **Online Student Services**

In 1997, Cerro Coso took the initiative to begin an online degree program for the Kern Community College District and, in response to this instructional development, administration and counseling spearheaded the effort to meet the student support needs of the growing online population. Using the resources from two Student Services grants, and expanding upon them, we have been able to develop matriculation resources online.

New students are able to follow a step-by-step registration process that leads them through the application process and the steps of matriculation.

Orientation is provided as part of this step-by-step process, and covers the same information that is usually presented orally in the on-campus orientation. Students are encouraged to print a copy of the information. At the end of the orientation material, they are given a quiz to determine if they learned some key points. They have to submit the quiz and score at least 70% before they are considered to have completed the orientation component.

As was described previously, online students have the option to complete assessment at a distance via the Accuplacer online. The student contacts counseling to begin the process. The student is sent a form that requires them to submit their proctor information for approval. Acceptable proctor guidelines are included in the student form. Once the proctor is approved, they are sent a security agreement to sign that details the requirements for administering the test in a secure environment. Upon receipt of the security agreement, the proctor is emailed the test login and administration information. The student is also able to complete the essay assessment process online. They are required to complete orientation before they are able to access the essay assessment. The time limitation of one hour is determined by the time in which the student logs in and out of the testing site. Placement tests are reviewed with a counselor or advisor via email and/or telephone.

Students are able to initiate counseling through a Counseling Intake Form available through the Student Services Website accessible from the Cerro Coso homepage. Once the form is submitted it is received in a general counseling email account, [Counsel@CerroCoso.edu](mailto:Counsel@CerroCoso.edu). A counselor or educational advisor will respond to the student inquiry via email and/or telephone. The Student Educational Plan can also be initiated via the Counseling Intake Form or the Student Education Plan request form. Online support services are centralized under one Student Services website, through which essential information can be accessed, including the catalog, course schedule, Financial Aid, Career Resources, the Transfer Center, and Special Services. Banner Web makes it possible for students to apply and register online, access an unofficial transcript, and review student account information.

### **Recruitment**

Recruitment is an ongoing practice at Cerro Coso, and different methods to reach the community and the entire service area are constantly being considered. One path pursued began in 1995-96 when research was done by Cerro Coso's June Wasserman, Director of Counseling Services, and the State of California's Employment Development Department (EDD). From information gathered, Cerro Coso had agreed to work with EDD to help the unemployed obtain new job skills. For many years, a counselor had been assigned to spend one morning each week for the school year at the EDD office. Because of short staffing and increased workload, there is no longer a counselor who has scheduled time at the EDD office. However, there continues to be an ongoing relationship with the EDD, with regular communication between Cerro Coso Counseling and the EDD. We continue

to serve these students and work in coordination with the EDD to meet the needs of this population.

For the public and private high schools in our service area, the Cerro Coso Counseling Department hosts a large recruitment activity in the fall semester, called Preview Day. Juniors and Seniors from all of our service area high schools are invited to visit the campus. The event consists of a tour of the campus, a Cerro Coso “fair” where all staff and faculty have an opportunity to present information about his/her department or program, and a lunch hosted by the college. Each year, 200-250 high school juniors and seniors participate in this event. Orientation and the placement exams are also administered on each of these campuses in the spring. Counselors and educational advisors then meet with the students on the high school campuses for advising appointments. Graduating seniors also receive priority registration status.

Counseling also hosts a large outreach event in the spring for fifth graders in the service area, “I’m Going to College.” The event started out with the fifth graders from one of the public schools. The event is now in its third year and the college now hosts the fifth graders from 3 schools, 2 public and one private. The students participate in a tour of the campus, attend presentations from three different departments on campus (Art, Media Arts, and Science), and are hosted to a lunch.

Tours of the Cerro Coso campus, arranged by Student Services and led by student volunteers, are available throughout the year. Visits and tours have been arranged for elementary, middle, and high school students. Some of these tours were for special populations including ESL, RSP, GATE, and “at-risk.” students.

College Night is hosted every year at Cerro Coso by the Transfer Center. This event is designed to expose current Cerro Coso students to transfer options and to showcase Cerro Coso and some of its special programs for community members and high school students and their parents. During the last two years, counseling staff from KRV transported interested students to attend College Night with funds made available by the TRiO program. This year, the Honors Program, Animation Academy, and Special Services were highlighted.

The counseling department also participates in outreach activities on the naval base. A counselor or educational advisor presents information on the opportunities available at Cerro Coso at the “indocs” that occur throughout the year on base. Counselors also participate in the annual education fair hosted by NAWS for their employees. Additional recruiting is done in the Kern River Valley at parent meetings for local childcare facilities.

### **Career Counseling**

Career decision-making is a major focus of counseling. Individuals seeking help in this include the young, recent high school graduates as well as re-entry students who have already had at least one career and are seeking to make a career change in their lives. For some it is a voluntary and positive change, but, in the majority of cases, the individuals

have been forced to consider changing their vocation due to injury, incapacitation or shifting economic conditions. Consequently, there is frequently a personal counseling component to career decision-making.

The tools used in career counseling are standardized tests and, increasingly, computerized career information systems. Electronic data has virtually replaced the books and pamphlets used for career counseling. The standardized tests most often used by counselors include the Strong Interest Inventory, the Myers Briggs Type Indicator, and the Career Assessment Inventory. Also utilized are the Web based career search programs of DISCOVER, Eureka, and Education and Career Opportunity Services (ECOS).

In addition to career counseling provided on an individual basis, career decision making can also be approached in a group setting, such as a class or workshop. Career decision-making is a part of the curriculum in PDEV 101 – Becoming A Master Student. Additional personal development courses focusing on career exploration (PDEV C075 – Career Alternatives, PDEV C078 – Building Career Search Skills) are offered at the various sites, including online.

#### **Counseling and Personal Development Courses**

The Counseling department has developed and maintained a variety of courses that are designed to increase student success. Courses offered include study skills, personal skill development, career development, and job search information. Classes can be taught by counselors, or other faculty as specified in the course outline. The counseling department works together to determine rotation of courses. The department also identifies when there is a need for a specific course to be offered based on student population needs or community needs. The current 2004-2006 catalog includes 2 counseling courses and 22 personal development courses.

#### **Transfer Center**

Transfer Centers were initiated in California in 1990 and funding was initially provided on a categorical basis to the community colleges. After several years the program was de-categorized and now each college is responsible for funding their Transfer Center out of institutional dollars. When Cerro Coso began their program they hired a 19 hour per week Transfer Center Counseling Technician. This position was later changed to an educational advisor, and the Transfer Center is now just one of this advisor's responsibilities. When Transfer Centers were implemented, many colleges chose to establish separate physical locations for transfer services functions. Cerro Coso chose to provide their services within Student Services, now called Counseling Services. This allowed students access to the Transfer Centers resources during all of the hours that Counseling services was opened. Due to office relocations and reconfigurations this is no longer possible. The Transfer Center is now housed within the confines of Financial Aid making it difficult for students to have complete access to the resources available.

The Transfer Center activities are designed to help the community college student with each step of the process of transferring. College Night is an annual event with

representatives from the UC and CSU system schools, as well as private 4 year institutions, coming to Cerro Coso, setting up tables, and meeting with students about their campus(es). This allows students to gather information easily about four-year institutions. Throughout the year, university recruiters come on campus and are available to meet with students one-on-one, make classroom presentations, and meet with counselors. In October, there are workshops on completing the UC and CSU applications. Handouts have been developed to present to lower division major preparation and the general education transfer requirements. There are trips for students to travel to four-year universities. An important service is individual follow-up when students run into problems with the transfer process. To provide transfer information to online students, a virtual Transfer Center has been created, within the Student Services portion of Cerro Coso's Website, and Questions and Answers for Transfer have been included on this page.

Articulation is an important function that has a potential impact on the transfer process. The Director of Counseling is also the Articulation Officer. An educational advisor assists the Director with all of the paperwork associated with articulation. These include submission of Cerro Coso's CIC decisions on additions to the general education patterns for the University of California (IGETC) and the California State University (GE Certification) systems, submission of courses to the UC Office of the President, maintenance of UC system-wide Transfer Course Agreement, computer input to the ASSIST database, and submission of articulation agreements to California Articulation Numbering (CAN) system so that our courses can be identified with CAN numbers.

Comment [CCCC1]: Is this still true or have there been staffing changes?

ASSIST is a wonderful innovation that combines the entire body of articulation statewide in one computerized database, accessible to anyone with Internet access. To keep our curriculum current, the educational advisor has to make periodic updates to ASSIST. All new courses and name or number changes have to be put into ASSIST as well as sent to all the four-year universities to which we have students transferring.

The process of submitting courses for CAN is very time consuming for staff. In order for a class to qualify for the CAN designation, there must be four public California universities that list that class in a course-by-course articulation. Cerro Coso submits the course to CAN, and they verify the articulations. The current status of CAN is unclear, due to the fact that the California State Universities are moving to another model – that of a common lower division major preparation.

## APPRAISAL

Counseling has seen reductions in staff over the last several years. Two accreditations ago Cerro Coso was charged with developing equity of counseling services provided to students at all sites. A goal was set to have full-time counseling faculty at all sites. That

goal was achieved briefly and then, for a variety of reasons, mainly budgetary, the achievement of that goal has been eroded.

When this year's hiring processes are completed, we will have restored a counseling position to ESCC. This is a major step toward providing equity of counseling services since it means that students at all sites will have at least some access to counselors. It must be pointed out, however, that the two positions being hired (ESCC and KRV) are counselor/instructors with approximately half their time to be spent in instruction. Since, at one time, both ESCC and KRV had faculty members who each spent 100% of their time providing counseling services; it still represents a significant loss in counseling hours available to students. This loss is even more pronounced in light of the mandatory placement for English, reading and math which increases the counseling workload.

The situation in South Kern is even more difficult. Instead of a full-time counselor, there are two people each carrying a one-fifth counseling load. There is also a gaping hole with the elimination of the educational advisor position, which was eliminated in the drastic budget cuts of two years ago. An educational advisor is a 12-month position, unlike the counselors. During the summer and between semesters, South Kern students will have to contact Ridgecrest counseling staff to receive any help.

The counseling faculty and staff are committed to providing the highest quality services to students. We will continue to advocate for restoration of counseling personnel at all sites so that we can continue to support the students and the institution.

## **Matriculation**

### **Orientation**

Orientation presentations have been successful; however, the orientation, both onsite and online, needs to be reviewed and updated to more accurately reflect our current information and policies. There have been a number of important changes, an example being the enforcement of prerequisites that are not reflected in the current orientation information. Currently, in orientation, students are not receiving the most accurate, up-to-date information about college policies and procedures.

### **Assessment**

An average of 1,100 students completes the assessment process each academic year. In 2000 we implemented the essay as part of the placement process. All students completing the testing placement process are now required to take both the essay and the multiple-choice assessment to complete assessment. The feedback from the English faculty has been positive. They have reported that the students in their classes have been more accurately placed with the addition of the essay. Additionally, in the spring of 2003, Cerro Coso began enforcing placement for English, reading, and mathematics. Prior to this, placement had been advisory and students were ultimately able to enroll in the level of course they deemed appropriate. Students are now only able to register for the class in which they were placed. A research study was conducted to evaluate the impact of enforced prerequisites of English, reading, and math on student success and



retention rates (Appendix B). Results were mixed for reading and math, though there did appear to be an improvement in success and retention rates in English.

### **Counseling/Student Education Plan**

Helping students reach their educational goals is our main function. As part of an evaluation of our services, counseling conducted a survey of student satisfaction. In our counseling evaluation questionnaire that was given to students in calendar year 2004-2005, there was an overwhelmingly positive response (Appendix C). This questionnaire given to students when they left a counseling appointment or walk-in; they were asked to fill it out without signing it. The first question concerning counseling received an excellent rating from 95% of the students. The second question ranking the level of courtesy received a 90% excellent rating. A full 100% of the students answered the third question that they would return in the future if they have further questions.

Another source of information regarding students' level of satisfaction with counseling is found in the counseling surveys completed as part of the Mode A and Mode B evaluations. The aggregated survey results from seven counselors are presented in Appendix D. A very positive 96% rank counselors overall as good or excellent; 85% give counselors the highest possible ranking of nine (excellent).

Statistics of students seeing counselors (Appendix E) have been climbing the past three years, both onsite and online. With the introduction of enforced prerequisites, the counseling load has also increased. As a result of this enforcement, counselors and educational advisors now have to clear prerequisite holds for students with previous transcripts or other means of meeting an enforced prerequisite. In the last several years, counseling has taken on an additional workload as a result of the enforcement of prerequisites and the completion of graduation evaluations, previously completed by Admissions and Records. Additionally, in preparation for the Spring 2005 semester, the counseling department made over 5,000 counseling contacts with students, including all sites and online. During the spring enrollment period, 35% of the students counseled were online. This growth in the spring in counseling and in particular, online counseling, is representative of previous semesters. Because of this growth and the time-intensive nature of counseling a growing online population, the counseling department is in need of additional personnel to provide counseling and online counseling services.

Students currently have the ability to complete a Student Education Plan (SEP) with a counselor or educational advisor either in-person or online. This access has been important, as students are now required to have a completed SEP in order to receive Financial Aid. Counseling does not currently have a means to store electronic SEPs in a central location that will allow all counselors access and the ability to update SEPs electronically. This is a problem that often creates duplication of work. The counseling department is exploring options to address this problem.

### **Student Follow-up**

The Early Alert process is under-utilized by faculty. Counseling has tried using several different versions of the process, with very little improved result. The current version of

the process was presented for feedback at Academic Senate. There tends to be slightly more usage by online faculty than onsite. In the fall 2004 semester, six faculty members participated in Early Alert, four of the six were online faculty, submitting forms for a total of thirty-five students. An educational advisor followed-up by telephone one to two times with each of these students. We do not, at this, time, have research to show how the Early Alert interventions impact student success. Recently, the Director of Counseling and the Matriculation Coordinator participated in a phone conference with Bakersfield College to discuss the Early Alert process. A standardized Early Alert process that interacts with Banner faculty web page was discussed. Counseling will continue to explore this option.

For the spring 2004 semester, over 600 Disqualification and Probation letters were sent informing students of their academic status. Currently, we do not keep statistics on the number of students seen by counseling for Disqualification and Probation, nor do we have research to demonstrate the effectiveness of these intervention strategies. Counseling is considering the adoption of the Scheduling and Reporting System (SARS), which would provide the means for the Counseling Department to keep statistics, track students, and provide the data needed to conduct research. A sub-committee of the District Student Services Committee has been formed to look at the standardization of Probation/Disqualification procedures across the district. The Matriculation Coordinator will represent Cerro Coso on this committee.

In an effort to begin the process of measuring student learning outcomes, a survey was conducted during the 2004 – 2005 academic year in the Basic Skills class presentations. The focus of the survey was to determine the effectiveness of the presentations. Students were given a “before” survey (Appendix F), where they were asked two questions that were to be covered in the presentation. They were then given an “after” survey consisting of the same two questions to determine if the knowledge had been gained as a result of the presentation. The results of this survey were somewhat disappointing, with approximately 1/5 of the students still answering one of the questions incorrectly after the presentation. The counseling staff is looking for ways to improve the effectiveness of this follow-up component and will be soliciting input and suggestions from the basic skill faculty on ways to improve this process.

### **Honors Counseling**

The Honors Program is working on increasing recruitment efforts. Because of yearly turn-over of the Honors Coordinator, the program has lost some momentum. There has been a decrease in Honors activities, meetings attended, and Honors courses offered per semester. Because of this loss of cohesion in the program, the Honors Counselor has had decreased contact with the Honors Program students. The Honors Program Counselor plans to work closely with the new Honors Coordinator to restore the activities of the Honors Program. It is especially important that the Coordinator and Counselor start attending at least one HTCC meeting per semester, as it is through participation with this group that the transfer agreements are maintained.

### **Online Student Services**

Comprehensive matriculation services are now available online. Students can now access all of the following services at a distance:

- Application/registration
- Orientation
- Assessment
- Counseling
- Student Educational Planning
- Early Alert/Student Follow-up

Information is available online for career and transfer exploration.

A survey was conducted during the fall 2004 semester regarding student satisfaction with online support services. The survey was made available through the CC Online Student Portal. Appendix G presents the results related to Counseling.

Unfortunately, only 67 students responded; of those only 27 indicated that they had received online counseling services and responded to those questions about satisfaction with those services. In addition, based on a number of comments submitted by the students, it was clear that some of the students were commenting on onsite services, as well. Student responses were generally positive. Students indicated that they would like to have additional information about career, transfer, and degrees available online. This is an area for further development.

Online Counseling is able to respond to student inquiries in a timely manner during the spring and fall semesters. The typical response time is 48 business hours. During busy counseling times, students are notified of the greater length of time it will take to receive a response via the counseling website. During the summer months, because of short staffing and the volume of the workload, there is very little online counseling available and there is a lengthy delay in response. The need for additional counseling support in the summer is an area for concern, and is one that is not likely to have a solution until there are additional monies available for non-contract counseling. Based on the survey conducted, it is clear that there are large numbers of online students not accessing counseling services. It is not clear if this is because many of the students are located near one of the Cerro Coso campuses, so are able to attend counseling in-person, or if many online students are unaware of online counseling services. Unfortunately, with the current level of staffing in the counseling department, it is not possible to try to reach greater numbers of those students at this time.

### **Recruitment**

The current relationship with the EDD to assist their clients continues to be healthy, but is a reduction in the services we have previously been able to provide. With new programs arising under state guidelines, this creates constant work on the part of Cerro Coso to meet their needs.

Regarding school outreach, tours have been available, and a number were given in the previous school years. Preview Day and I'm Going to College are two large, successful outreach events that have continued to grow and expand to reach more and more students. Preview Day, for the last two years, has been funded by the California Virtual Campus-Region 4. This source of funding is no longer available. Support for this event will have to be established on an ongoing basis.

Finding student volunteers to participate in recruitment activities has been an ongoing challenge. In previous semesters, students have been trained and enlisted through a course, PDEV 90 - Becoming a Student Ambassador. This has been an inconsistent means for recruiting trained student representatives for recruitment activities. A proposal was submitted to the ASCC and Student Development to fund a program for recruiting and training paid student representatives for college outreach activities. This program has been approved and will begin in the fall 2005 semester. These students will participate in various outreach and recruitment activities, lead tours of the campus, and assist in our public offices during peak enrollment periods. Once this program is in place, efforts can be made to expand outreach and recruitment activities.

The counseling department continues to successfully provide orientation, assessment, and counseling on the various high school campuses in a various service areas. However, because of insufficient staffing, counselors are no longer making presentations on the opportunities at Cerro Coso to the senior government and economics classes. The counseling department may need to re-visit the need for these presentations as an effective recruitment tool.

### **Career Counseling**

The most vexing problem in career counseling is how to publicize services in such a way that everyone who could benefit from the service is aware of its existence and takes advantage of it. Previously, a matriculation requirement for all new, non-exempt students was to enroll in Becoming a Master Student (PDEV C101) which has a career component as an integral part of its curriculum. In the Special Services COUN C101 classes, as part of the over-and-above philosophy, students are also provided with the Myers-Briggs Type Indicator and the Career Assessment Inventory. PDEV C101 has been offered as part of our online course offerings for several years.

PDEV C101 is no longer a requirement. Although counselors do promote it when we counsel students, our enrollment has decreased, especially for the general population student. Consequently, we need to develop other methods for publicizing career tools to our students. Brochures and pamphlets are one possibility. They could be sent to those students who declare "undecided" as their major or as their reason for attending college on their application or update. Students also have an opportunity to request information about career counseling when they take the ASSET placement test.

Currently the Counseling Center utilizes DISCOVER, Eureka, and ECOS. We began using ECOS to address the needs of our online students. Now that Discover and Eureka are also web based, all three products overlap in their components. Another issue is

which instruments are most effective. Counselors and staff have been discussing which programs to continue using and have decided to phase out ECOS. Further evaluation will be needed to decide whether to keep both DISCOVER and Eureka.

Career counseling is often very effective in group settings such as classes and workshops. Many other colleges rely heavily on career counseling classes to effectively reach students to provide career decision-making. Several versions of such a class exist in our catalog and have been scheduled in recent semesters. With decreasing enrollment in PDEV C101, it is now appropriate to approach career counseling in a more direct fashion by scheduling these classes more frequently. We will begin offering these courses online in order to make these resources more readily available to all of our students at all sites, both online and on-campus.

Career counseling is an important service. Students who do not have clear, well-developed goals for their education are less likely to persist in college. It is important for us to improve the strategies we are using to provide career counseling so that we reach the individuals who would most benefit from it.

#### **Personal Development and Counseling Courses**

The Counseling and Student Support Services Department has been active in assessing current personal development and counseling courses being offered at all sites. The focus has been on determining whether courses need to be eliminated, integrated or updated for the new catalog. Courses have also been considered for alternate methods of instruction including online and ITV. Additionally, the personal development courses have been evaluated as to whether they are more appropriately designated to the counseling area of curriculum. Reorganizing some previously specified personal development courses to counseling courses has been the result of recognizing the state does not list personal development as a DAC, and that some classes are better addressed as counseling courses. The result of on-going discussions in counseling and department meetings have resulted in an agreement that designated counseling courses allow counselors to address specific needs in a group format providing a more effective method of reaching target groups of students.

The following is a review of actions taken or recommended by staff during counseling and department meetings. (Courses under review were from the 2004-2006 Catalog):

- PDEV 22 (updated 2005) *discussion with reading faculty suggested*
- PDEV 23 (updated 10/2003) *no further action needed*
- PDEV 51 (updated 4/2005) *will be updated*
- PDEV 81, 102 *has been updated and re-listed as COUN 81, 102*
- PDEV 101 (updated 2005) *no further action needed*
- COUN 101 *submitted and approved by CIC and will appear in new catalog*
- PDEV 61, 131 *has been updated this past year*
- PDEV 71, 75, 76 *in the process of being updated*
- PDEV 75, 81, 131 *have been updated so they can be offered online*

The following PDEV courses require review and discussion for future action:

- PDEV 20 (updated 10/1997) *will be updated*
- PDEV 31 (updated 1/2000) *will be updated to reflect current need*
- PDEV 35 *referred for further discussion*
- PDEV 77, 78, 82 *needs to be updated, recommend update 77 and 78 to reflect current need, eliminate 82*
- PDEV 85 *deleted 2005 after discussion with art faculty*
- PDEV 90 (8/2002) *no action needed*
- PDEV 111, 112, 113, 114, 121 (4/1996) *recommend designated group to work on consolidating courses, coordinate with vocational education representatives, and update to reflect current need*

### **Transfer Center**

The total work associated with articulation is increasing dramatically. Many more four-year universities are initiating the course-by-course articulation process with Cerro Coso. In 1994, there were approximately six; now there are nineteen universities that have at least some course-by-course articulation. Most schools require a multi-step process where faculty and articulation officers at both institutions look at course outlines and sign off on the course-by-course agreements. Additionally, it is expected that the articulation workload will escalate rapidly in the next several years as legislation is passed recommending that the UC system and requiring that CSU system establish a Transfer by Major articulation. When implemented this would allow students to complete a series of courses in order to guarantee admission as a fully recognized junior in standing with both GE and major lower division requirements completed at the community college. The system will be designed to give students transferring from the community college with the completed transfer major great advantages in acceptance to the schools and majors of their choice. This is expected to drive a substantial increase in the number of course and program articulations between the CSUs and their feeder colleges.

All articulation efforts are implementations of decisions made at CIC. Prior to the last revision of the CIC membership, the Articulation Officer was not a required member of CIC. That has been rectified and articulation works more smoothly with the articulation officer present as a voting member at CIC meetings.

Students who wish to transfer need greater access to the services provided by the Transfer Center. College Night, Preview Day, trips to various campuses, and UC and CSU application workshops are publicized using posters, flyers and handouts. However, the lack of visibility of the Transfer Center as a separate entity has steadily decreased student awareness and participation in many of the activities. Greater visibility afforded by a dedicated space is critical to the Transfer Center's ability to function as it was intended.

It is important for us to provide services to students at all sites, including online. The Transfer Center web page has been expanded to include Frequently Asked Questions. That is just a first [step](#). Recent budget constraints have reduced the availability of resources such as catalogs and other materials, as well as slowing the process of creating

**Comment [J2]:** Need info on recent upgrades if any to the Transfer Center Web Page.

dedicated space at the community campuses. The faculty and staff continue to provide information to students and make resources available to them through their offices. As sites expand and the demand increases in response to the statewide changes in admissions policies, the need for expanded services at the sites will increase as well.

Some steps have been made to assist Honors Students with the transfer process. The Transfer Center funded a trip for honors students to visit UC–Irvine, and another trip is planned for [UCLA](#).

**Comment [J3]:** Need update on current Honors activities.

An honest appraisal is that one 19-hour-a-week educational advisor, working under the direction of the Director of Counseling, cannot adequately perform the increasingly complex articulation assignments and have time to organize programs and services for transfer students. One possible solution is to hire a counselor whose primary responsibility would be to function as a Transfer Center Director. This individual would, in addition to maintaining a counseling load, be responsible for working with the educational advisor to coordinate the Transfer Center activities including Transfer Workshops, College Night, and participation in Open House activities at the UC and CSU schools. It would also be helpful to have more people involved in the process. The Transfer Center Advisory Board currently meets twice a year, which is an improvement of previous years, during which it only meant once a year. The Board includes staff and students including outreach and recruitment representatives from the UC, and CSU systems, Counseling and one volunteer each from Faculty (outside of Counseling), Classified (Counseling) and Students at Cerro Coso Community College. The addition of a full-time Transfer Center Director would help to meet the increasing demands on the Transfer Center.

## **PLAN**

### **Staffing**

1. Hire an educational advisor at South Kern
2. Increase the number of counseling hours available to students at the community campuses.
3. Hire an additional full-time counseling at the IWV campus to focus on transfer students, Transfer Center development and articulation
4. Hire an additional full-time academic advisor at the IWV campus to assist with online academic advising and continued online student services development.

### **Orientation**

1. Review, update and expand content of onsite and online orientation to more accurately reflect current policies and procedures.
2. Explore alternate delivery options for a more interactive online orientation.
3. Through use of SARS keep ongoing statistics of the number of students completing orientation each semester.

**Assessment**

1. Continue to conduct research on effectiveness of and satisfaction with enforced prerequisites.
2. Complete ongoing research to validate placement using the consequential validity model. This requires polling both the students and instructors at or around the fourth week to determine their degree of satisfaction with their placement.
3. Conduct review of essay prompts to check for ethnic bias.

**Counseling/Student Education Plan**

1. Find means to store electronic SEPs in a central location that can be accessed and updated by all counselors.
2. Address need for additional counseling during summer.
3. Implement the SARS system for scheduling, student tracking, and research.

**Student Follow-up**

1. Explore implementation of automated Early Alert system accessible through BannerWeb.
2. Implement recommendations of the district Probation/Disqualification committee.
3. With input from Basic Skills faculty, revise Basic Skills presentations.

**Honors**

1. Work with the Honors Coordinator to offer more activities for Honors students.
2. Review recruitment process and discuss in the Honors Committee ways to increase recruitment efforts, possibly planning a day for Honors Counselor and Honors students to be available by appointment in the Burroughs High School Counseling Center.
3. Require Honors students to meet with Honors Counselor twice a year.
4. Offer a transfer and application workshop specifically for Honors students.
5. Review and update Honor Student Handbook.
6. Attend at least 4 HTCC meetings over the course of the year.

**Online Student Services**

1. Develop Counseling FAQs.
2. Revise and update online orientation.
3. Expand information and resources available for transfer, career and degrees.
4. Conduct a review of Student Services Sites to make sure information is up-to-date and accurate.
5. Address need for additional online counseling over the summer.

**Recruitment**

1. Develop better methods of communication with EDD regarding the students' long-range "education plan."
2. Identify ongoing funding source for Preview Day.
3. Develop and schedule training for Student Ambassadors and implement program.
4. Advertise campus tours to all of the schools in our service area.



5. Continue to establish transfer agreements with four-year colleges and universities.
6. Review need for campus visits to senior classes at some of the service area high schools.

#### **Career Counseling**

1. Develop more detailed brochures for the available career counseling services. Distribute by mail to all students who are undecided in the major or goal for attending Cerro Coso. Distribute to all new students during orientation.
2. Evaluate student and counseling staff satisfaction with DISCOVER, Eureka, and ECOS in order to make a recommendation about which instruments to retain in future years.

#### **Personal Development and Counseling Courses**

1. Continue to review and update all PDEV and COUN course offerings.
2. Work with vocational faculty to develop new courses related to the concepts of the Master Worker program.

#### **Transfer Center**

1. Increase the number of meetings of the Transfer Advisory Board from 1 to 2 in the 2004-2005 academic year.
2. Put on a flex activity for faculty to train them in the services and programs that they can access to help students transfer. Emphasis will be on online programs that they can access from their own computers to assist students, such as ASSIST, College Source, DISCOVER, and Eureka.

**Counseling Staff**

**Full-Time Counselors**

Jan Moline, IWV/SK Counselor  
 Heather Ostash, IWV Counselor  
 Mary Peoples, IWV Special Services Director  
 Paula Suarez, IWV Special Services/TRiO/Cal Works Counselor  
 Penny Talley, IWV Special Services Counselor  
 Jon Tittle, SK (4/5 Instructor, 1/5 Counselor)  
 Yolanda Vasquez, IWV/KRV TRiO Director  
 Gayle Whitlock, KRV  
 June Wasserman, IWV – Director of Counseling Services

**Adjunct Counselors**

Robert Campbell, IWV  
 Cindy Daugherty, IWV  
 Carol Zdeba, IWV

**Full-Time Educational Advisor**

Pat Duran, IWV  
 Greg Kost, ESCC

**Part-Time Educational Advisor**

Wendy Adams, IWV  
 Cathy Perfect, KRV

Cerro Coso College Retention, Success, and Enrollment For English, Reading, and Math

Course		1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Current #	Data	% Change		% Change		% Change	
(Base)							
ENGL C030	Retention	81%	82%	84%	83%	84%	81%
	Success	57%	48%	48%	51%	53%	51%
	Retention2	73%	73%	74%	74%	72%	72%
	Success2	51%	43%	42%	45%	45%	45%
	Enrollment	254	320	359	385	386	106
ENGL C040		Retention				90%	
	Success					58%	
	Retention2					80%	
	Success2					52%	
	Enrollment					333	
ENGL C070	Retention	84%	82%	76%	78%	82%	88%
	Success	57%	54%	55%	55%	55%	58%
	Retention2	73%	69%	57%	68%	70%	77%

					21.9%							
Success2	50%	45%	-9.3%	41%	16.8%	48%	-3.1%	47%	-6.3%	52%	4.0%	
Enrollment	407	400	-1.7%	528	29.7%	580	42.5%	632	55.3%	562	38.1%	
<b>ENGL C101</b>	<b>Retention</b>	79%	78%	1.3%	78%	0.6%	72%	8.9%	83%	4.8%	82%	4.1%
Success	55%	60%	9.9%	62%	12.7%	57%	3.8%	65%	19.0%	66%	19.9%	
Retention2	65%	64%	-2.3%	66%	1.8%	57%	-12.3%	66%	1.3%	64%	-1.4%	
Success2	45%	49%	8.9%	52%	15.5%	45%	0.0%	52%	15.0%	51%	13.3%	
Enrollment	717	685	-4.5%	596	16.9%	554	-22.7%	514	-28.3%	480	-33.1%	
<b>Total Sum of Retention</b>		<b>81%</b>		<b>80%</b>		<b>79%</b>		<b>77%</b>		<b>83%</b>		<b>86%</b>
<b>Total Sum of Success</b>		<b>56%</b>		<b>56%</b>		<b>56%</b>		<b>55%</b>		<b>58%</b>		<b>60%</b>
<b>Total Sum of Retention2</b>		<b>69%</b>		<b>67%</b>		<b>65%</b>		<b>65%</b>		<b>69%</b>		<b>73%</b>
<b>Total Sum of Success2</b>		<b>48%</b>		<b>47%</b>		<b>46%</b>		<b>46%</b>		<b>48%</b>		<b>51%</b>
<b>Total Enrollment</b>		<b>1378</b>		<b>1405</b>		<b>1483</b>		<b>1519</b>		<b>1532</b>		<b>1481</b>

Retention = (# of students with A,B,C,D,F,CR,NC,I) / ((# of students with A,B,C,D,F,CR,NC,I,W))

Success = (# of students with A,B,C,CR) / ((# of students with A,B,C,D,F,CR,NC,I,W))

Retention2 = (# of students with A,B,C,D,F,CR,NC,I) / Enrollment

Success2 = (# of students with A,B,C,CR) / Enrollment

### Cerro Coso College Retention, Success, and Enrollment For English, Reading, and Math

Course	Current #	Data (Base)	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04				
			% Change	% Change	% Change	% Change	% Change	% Change				
<b>READ C036</b>	<b>Retention</b>	81%	67%	17.3%	83%	3.4%	83%	2.5%	84%	4.7%	79%	-1.4%
Success	49%	49%	-0.9%	54%	9.3%	47%	-5.1%	68%	37.1%	55%	11.2%	
Retention2	69%	54%	21.5%	80%	15.9%	82%	18.0%	66%	-4.2%	68%	-1.4%	
Success2	42%	40%	-5.9%	52%	22.6%	46%	9.3%	53%	25.4%	47%	11.2%	
Enrollment	78	103	32.1%	81	3.8%	93	19.2%	98	25.6%	85	9.0%	
<b>READ C046</b>	<b>Retention</b>	83%	0.0%	90%	8.4%	75%	-9.3%					
Success	59%	0.0%	60%	1.1%	44%	-25.1%						
Retention2	70%	0.0%	80%	13.9%	69%	-2.1%						
Success2	50%	0.0%	53%	6.3%	40%	-19.1%						
Enrollment	70	0.0%	79	12.9%	89	27.1%						
<b>READ</b>	<b>Retention</b>	85%	72%	-	86%	0.7%	82%	-3.5%	86%	0.9%	76%	-11.1%

C076				16.1%							
Success	61%	52%	14.9%	62%	1.3%	61%	0.0%	59%	-4.6%	47%	-22.8
Retention2	79%	65%	16.9%	70%	11.2%	70%	11.3%	70%	11.0%	66%	-15.8
Success2	57%	48%	15.7%	51%	10.6%	52%	-8.1%	48%	15.8%	42%	-26.8
Enrollment	132	165	25.0%	130	-1.5%	113	14.4%	184	39.4%	113	-14.4
Total Sum of Retention		84%		70%		85%		83%		87%	
Total Sum of Success		57%		51%		59%		55%		61%	
Total Sum of Retention2		75%		61%		74%		74%		71%	
Total Sum of Success2		51%		45%		51%		50%		50%	
Total Enrollment		210		268		211		276		361	

Retention = (# of students with A,B,C,D,F,CR,NC,I) / ((# of students with A,B,C,D,F,CR,NC,I,W)

Success = (# of students with A,B,C,CR) / ((# of students with A,B,C,D,F,CR,NC,I,W)

Retention2 = (# of students with A,B,C,D,F,CR,NC,I) / Enrollment

Success2 = (# of students with A,B,C,CR) / Enrollment

### Cerro Coso College Retention, Success, and Enrollment For English, Reading, and Math

Course Current #	Data (Base)	1998/99		1999/00		2000/01		2001/02		2002/03		2003/04	
		%	Change	%	Change	%	Change	%	Change	%	Change	%	Change
MATH C040	Retention	84%		80%	4.5%	78%	7.7%	81%	-3.8%	80%	-4.7%	80%	-4.9%
	Success	69%		59%	14.3%	58%	16.1%	60%	13.4%	52%	25.3%	54%	-21.2%
	Retention2	75%		72%	-4.4%	67%	11.3%	72%	-5.0%	73%	-3.4%	72%	-4.9%
	Success2	62%		53%	14.2%	50%	19.3%	53%	14.4%	47%	24.3%	49%	-21.2%
	Enrollment	453		496	9.5%	521	15.0%	601	32.7%	626	38.2%	511	12.8%
MATH C050	Retention	82%		76%	7.3%	82%	0.2%	80%	-2.6%	81%	-1.4%	79%	-3.9%
	Success	53%		50%	-6.1%	53%	0.7%	49%	-6.9%	58%	10.1%	54%	1.3%
	Retention2	74%		66%	10.6%	71%	-4.7%	70%	-5.5%	71%	-4.8%	64%	-13.6%
	Success2	48%		43%	-9.4%	46%	-3.8%	43%	-9.7%	51%	6.2%	44%	-8.9%

Enrollment	515	543	5.4%	440	14.6%	515	0.0%	473	-8.2%	632	22.7%	
MATH C055	Retention	78%	79%	0.9%	83%	6.1%	73%	-6.8%	79%	1.0%	80%	2.2%
Success	59%	65%	10.4%	67%	14.0%	55%	-6.3%	56%	-3.7%	55%	-6.9%	
Retention2	69%	69%	-0.3%	74%	6.3%	58%	15.9%	62%	10.1%	68%	-1.5%	
Success2	52%	57%	9.1%	60%	14.2%	44%	15.5%	45%	14.3%	47%	-10.3%	
Enrollment	481	397	17.5%	386	19.8%	340	29.3%	577	20.0%	468	-2.7%	
MATH C101	Retention	90%	91%	1.0%	83%	7.7%	86%	-5.0%	84%	-6.3%	78%	-13.8%
Success	68%	73%	7.0%	70%	3.6%	71%	4.4%	70%	2.8%	61%	-10.0%	
Retention2	80%	80%	-0.4%	75%	-7.1%	84%	4.9%	71%	11.1%	69%	-14.0%	
Success2	61%	64%	5.4%	63%	4.2%	70%	15.3%	59%	-2.5%	55%	-10.2%	
Enrollment	56	75	33.9%	79	41.1%	70	25.0%	98	75.0%	55	-1.8%	
MATH C121	Retention	85%	84%	0.6%	84%	0.2%	78%	-7.4%	81%	-4.7%	81%	-4.4%
Success	74%	67%	-9.3%	72%	-3.0%	61%	18.3%	58%	21.9%	59%	-20.4%	
Retention2	75%	72%	-4.9%	75%	-0.4%	66%	12.6%	65%	13.7%	68%	-9.2%	
Success2	66%	57%	13.2%	64%	-3.1%	51%	22.9%	47%	29.4%	50%	-24.4%	
Enrollment	183	237	29.5%	217	18.6%	308	68.3%	289	57.9%	260	42.1%	
MATH C141	Retention	86%	83%	3.5%	87%	1.1%	84%	-2.1%	93%	8.1%	90%	4.7%
Success	66%	73%	9.9%	78%	16.9%	67%	1.1%	73%	10.3%	84%	26.1%	
Retention2	72%	67%	-7.3%	70%	-3.3%	71%	-1.8%	82%	14.1%	82%	14.3%	
Success2	56%	59%	5.7%	62%	11.8%	57%	1.4%	65%	16.4%	77%	37.6%	
Enrollment	222	205	-7.7%	221	-0.5%	226	1.8%	180	18.9%	199	-10.4%	
Total Sum of Retention		82%		80%		82%		79%		81%		81%
Total Sum of Success		62%		61%		63%		58%		58%		58%
Total Sum of Retention2		73%		70%		71%		68%		69%		69%
Total Sum of Success2		55%		53%		55%		50%		49%		50%
Total Enrollment		1910		1953		1864		2060		2243		2125

Retention = (# of students with A,B,C,D,F,CR,NC,I) / ((# of students with A,B,C,D,F,CR,NC,I,W)

Success = (# of students with A,B,C,CR) / ((# of students with A,B,C,D,F,CR,NC,I,W)  
Retention2 = (# of students with A,B,C,D,F,CR,NC,I) / Enrollment  
Success2 = (# of students with A,B,C,CR) / Enrollment

## Appendix C

### Cerro Coso Community College 2005 Counseling Evaluation Report

#### CONFIDENTIAL: PLEASE DO NOT USE YOUR NAME

Please help us to evaluate our services by answering the following questions.

What was your purpose in coming to the Counseling Center? Check all that apply.

43 class scheduling 18 transfer 11 financial aid

15 long-term planning 4 career 10 personal

19 other

Ed Plan/Special Services

Graduation

Test Results

Program Approval III

Special Services

Books

Transcript Evaluation

Special Services

Placement Exam

Book being taped

Transcripts

Note taker sheets update

DSPS

To get a scribe

Did you have an appointment or were you seen as a walk-in?

Check one: 22 Appointment 57 Walk-in

1. How would you rank the counselor's ability to answer your questions and provide you with the information you were seeking?

Excellent 78 Good 4 Fair 0 Poor 0

2. How would you rank the level of courtesy and professionalism of the entire staff?

Excellent 78 Good 8 Fair 1 Poor 0

3. Would you return in the future if you have further questions?

Yes 83 No 0

Comments:

Keep up the good work

Pat Duran

Jan is always very professional and helpful

I really appreciate the swift response and the extra lttles done to assist me

Keep up the good work

Paula has been the most help here. Thanks

I love Jan Moline. If she wasn't married I would propose.  
 Everyone works together as a team that makes a big difference  
 Jan Rocks  
 You guys are awesome  
 Although it is the first day of school, everything seems to be well organized  
 It is always a pleasure to see happy, smiling, energetic, faces everyday.  
 Paula is great  
 Excellent counselor! Always helpful  
 I now know what I need to do, thanks to everyone  
 She is always very pleasant and I leave with a smile  
 Always takes care of the problem and explains everything completely.  
 The whole staff is excellent

Appendix D

COUNSELOR EVALUATION SUMMARY

Fall 2004 - Spring 2005

TOTAL NUMBER OR RESPONSES: 168

Directions: On the following questions, please circle the response that best completed your opinion about this counselor. Please circle "no opinion" when you do not feel you have sufficient information to make a judgment.

EXCELLENT GOOD SATISFACTORY POOR UNSATISFACTORY NO OPINION

9 8 7 6 5 4 3 2 1 X

QUESTIONS:

1. The knowledge this counselor has about Cerro Coso's Courses is

Excellent 132 79.00%  
 Excellent/Good 132/27 95.00%  
 Satisfactory 5 03.00%  
 Poor 0 00.00%  
 Unsatisfactory 0 00.00%  
 No Opinion 3 01.00%  
 TOTAL: 167

2. The information possessed by this counselor about my curriculum requirement is

Excellent 120 72.00%  
 Excellent/Good 120/40 96.00%  
 Satisfactory 5 03.00%  
 Poor 0 00.00%  
 Unsatisfactory 0 00.00%  
 No Opinion 2 01.00%  
 TOTAL 167

3. The help this counselor gave me regarding other college programs and majors was

Excellent 116 69.00%  
 Excellent/Good 116/37 91.00%

Satisfactory 5 03.00%  
Poor 0 00.00%  
Unsatisfactory 0 00.00%  
No Opinion 10 06.00%  
TOTAL: 168

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4. The help and understanding this counselor gives me regarding personal concerns was

Excellent 120 76.00%  
Excellent/Good 120/23 91.00%  
Satisfactory 6 04.00%  
Poor 2 01.00%  
Unsatisfactory 0 00.00%  
No Opinion 7 04.00%  
TOTAL 158

5. The confidence I have that this counselor will have accurate information is

Excellent 133 80.00%  
Excellent/Good 133/24 95.00%  
Satisfactory 8 05.00%  
Poor 0 00.00%  
Unsatisfactory 0 00.00%  
No Opinion 1 00.10%  
TOTAL 166

6. The ability this counselor has to help me achieve a realistic understanding of myself is

Excellent 112 66.00%  
Excellent/Good 112/39 90.00%.  
Satisfactory 8 04.00%  
Poor 0 00.00%  
Unsatisfactory 1 00.10%  
No Opinion 9 05.00%  
TOTAL 168

7. The confidence I have that this counselor will keep a personal concern confidential is

Excellent 128 77.00%  
Excellent/Good 128/30 95.00%  
Satisfactory 3 02.00%  
Poor 0 00.00%  
Unsatisfactory 1 00.10%  
No Opinion 4 02.00%  
TOTAL 166

8. The confidence I have in this counselor to recommend her/him to a friend is

Excellent 129 77.00%  
Excellent/Good 129/29 94.00%



Satisfactory 5 03.00%  
Poor 0 00.00%  
Unsatisfactory 1 00.10%  
No Opinion 4 02.00%  
TOTAL 168

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9. The assistance I have received in the registration process has been

Excellent 127 77.00%  
Excellent/Good 127/24 92.00%  
Satisfactory 7 04.00%  
Poor 1 00.60%  
Unsatisfactory 0 00.00%  
No Opinion 5 03.00%  
TOTAL 164

10. Makes me feel comfortable and at ease so that I can discuss my concerns freely

Excellent 130 80.00%  
Excellent/Good 130/27 97.00%  
Satisfactory 4 02.00%  
Poor 0 00.00%  
Unsatisfactory 1 00.60%  
No Opinion 0 00.00%  
TOTAL 162

11. Will follow through with a request or concern that I have brought to her/him

Excellent 128 78.00%  
Excellent/Good 128/25 93.00%  
Satisfactory 5 03.00%  
Poor 3 02.00%  
Unsatisfactory 0 00.00%  
No Opinion 3 02.00%  
TOTAL 164

12. Makes a sincere effort to listen to my concerns

Excellent 133 80.00%  
Excellent/Good 133/27 96.00%  
Satisfactory 2 01.00%  
Poor 1 00.60%  
Unsatisfactory 1 00.60%  
No Opinion 2 01.00%  
TOTAL 166

13. Seems to have a genuine desire to help me solve my problems

Excellent 134 80.00%

Excellent/Good 134/24 95.00%  
Satisfactory 7 04.00%  
Poor 0 00.00%  
Unsatisfactory 1 00.50%  
No Opinion 1 00.50%  
TOTAL 167

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14. Takes sufficient time to handle the concerns I bring to her/him

Excellent 129 77.00%  
Excellent/Good 129/29 95.00%  
Satisfactory 4 02.00%  
Poor 1 00.50%  
Unsatisfactory 0 00.00%  
No Opinion 4 02.00%  
TOTAL 167

15. Overall, I would rate this counselor (please circle one number only)

Excellent 140 85.00%  
Excellent/Good 140/17 96.00%  
Satisfactory 5 03.00%  
Poor 1 00.60%  
Unsatisfactory 0 00.00%  
No Opinion 1 00.60%  
TOTAL 164

#### Appendix E

#### Counseling Report 1999-2005

Year Students

2004-2005 (To Date) 9512 \*

2003-2004 12066

2002-2003 7060 \*\*

2001-2002 10681

2000-2001 11035

1999-2000 11746

62100

\* Incomplete Data – April, May, June stats unavailable at this time

\*\* Incomplete Data

#### Appendix F

#### Fall 2004 Pre and Post-Test Report Basic Skills Pre-test

1. The units from this class apply to the total number of units required for graduation.  
True 80 False 95

2. How many units are required for graduation?  
True 60 False 134 Other 32

Basic Skills Post-test

1. The units from this class apply to the total number of units required for graduation.  
True 27 False 143

2. How many units are required for graduation?  
True 60 False 167 Other 4

Appendix F.1

Spring 2005 Pre and Post-Test Report

Basic Skills Pre-test

1. The units from this class apply to the total number of units required for graduation.  
True 79 False 113

2. How many units are required for graduation?  
True 60 False 144 Other 45

Basic Skills Post-test

1. The units from this class apply to the total number of units required for graduation.  
True 35 False 148

2. How many units are required for graduation?  
True 60 False 172 Other 9

Appendix G

Counseling Services: Please answer the following questions about Counseling Service. I feel that I have received adequate support and assistance from Student Services while taking online classes.

Always	50%	32/64
Most of the time	23%	15/64
Sometimes	14%	9/64
Rarely	3%	2/64
Never	9%	6/64

Have you taken the Cerro Coso online orientation?

Yes, I have completed the online orientation	51%	35/69
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No, I have not completed the online orientation	49%	34/69
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If yes, please select the answer below that best rates the effectiveness of the orientation in providing you with important information about becoming a Cerro Coso student.

Very effective	42%	16/38
Effective	45%	17/38
Somewhat effective	11%	4/38
Not effective	3%	1/38

Have you ever received counseling assistance online or by email?

Yes	43%	29/68
No	57%	39/68

If yes, please answer the questions below:

## Appendix G

I have been able to contact a counselor without difficulty when I needed assistance.

Always	44%	16/36
Most of the time	31%	11/36
Sometimes	8%	3/36
Rarely	8%	3/36
Never	8%	3/36

When I contact the online counselor, I receive assistance in a timely manner.

Always	37%	13/35
Most of the time	34%	12/35
Sometimes	6%	2/35
Rarely	11%	4/35
Never	11%	4/35

I have been able to get the assistance and support I need from online counseling.

Always	53%	19/36
Most of the time	19%	7/36
Sometimes	8%	3/36
Rarely	8%	3/36
Never	11%	4/36

I have received adequate information about courses and degree requirements.

Always	49%	25/51
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Most of the time	20%	10/51
Sometimes	20%	10/51
Rarely	6%	3/51
Never	6%	3/51

Appendix G

I would like to have more information online about the following areas:

Transfer process	38%	29/76
Career exploration/planning	32%	24/76
Degree requirements	38%	29/76
Other	4%	3/76

If you indicated "Information", please specify what type of information was provided:  
misc

classes, employment ect

about residency

Problem with registration access

Help with name change, have had to call in on various issues since I'm an online student.

Financial assistance

when info is submitted to clearing house for loans

GPA Certification

about refund of overcharge

Assistance starting college

The transcript information sent from other schools were lost and no one called me back. My waiver form has not been processed yet. It seems that you are not very organized.

student id card

Appendix G

placement test info

class information

class status

Actually, no information was provided--I never received a reply to my requests. But I did receive good help regarding registration.

General college information, information about the status of classes, information about programs offered at the college.

copy of paid bill

drop dates, financial, etc.

how to contact other departments

paramedic courses

Financial matters

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