

## **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		% Change		% Change		% Change	
(Base)													
ENGL C030	Retention	81%	82%	0.3%	84%	3.3%	83%	1.2%	84%	2.6%	81%	-0.3%	-0.3%
Success	57%	48%	15.4%	48%	16.6%	51%	-11.4%	53%	-7.9%	51%	-10.4%	-10.4%	-10.4%
Retention2	73%	73%	0.0%	74%	1.7%	74%	0.9%	72%	-1.8%	72%	-1.6%	-1.6%	-1.6%
Success2	51%	43%	15.7%	42%	17.8%	45%	-11.7%	45%	-11.9%	45%	-11.1%	-11.1%	-11.1%
Enrollment	254	320	26.0%	359	41.3%	385	51.6%	386	52.0%	106	-58.0%	-58.0%	-58.0%
ENGL C040		Retention								90%			
Success										58%			
Retention2										80%			
Success2										52%			
Enrollment										333			
ENGL C070	Retention	84%	82%	1.9%	76%	9.4%	78%	7.3%	82%	1.8%	88%	4.0%	4.0%
Success	57%	54%	-5.6%	55%	-3.5%	55%	-2.9%	55%	-3.4%	58%	2.5%	2.5%	2.5%
Retention2	73%	69%	-5.8%	57%	-	68%	-7.5%	70%	-4.7%	77%	5.7%	5.7%	5.7%

					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%
ENGL C101	Retention	79%	78%	1.3%	-	78%	0.6%	72%	8.9%	83%	4.8%
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	-33.3%
Total Sum of Retention		81%		80%		79%		77%		83%	
Total Sum of Success		56%		56%		56%		55%		58%	
Total Sum of Retention2		69%		67%		65%		65%		69%	
Total Sum of Success2		48%		47%		46%		46%		48%	
Total Enrollment		1378		1405		1483		1519		1532	

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	Data	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Current #	(Base)	%	% Change	% Change	% Change	% Change	% Change
READ C036	Retention	81%	67%	83%	83%	84%	79%
Success	49%	49%	54%	47%	68%	55%	55%
Retention2	69%	54%	80%	82%	66%	68%	68%
Success2	42%	40%	52%	46%	53%	47%	47%
Enrollment	78	103	81	93	98	85	85
READ C046	Retention	83%	83%	90%	75%	75%	76%
Success	59%	0.0%	60%	44%	44%	44%	44%
Retention2	70%	0.0%	80%	69%	69%	69%	69%
Success2	50%	0.0%	53%	40%	40%	40%	40%
Enrollment	70	0.0%	79	89	89	89	89
READ	Retention	85%	86%	82%	86%	76%	76%

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
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	-	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%	-	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%	-	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%	-	84%	-	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%	-	87%	-	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 littles 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
--	-----	-------

No, I have not completed the online orientation	49%	34/69
---	-----	-------

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
--------	-----	-------

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

## **FINANCIAL AID PROGRAM REVIEW 2004-2005**

### ***DESCRIPTION:***

Cerro Coso Community College provides resources necessary to decrease financial barriers to higher education by assisting students in the process of applying for and receiving aid through Federal, State and private organizations. The college currently participates in the following program:

- Federal Pell Grants
- Federal Supplemental Opportunity Grant (FSEOG)
- Federal College Work Study (FCWS)
- Stafford Loan Subsidized
- Stafford Loan Unsubsidized
- Board of Governor's Grant (BOGW)
- Cal Grants B, C
- CARE Grants
- Bureau of Indian Affairs (BIA)
- Veterans Educational Benefits
- Scholarships
- Emergency Student Loans

The Financial Aid staff is dedicated to treating each individual with educational and economical needs with respect and courtesy while offering the best possible service in a timely manner.

The Financial Aid Office at the Indian Wells Valley (IWV) Campus is the official central site for the processing and security maintenance of all Cerro Coso Campuses and CC-Online student financial aid records. The IWV Financial Aid Office provides the Student Aid Policies and Procedures Manual as well as training to all its campuses. The Financial Aid Office staffing for each campus is as follows:

- IWV – Associate Dean of Student Life (1), Assistant Director of Financial Aid (1), Financial Aid Technician (1) and Financial Aid Assistants, 19 hour (2)
- Kern River Valley – Financial Aid Assistants, 19 hour (2)
- South Kern – Financial Aid Assistant, 19 hour position (1)
- Bishop – Financial Aid Assistant, 19 hour position (1)
- Mammoth – Financial Aid Assistant, 19 hour (1)

The Financial Aid staff at all Cerro Coso campuses provide assistance to students in filling out their applications and reviewing verification documentation, which is then sent to the IWV Campus for processing. Many of the technical functions such as determining needs analysis and packaging only take place at the IWV campus, as this is the central process location. Financial Aid staff at all the campuses can view in Query Only Mode for these processes and are able to determine student statuses. Furthermore, the Financial

Aid staff at the campuses and the IWV staff communicate on a regular basis regarding student statuses and general financial aid operations.

Many financial aid services can be performed by the Financial Aid staff at all sites which provide students with direct support and assistance as follows:

- Disseminating general information regarding the variety of federal, state and private funding to students and potential students and their parents.
- Encouraging all students to fill out a Scholarship application packet.
- Provide assistance with the completion of the scholarship withdrawal form.
- Assist students with the Emergency Student Loans application process.
- Financial Aid Checks are disbursed at each campus. CC-Online students are mailed their checks.
- Board of Governor's Grant fee waiver applications can be applied for and posted to student's account.
- Student employment application packets may be filled out to be considered for Federal College Work Study funding.
- Installment plans are available for students who need to make payments.
- Veterans' Educational Benefits application packets are available and submitted to IWV for processing and certification.
- Directing and assisting students on the Cerro Coso College Financial Aid web site link for additional information, documents and other financial aid agency web sites.

#### **APPRAISAL:**

Many students' first contact at any college is with the Financial Aid Office. Therefore, the Financial Aid staff is charged with providing excellent customer service to help students transition into college life. The appraisal of the Financial Aid Program was conducted in the form of a Student Satisfaction Survey administered at all sites to measure the quality of the services that is provided to financial aid students. Following is the total number of surveys completed at each site:

IWV	132
KRV	41
South Kern	7
Bishop	2
Mammoth	14
CC-Online	60
Total	256



The results of the survey would indicate that students are for the most part, pleased with the services provided by Financial Aid. Appendix 1 has the complete survey results. Following are the responses to selected questions that primarily measured student satisfaction:

Question:

“If you have used the Financial Aid Offices, please rate the quality of customer service that you received.”

Excellent	Good	Fair	Poor
50%	39%	8%	3%

Question:

“Do you believe the information you received about your Financial Aid was clear and accurate?”

Yes	Somewhat	Still Have Questions	No
63%	25%	7%	5%

As stated earlier, it appears that most of the students surveyed were, for the most part, pleased with the services and help they received from Financial Aid. There are, however, some areas of concern that will be addressed in the goals section.

Answers received to the question regarding how students found out about financial aid raised concern from the committee member. 67% of the students surveyed indicated that they heard about financial aid from a Teacher/Counselor and/or Friend/Fellow Student. Only 16% said they heard about financial aid from a Poster/Flyer and or College Website. While word of mouth is certainly important it should not be our primary means of hoping that students hear about financial aid.

Several surveyed students also commented that their financial aid paperwork was lost or misdirected. Although not a serious problem it does affect a student’s processing time and could delay funding. It is understandable with our sites sending large amounts of forms and documents to IWV that this would occur. At the current time each site is using its own tracking system and all of them are effective most of the time. In spite of an increase in Financial Aid staff at the campuses, the steady rise of applicants is growing which will increase the workload at the IWV centralized processing center. The impact of growth in the Financial Aid Programs can be seen below when reviewing the number of applications, the number Pell Grants awarded and the total dollar amounts.

<b>Award Year</b>	<b>Total of Financial Applications</b>	<b>Pell Grant Recipients</b>	<b>Dollar Amount Awarded</b>
2003-04	2290	1215	\$2,633,960.41
2002-03	2087	1210	\$2,567,769.01
2001-02	2017	1167	\$2,432,262.73
2000-01	1815	1046	\$1,913,844.01
1999-00	1788	1037	\$1,849,321.00
It should be noted that these numbers have been increasing during a period of declining enrollment for the College as a whole. Due to an increase in funding from the Board Financial Assistance Program (BFAP) the College has been able to increase Financial Aid Staffing at all locations to deal with this increased program volume.			

### ***GOALS:***

Based on the comments that appeared in the survey, the Financial Aid Program Review Committee makes the following recommendations:

1. Outreach: Develop an aggressive marketing program to get the word out about financial aid. Some suggestions included Public Service Announcements on local radio and television, newspaper articles during key financial aid processing periods, better use of on-campus media, and better communication with feeder high schools regarding financial aid programs. This outreach effort is necessary at all sites and can be coordinated with the Associate Dean of Student Life and the Financial Aid Assistants at the sites. Funding can come from the Board Financial Assistance Program (BFAP) Administrative Allowance which specifies its use for Financial Aid Outreach Activities.
2. Processing of Financial Aid Paperwork: In an effort to minimize the lost and misplaced documents it would be beneficial to explore a uniform system that borrows the best features from each current program. To address this issue the Associate Dean of Student Life will work with Financial Staff at all sites to help design the most efficient tracking program possible. Research processes that can be streamlined while still providing high quality service in a timely manner.

3. Quality Customer Service: Continue to review and improve overall customer service by providing more training for Financial Aid staff at all sites.

COMMITTEE MEMBERS:

Larry Board, Faculty  
IWV

Kim Clark  
IWV

Rio Duran, Student  
IWV

Kim Kost  
Bishop

JoAnn Spiller  
IWV

Rochelle Sutton  
IWV

Bob Weisenthal, Chair  
IWV

## Financial Aid Survey

1) If you have used the Financial Aid Offices, please rate the quality of customer service that you received.

- 1      Excellent
- 1      Good
- 1      Fair
- 1      Poor

Comments: \_\_\_\_\_  
\_\_\_\_\_

2) Do you believe the information you received about your financial aid was clear and accurate?

- 1      Yes
- 1      Somewhat
- 1      Still have questions
- 1      No

Comments: \_\_\_\_\_  
\_\_\_\_\_

3) Please indicate how you became aware of Financial Aid services at Cerro Coso:

- 1      Not aware of financial aid opportunities for low and middle income families
- 1      Poster / Flyer
- 1      Website
- 1      Teacher / Counselor
- 1      Friend / Fellow student
- 1      Other (please specify) \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

4) If you filled out and submitted your FAFSA online, please select from the options below:

- 1      Processed without any problems
- 1      Required corrections
- 1      Delayed the process, required follow-up

Comments: \_\_\_\_\_  
\_\_\_\_\_

5) What if any, were the 3 biggest problems or challenges you encountered while going through the CCCC Financial Aid process.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

Comments: \_\_\_\_\_  
\_\_\_\_\_

**SPECIAL SERVICES**  
**Program Review**  
**May 5, 2005**

Committee Members:

Mary Peoples, Psy.D. – Director of Special Services (Chair)  
Elizabeth Allen – Special Services Department Assistant III  
Valerie Lane – Student  
Shan He – Alternative Media Specialist  
Kathy Paradise-Clark – Special Services Executive Secretary  
Penny Talley – Special Services Counselor  
Dave Ostash – Principal Burroughs High School



## **Program Description**

The Special Services Program is an integrated services program, which provides holistic services to economically disadvantaged/under represented students within the categorically funded Extended Opportunity Program and Services/Cooperative Agencies for Resources in Education (EOPS/CARE), and Disabled Student Program and Services (DSPS). In addition there is a close working relationship with the CalWORKs and TRiO programs to maximize benefits and avoid duplication of services.

All students seen in the Special Services program are screened for financial and academic need, verification of disability to determine the programs and financial assistance they qualify for. Each student is provided with an assigned counselor and partner and, if appropriate, a Learning Assistant who work together through a needs analysis to assist the student in obtaining an optimum use of services and programs without duplication. During the time students are in the program this network of program support creates an optimum environment for the student to successfully reach their academic, career and personal goals as well as building leadership and self-advocacy skills.

The number of students being served by this program has continued to grow over the past 6 years. However due to the past few years of uncertainty with state funding and budget constraints the staff has been decreased and a cap on student EOPS enrollment was imposed for the 2003-04 academic year. The success of the program is dependent on sufficient staff to provide students with the extra time to effectively address their needs and issues as well as the opportunity of all students who can benefit to have access to the programs. Although the cap of students who are accepted into the EOPS program and the numbers have returned to previous levels the staffing has not returned. There is no special services staff on site at either the South Kern (SK) campus or the Eastern Sierra Center campus, which precludes efficient and adequate outreach and availability of services. Currently the Kern River Valley campus has only a part time Special Services Counselor.

### **Extended Opportunity Program and Services (EOPS)**

EOPS is a categorically funded, state program created for the purpose of providing retention and transition services to those individuals who may not otherwise have the opportunity to attend college because of economic, educational and/or cultural barriers. It provides identified students with “over and above” services (i.e. orientation/workshops, extensive individual counseling with assigned counselors, tutoring, learning assistant specialists, transportation, campus activities to promote ownership of their educational experience, and book vouchers for required textbooks. In this manner the EOPS acclimates non-traditional students to the college environment and assist them in acquiring the necessary skills to obtain a vocational certificate, an Associate degree or the academic skills to transfer to a baccalaureate degree college and/or employment in the work force. The effectiveness of the program is directly related to the student – staff ratio necessary to provide over and above services for at risk students.

### **Cooperative Agencies for Resources in Education (CARE)**

The CARE program is a supplemental program to EOPS for single parents receiving AFDC. In addition to the support from EOPS, the CARE program provides single parents with workshops, additional school supplies, gas vouchers, babysitting for study time and the CARE club that

helps support the single parent through networking with other single parents who are attending college classes.

### **Disabled Student Program and Services (DSPS)**

DSPS is a categorically funded program created for the purpose of providing accommodations designed to provide accessibility to educational programs for students with verified disabilities. The accommodations include mobility aids, scribes, note takers, adaptive computer equipment and software, alternative media (Braille, RFB&D, close captioning, text to speech software, screen readers, textbooks converted to e-text, and enlarge print), test accommodations (extra time on test, distraction reduced environment), sign language interpreters, peer mentors, counseling and priority registration. The program also serves the college staff and faculty in providing education, support and assistance on effective methods of providing educational access to disabled students without creating an unfair advantage. All students are graded according to the Cerro Coso grading policy and abide by the student code of conduct.

### **APPRAISAL**

The Special Services Program is evaluated by:

- An annual academic analysis of the EOPS/CARE and DSPS programs
- Review of annual goals
- Survey to all Special Services Students

### **EOPS/CARE Program Analysis**

<b>EOPS</b>					<b>CARE</b>				<b>Cerro Coso</b>	
<b>Year</b>	<b>Students Served</b>	<b>Increase/Decrease</b>	<b>Allocation</b>	<b>Increase/Decrease</b>	<b>Students Served</b>	<b>Increase/Decrease</b>	<b>Allocation</b>	<b>Increase/Decrease</b>	<b>Cerro Coso FTES</b>	<b>Increase/Decrease</b>
99-00	523		\$87,605		140		127,686		3031.39	
00-01	624	19%	\$87,149	26%	124	11%	157,805	24%	2959.16	-2%
01-02	732	17%	\$38,882	11%	132	9%	155,716	-1%	3203.43	8%
02-03	793	8%	\$75,997	7%	143	8%	164,733	6%	3337.21	4%
03-04	654	-17%	\$61,266	-2%	116	-18%	162,727	-1%	3161.58	-5%

The previous 5 years academic analysis reflects the following trends:

Cerro Coso College served 654 EOPS/CARE students in the 2003 - 04 school year which is a 20% increase from 1999 – 2000 school year. The trend for the first 4 years reflected an annual increase of students being served. In the 2003 – 2004 school year a decrease in students served was the result of capping of the program due to anticipated budget cuts and decrease in program staff. However, this school year 2004 – 2005 the cap has been removed and growth is back to the 2001 – 2002 school year.



### EOPS Students Ethnicity Analysis 2003 – 2004

<b>Ethnicity</b>	<b>Cerro Coso Service Area Census 2000</b>		<b>Cerro Coso Student Population 2003 - 04</b>		<b>EOPS Student Population 2003 - 04</b>	
African American	3,666	5%	428	5%	43	8%
Asian	2,249	3%	428	5%	4	1%
Hispanic	12,161	15%	1,026	11%	68	12%
Native American	1,129	1%	219	2%	25	4%
White	64,468	80%	6,597	70%	410	72%
Other	5,587	7%	4	0%	12	2%
Unknown	-	-	716	8%	1	0%

The representation of EOPS student cultural diversity is greater in relation to the college as a whole. However, in relation to the community at large the Asian and Hispanic cultures are under represented.

EOPS student ethnicity analysis reflected that EOPS population is equal to or above the Cerro Coso Service Area in the following ethnicities:

African American  
Native American

EOPS student population is below the Cerro Coso service area but above the college percent:

Hispanic

EOPS student population is below both the Cerro Coso Service area and the college:

Asian

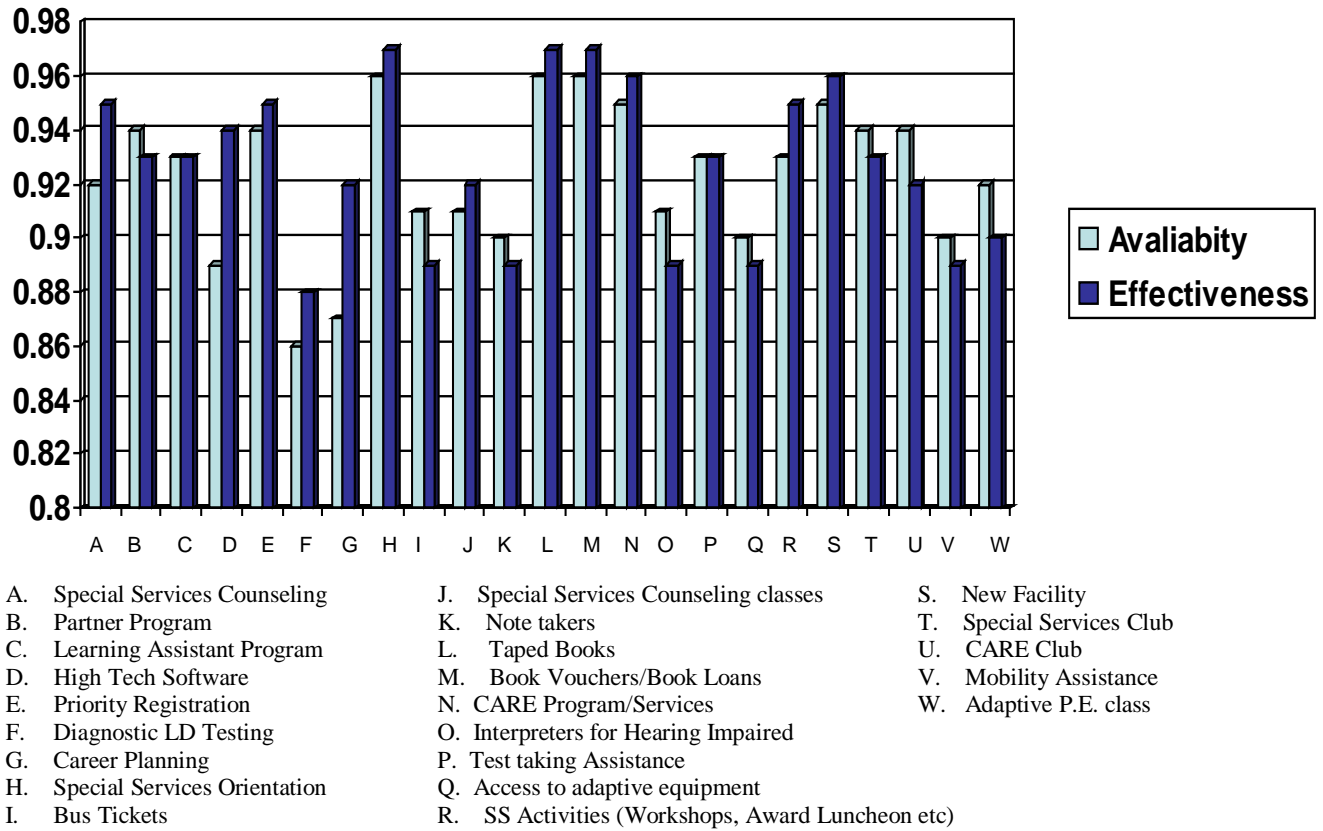
### DSPS Program Analysis

<b>Year</b>	<b>Students Served</b>	<b>Increase/ Decrease</b>	<b>Allocation</b>	<b>Increase/ Decrease</b>	<b>Cerro Coso FTES</b>	<b>Increase/ Decrease</b>
1999-00	384		405,086		3031.39	
2000-01	332	-14%	487,933	20%	2959.16	-2%
2001-02	317	-4%	507,127	4%	3203.43	8%
2002-03	311	-2%	490,315	-3%	3337.21	4%
2003-04	225	-27%	467,021	-10%	3161.58	-5%

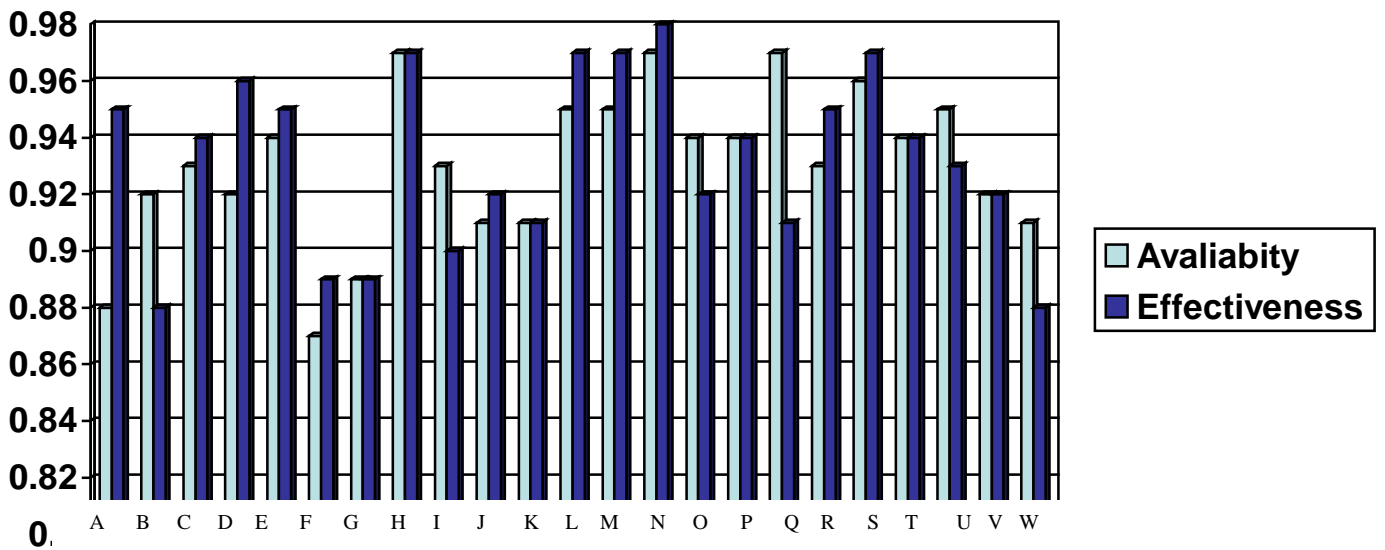
The decrease in students served in DSPS is a reflection of a decrease in the LD population being verified for eligibility under new state guidelines and the Special Services program at Cerro Coso increasing accountability of verifications and services provided.

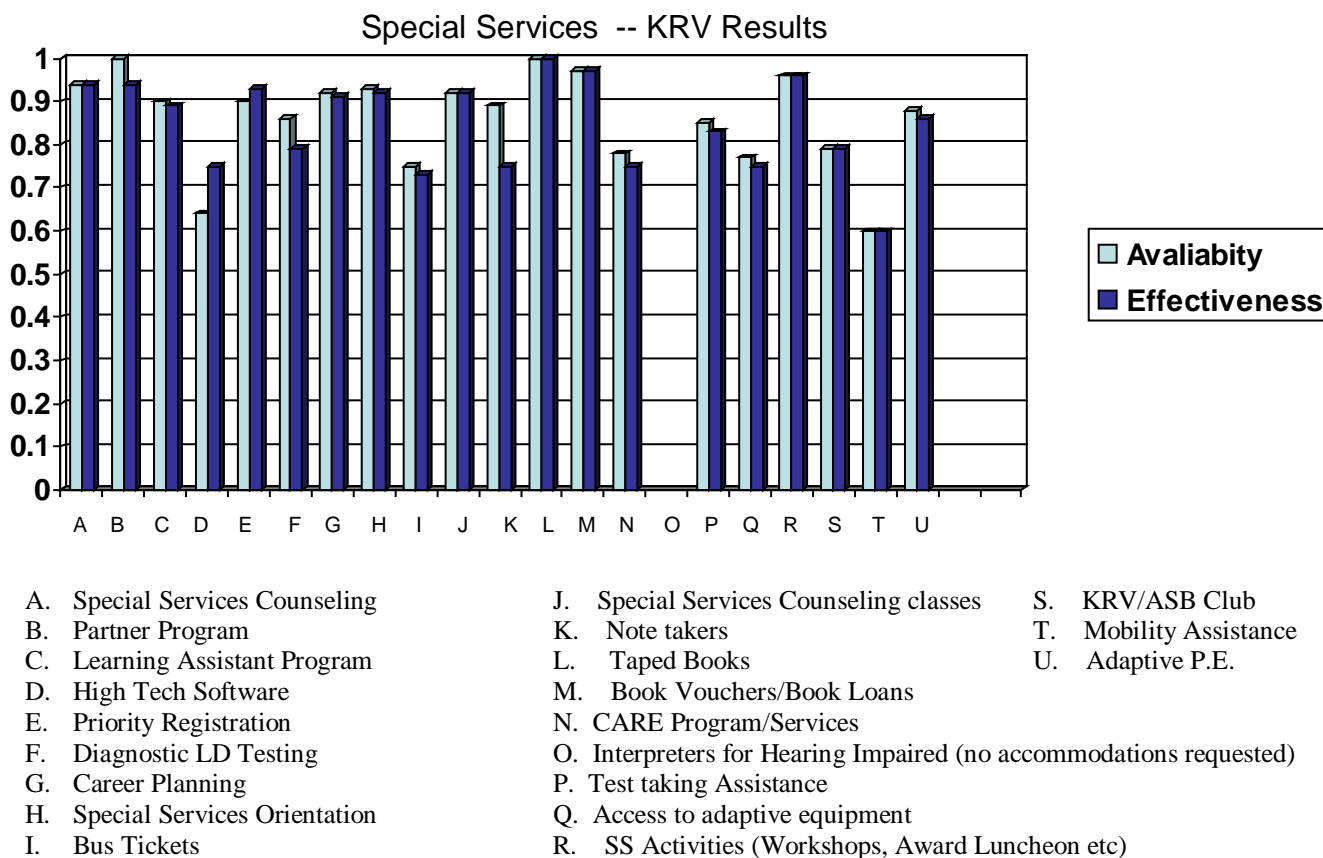
Two hundred thirty-one Special Service students received Associate Degrees, and 125 received certificates since the last program review in 1999. In the last three years the program also began recognizing students who had completed their GED and 27 students were recognized. An award ceremony was held each spring acknowledging these students accomplishments. Three hundred fourteen students earned a 3.75 GPA or higher earning honor role status from 1999 to 2004. Each year Special Services students have been recipients of college wide awards as well.

Special Services -- All Campus Results



Special Services – IWV Campus





### Special Services 2004 – 05 Student Survey

Survey results in the following graphs indicate that students rated the Special Services Program good to excellent in the majority of areas. Specific areas of strengths:

- Effectiveness of counseling
- Orientation
- Taped books/e-text
- Book vouchers/book loans
- CARE program/services
- New facility (room 312) at IWV

The survey indicated a need for increase availability of:

- Note takers
- LD testing
- Access to adaptive equipment and mobility equipment at the KRV site

### Special Services Program Degree Analysis

Academic Year	GED	Certificates	Associate Degrees
1999 - 2000	--	60*	45
2000 - 2001	--	11	39
2001 - 2002	--	13	52
2002 - 2003	5	29	40
2003 - 2004	6	12	44

Special Services Students received an average of 25 certificates, 44 Associate degrees and 5 GED's annually for the past 5 years.

*\* Includes Master Worker Certificates*

### GOALS ACCOMPLISHED

➤ Develop and redefine support services at each Cerro Coso campus site in relationship to potential budget cuts: numbers served, staff re-assignments, efficient utilization of resources without duplication of services

- EOPS program was capped during the Fall '03 semester; however, after the budget improved outreach was re-established with a summer Bridge program

➤ Develop plans for a comprehensive student services facility housing the integrated Special Services Program, Learning Skills program and High Tech Center

- Moved into larger facilities during summer session 2004, making all services available in one area for the IWV campus

➤ Develop on-line support services for Special Services Students.

- Special Services link was developed within the Cerro Coso web site
- Application for DSPS can be made on-line
- EOPS on-line instructor contact sheet developed

➤ Update students files to better document services provided to students

- Review and updating of files was initiated and is ongoing
  - EOPS and confidential DSPS files separated into locked files
  - Files organized in folders with fasteners to keep documents organized
  - 6 semester education plan developed to demonstrate students progress towards goals and time spent in program
  - End of semester file review and close out meeting with entire staff established

➤ Redefine process and eligibility for Special Services students to receive book loans and EOPS students to receive book vouchers

- Developed eligibility guidelines for EOPS book vouchers
- Developed guidelines for donation and returning books for the book loan program

- Review Title V regulations governing EOPS/CARE and DSPS programs and refine procedures and policies, especially related to eligibility criteria
  - Developed a Process and Procedure Manual that was used for training and given to each staff member at the beginning of the fall 2004 semester meeting.
  - Agenda items on staff meetings throughout the year include review of Title V implementation guidelines.
- Maintain and promote the Special Services program within the college, local community, region and state levels.
  - Special Services participates in Student Services outreach activities such as Preview day
  - Staff attended state EOPS/CARE and DSPS state conferences
  - Staff attended Region 9 meetings
  - Director completed a two year term as Region 9 EOPS coordinator

### **PROGRAM GOALS**

- Re-align staffing to improve availability of Special Services counseling at all sites
- Work with Student Services to develop a permanent one-stop center for all student support services.
- Continue self-study of program and develop student learning outcomes for the new accreditation process.
- Continue review and updating files for efficient documentation of services
- Continue training staff on implementation of Title 5 regulations
- Improve availability of High Tech software at KRV and ESCC
- Improve availability of mobility assistance at KRV
- Extend outreach to:
  - Hispanic population
  - Feeder high schools

## DESCRIPTION

TRiO is a federally funded program, under the Student Support Services grant. TRiO's goal is to assist students with their academic endeavors, whether it is to graduate from Cerro Coso Community College and/or transfer to a four-year university. TRiO serves approximately 160 students at Indian Wells Valley (IWV) and Kern River Valley (KRV) campuses. Services are designed to enhance study skills, strengthen student leadership capabilities and reinforce their college survival skills, all necessary to be an effective and successful college student.

TRiO services include: advising (personal, career, transfer, financial and academic), technical and transfer workshops, cultural enrichment events, tutoring, honor grant and campus tours. In order to qualify for the program a student must meet at least one of the following requirements: low-income (according to federal guidelines), first generation (neither parent has a Bachelor's degree) and/or have a verified learning and/or physical disability. In addition, the student must also meet all of the following criteria: US Citizen or Legal Resident, FAFSA on file, currently attending CCCC with a minimum of 6 units and working towards a degree or planning to transfer to a four-year college; as well as have an academic need. To apply to the program the student must complete a one-page application which can be picked up at the TRiO office, located in the Counseling Department or download an application from the CCCC website.

Because the federal guidelines are very specific regarding recruiting prospective participants, TRiO is only allowed to recruit on campus and can only target students who are already registered at CCCC. Therefore, TRiO makes numerous presentations to campus clubs and organizations, as well as extends an open invitation to instructors to have a TRiO staff member make a presentation to their class at a time and date convenient to them. In addition, TRiO participates in various campus events, such as Transfer Night and Preview Day, at which applications and brochures/fliers are distributed to prospective participants.

TRiO transfer workshops are workshops that assist students in every aspect of transferring; from completing the UC/CSU application to writing a strong personal essay. Technical workshops focus on topics that TRiO participants can utilize to become a successful student, such as Basics is Power Point, Shortcuts in Word and Scholarship Research

to name a few. In regards to cultural events, students are exposed to different cultures, which will help them in building a positive relationship and understanding of people from different races, traditions and customs. Such events include guest speakers, movies, trips, etc.

Federal guidelines further stipulate that TRiO's efforts, such as the above workshops/events, should be coordinated with other campus departments and/or organizations, whenever possible, in order to build a strong campus rapport and support network. TRiO has been very fortunate to have been able to do just this and not just within Cerro Coso College but also with community businesses, sister-campuses and four-year institutions. For example Dr. Dennis VanderWerff has conducted several technical workshops, specifically on On-Line Library Research, at both KRV and IWV. Both Carolyn Hata and June Wasserman gave very interesting and informative presentations on their perspective cultures Japanese and Judaism. In addition, UC Merced and CSU representatives offered Transfer Workshops and one-on-one advising to TRiO students. Furthermore, businesses in the community have also volunteered their time and expertise, such as Dr. Wen K. Tsun, who spoke on the benefits of acupuncture and the Maturango and Kernville Museums, which offered tours to TRiO students; as well as Virginia Gurrola, EOPS Director, and Kongming Mouanoutoua, Counselor, both from Porterville College, gave very inspirational presentations to KRV students. Also, ASCC (IWV) and ASB (KRV) both invited TRiO students to participate in the Student Government meetings so they could see first-hand how campus business is conducted.

Another very important service that TRiO offers its students is the Honor Grant. Every semester 18 students from IWV and KRV are awarded approximately \$400, which can be used to meet their educational expenses. Students are only allowed to receive the grant once a year, either in the fall or spring semester. In order to compete for the grant, students must complete the following requirements: 2004/2005 Pell Grant recipient, meet with the TRiO counselor and update their file, have a \$400 or more Unmet Need, enrolled in 6 units or more, have a FAFSA on file, GPA of 2.0 or higher, can not be on probation or disqualification and complete one transfer and technical workshop; as well as one cultural event. Checks are distributed in December for the fall semester and in May for the spring semester. To date, 144 Honor Grants have been awarded to students at both campuses, for a total of \$57,600.

Undoubtedly, as a result of the services TRiO offers, a significant impact has been made in the success of many of its students. Given adequate support and opportunity, many more students will remain in school, transfer to a four-year college/university and achieve, at the very least, a bachelor's degree.

### **OBJECTIVES**

Objective 1: Inform CCCC of the project goals and objectives, in addition to the eligibility requirements. An informed campus helps in student out-reach, follow-up, project implementation and development of a sensitive and concerned climate for student success. To meet this objective, each faculty member is provided with a letter and TRiO brochure; clearly explaining the program, as well as defining the eligibility criteria and services available to students. An open invitation is also extended to faculty to have a TRiO staff member make a presentation to their class at a time and date convenient for them; clubs and other organizations are also extended this same offer. In addition, TRiO brochures and applications were made available at several locations throughout the campus. Still, word-of-mouth plays a crucial part in publicizing the program, as is evident by the numerous students who come into the office after hearing about the program to inquire as to how they could become a participant.

Objective 2: Identify and select 160 participants, of which two-thirds (2/3) will be low-income, first-generation college students and/or individuals with disabilities. The academic and support services extended to students breaks a cycle of poverty and lack of educational attainment. To adhere to the 2/3's rule, TRiO requires that each interested student complete a one-page application, which requires they self-report on the education level of their parents and themselves; as well as requests information on family income and any verifiable learning and/or physical disability. Physical and learning disabilities are verified by the DSPS director on the Disability Verification form, which is kept in the student's file. Currently, 106 (2/3s) students are identified as first-generation college students, with the remaining one-third as individuals with disabilities.

Objective 3: Provide academic support services that strengthen skills development, such that 70% are retained each academic year. Through this approach, students are properly assessed and placed in appropriate courses and are assigned supplemental instruction in the form of computer aided instruction and/or tutoring. In fact, 586.75 hours



were recorded of tutoring services, which greatly contributes to their academic success. In addition six Technical Workshops were offered, for the 2003/2004 school year. These workshops included: How to Set-Up a Power Point Presentation, Short-Cuts in Word, ASCC Meeting, etc., all designed to assist students be successful in college. Furthermore, on-going monitoring of progress and academic/personal counseling services are provided by project counselors. Student's files were updated, which include completing/revising Student Ed Plans, reviewing transcripts and their Financial Aid records; as well as discussing transfer and graduation requirements. As a result of these efforts, of the 160 students admitted to the program in the 2003-2004 academic year, only 7 (4%) students began the Fall 2003 semester in bad academic standing. Of these seven students, 3 remained enrolled at the college while 4 left the college for academic reasons. This means that 153 (96%) students remain in good academic standing.

Objective 4: Assure that 100% of the participants are offered sufficient financial assistance necessary to continue their enrollment with minimal loan obligation. By receiving training on available Financial Aid resource, including scholarships and grants, participants will minimize their loan obligations. As part of the TRiO services, an Honor Grant is awarded to a number of students each semester. For 2003-2004, a total of seventy-two students were awarded \$400 each, which could be used to meet any of their educational needs. In addition, Technical workshops are also offered to students on Scholarship Research, Completing Your FAFSA and How to Write A Great Personal Statement, just to name a few.

Objective 5: Achieve a project graduation rate of 25%. This is accomplished through the various services offered to students that keep them on target and moving toward their academic goal. In fact, 134 (84%) of TRiO students participated in Technical and Transfer Workshops, as well as 136 (85%) took part in Cultural Events. In addition, 130 students received intensive one-on-one advising, which included personal, academic, financial, career, and transfer counseling. As a result, 12 students out of 160 TRiO participants, graduated (8%), still it should also be noted that approximately 99 (62%) of the program's students are at a central point in their academic program, therefore it is expected that within the next year, an even more significant number of the TRiO students will be graduating from Cerro Coso Community College.

Objective 6: Complete a 5% transfer rate to four-year colleges and/or universities. Of the 12 program participants who graduated in May 2004, 6 (4%) successfully transferred to a four-year college. In addition, many TRiO students participated in transfer activities, including transfer workshops, meeting one-on-one with local college representatives and participating in Transfer Night. In fact, it is reported that 134 (84%) of the students participated in Transfer and Technical Workshops, as well as 136 (85%) took part in Cultural Events, all geared toward preparing students to transfer to a 4-year university/college.

Objective 7: Establish and maintain comprehensive participant files, as well as fiscal records to effectively operate the project and ensure the legislative intent is fulfilled. A detailed record of all services and contacts that are made by the TRiO staff is kept in each student's file. In addition, current documents that are kept in their files include, but are not limited to: Student Educational Plan, transcripts, class schedule, GPA verification, progress report and financial aid documentation, as well as a current application and Academic Need Verification, Assessment, Release of Information and Disability Verification forms. The fiscal records are maintained in accordance with the Educational Department General Administrative Regulations (EDGAR).

The lack of accessibility to a higher education places an even heavier burden of enabling and encouraging first-generation and low-income students to attend college; often these students must be encouraged and assisted much more intensively. CCCC acknowledges the special academic and support service needs of these students and has committed to working with the campus community in an attempt to provide the above additional resources to meet their unique needs.

#### APPRAISAL

Refer to Comprehensive Evaluation Plan.

#### PLAN

Refer to Comprehensive Evaluation Plan.

## COMPREHENSIVE EVALUATION PLAN

***Objective 1: Inform students, faculty and staff at Cerro Coso Community College of the goals and objectives of the project and the eligibility requirements for participation in the project.***

Evaluation Criteria	Document Collection Method	Completion Dates	Staff Responsibility	Quantitative Outcome	Qualitative Outcome	Use of Results to Make Changes
Make presentations to Associated Student CCCC (ASCC)	Meeting agendas, minutes and SSS brochures and applications	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> <li>▶ Counselor</li> </ul>	100% of ASCC members informed	ASCC & ICCS will increase knowledge about the SSS Project	Improve presentations
ASCC will disseminate information	Meeting agendas, minutes, brochures and applications	9/01/05	<ul style="list-style-type: none"> <li>▶ ASCC</li> <li>▶ ICCS</li> </ul>	100% of ASCC informed	ASCC & ICCS will increase knowledge about the SSS Project	Improve presentations and strategies used to disseminate SSS information
College President, ASCC President & Academic Faculty Senate President will send letter of introduction to constituencies	Written letter	9/01/05	<ul style="list-style-type: none"> <li>▶ College President</li> <li>▶ ASCC President</li> <li>▶ Academic Faculty Senate President</li> </ul>	100% of letters will be sent to appropriate constituencies at CCCC	Increase knowledge and understanding of SSS Project	Public Relations for Project and identify pockets in the community that need additional information
Provide SSS Project information to campus newspaper, news bulletin	Press release, student newspaper and campus bulletin	10/10/05	<ul style="list-style-type: none"> <li>▶ Director</li> </ul>	Newspaper story in the campus newspaper and news bulletin 100% students & faculty informed	Increase knowledge and understanding of SSS Project	Increase Project exposure on campus and community
SSS Project Director will actively participate in collegial organizational activities and process	Meeting agendas, minutes, committee memberships, sign-in sheets	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> <li>▶ Counselor</li> </ul>	100% participation in collegial organizational activities and process	Increase SSS Project representation on collegial organizational activities and process	Project advocacy, planning and implementation at CCC
SSS Project Director will participate in Department Chair Meetings.	Meeting agendas, minutes, sign-in sheets	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> </ul>	100% participation in Department Chair Meetings	Increase SSS Project representation at Dept. Chair Level	Project advocacy, planning and implementation at CCCC

## COMPREHENSIVE EVALUATION PLAN

***Objective 2: Identify, reach out and select 160 participants for the Cerro Coso Community College Student Support Services Project, of which at least 2/3 will be low-income, first generation college students and/or individuals with disabilities.***

Evaluation Criteria	Document Collection Method	Completion Dates	Staff Responsibility	Quantitative Outcome	Qualitative Outcome	Use of Results to Make Changes
Develop an application for the SSS Project	Application	8/10/05	► Director	100% of completed SSS Project Objective	Disseminate project goals, objective and activities	Improve identification and outreach efforts
Identify eligible project participants	Application Tax-forms Academic need	9/10/05	► Director	100% of applicants records obtained	Interested students will complete application and apply for services	Review outreach efforts to improve future outreach and selection process
Conduct outreach presentations and orientations	Agendas, schedule of presentations and orientations	8/10/05	► College ► Counselors	100% of outreach presentations will be performed	Motivate students to apply	Improve identification and outreach efforts
Invite all students enrolled in remedial courses to apply for the project	Letter of Invitation	8/10/05	► Director ► Faculty teaching remedial courses	100% of students enrolled in remedial courses will be invited to apply	Make presentations to motivate students to apply	Improve outreach efforts and selection process
College counselor will disseminate project applications	Review of the number of applications given to potential participants	8/10/05	► Director ► Project Counselor ► College Counselors	100% of applications furnished to potential project applications	Make presentations to motivate students to apply	Improve outreach efforts and selection process
Project information and application are included in CCCC catalog and schedule of classes	Catalog and schedule of classes	8/10/05	► Director	100% of catalog and schedule of classes will include project information and application	Motivate students to apply	Improve outreach efforts and selection process
Office of Financial Aid will disseminate SSS project information and applications	Number of applications handed out	8/10/05	► Director ► Financial Aid Staff	100% of potential students will receive project information and application	Staff will motivate students to apply	Review number of applications submitted from various offices
Special presentation for EOPS, CALWORKS & CARE	Number of applications handed out	8/10/05	► Director ► Counselor	100% of potential students will receive project information and application	Staff will motivate students to apply	Review number of applications submitted from various offices

## COMPREHENSIVE EVALUATION PLAN

***Objective 2 (continued): Identify, reach out and select 160 participants for the Cerro Community College Student Support Services Project, of which at least 2/3 will be low income, first generation college students and/or individuals with disabilities.***

Evaluation Criteria	Document Collection Method	Implementation Dates	Staff Responsibility	Quantitative Outcome	Qualitative Outcome	Use of Results to Make Changes
Conduct training on project to academic and support services staff at CCCC	Agendas, schedule of presentations	8/10/05	<ul style="list-style-type: none"> <li>▶ Director</li> <li>▶ Counselor</li> </ul>	100% of targeted project will receive a presentation on the project	Motivate potential participants to apply	Review the method of presentations for each program
Establish a student tracking system	Software program	11/1/05	<ul style="list-style-type: none"> <li>▶ Director</li> <li>▶ Institution Researcher</li> </ul>	100% of project participants will be tracked	Increase services provided to participants	To improve project services to participants
Send a letter to all potentially eligible participants to apply	Letter of invitation	8/10/05	<ul style="list-style-type: none"> <li>▶ Director</li> </ul>	100% of potential eligible participants will be invited to apply	Motivate potential participants to apply	To increase outreach and selection process

## COMPREHENSIVE EVALUATION PLAN

**Objective 3:** *Provide academic support services that address the skill development needs of the participants such that 70% will be retained each year.*

Evaluation Criteria	Document Collection Method	Completion Dates	Staff Responsibility	Quantitative Outcome	Qualitative Outcome	Use of Results to Make Changes
Participants placed in remedial courses must complete 25 lab hours	Enrollment records and lab hours completed	9/01/05	► Director ► ADC Coordinator	100% of participants will complete required lab hours	Improve basic skills	Increase retention and program services
Project participants will pass remedial courses with a 2.5 GPA	Report cards and MIS system	9/01/05	► Director ► Counselor	80% of participants will pass remedial course with a 2.5 or higher grade	Improve basic skills	Increase retention and program services
Project counselor will monitor participants progress	Counselor's progress reports and tracking system	9/01/05	► Counselor	100% of participants will be monitored to ensure continued process	Motivate students to do well in course	Improve retention and program services
Project counselor will facilitate support groups	Agendas and calendar of support groups	9/19/05	► Counselor	100% of students assigned to support groups will attend	Motivate students to do well in course and school	Increase retention and program services
Academic Assessment of Project Participants	Assessment data	On going	► Director ► Assessment Specialist	100% of applications will be reviewed and rated by the SSS Advisory Committee	Advisory Committee will review and discuss border line applicants	To improve the selection of project participants
Student Educational Plans will be completed for all project participants	Student Education Plan (SEP)	On going	► Counselors	100% of project participants will develop a SEP	Increase retention	To improve retention and project services
Project participants will participate in cultural awareness activities	Agendas and sign-in sheets	On going	► Director ► Counselors	100% of project participants will develop a SEP	Increase retention	To improve retention and project services
Participants will attend required workshops and orientation	Agenda, presentation outlines, sign-in sheets	9/01/05	► Counselor	100% of students will meet with a project counselor to complete a SEP	Increase motivation to stay in school	Increase retention and program services

## COMPREHENSIVE EVALUATION PLAN

***Objective 3 (continued): Provide academic support services that address the skill development needs of the participants such that 70% will be retained each year.***

Evaluation Criteria	Document Collection Method	Completion Dates	Staff Responsibility	Quantitative Outcome	Qualitative Outcome	Use of Results to Make Changes
Participants are required to enroll in the Career Exploration and Academic Skills Development course	Enrollment roster , report cards and transcripts	9/01/05	► Counselor	100% of participants will enroll and complete the 2 unit course with a passing grade (within the first year in the program)	Increase career and academic skills	Course curriculum and number of classes offered each semester
All students enrolled in remedial courses are assigned a tutor	Enrollment, student tracking system, tutor logs, counselor reports	9/01/05	► Director ► Counselor ► Tutors	100% of participants enrolled in remedial courses are assigned a tutor	Increase basic skills and self-esteem	Plan tutorial and development instruction
Participants must pass remedial courses with a 2.5 grade or higher	Report cards, student tracking system, progress reports, tutor logs, computer lab logs	9/01/05	► Director ► Counselor ► Tutors	80% of participants will pass their remedial courses with a 2.5 grade or higher	Increase basic skills and self-esteem	Evaluate the developmental instructional program and services
Counselors will monitor participants academic progress	Report cards, student tracking system, progress reports	9/01/05	► Counselor ► Tutors	100% of participants will be monitored by counselor	Motivate students to perform well in courses	To provide appropriate academic and support services

## COMPREHENSIVE EVALUATION PLAN

**Objective 4:** *Assure that 100% of the project participants are offered sufficient financial assistance necessary to continue their enrollment with a minimal loan obligation.*

Evaluation Criteria	Document Collection Method	Completion Dates	Staff Responsibility	Quantitative Outcome	Qualitative Outcome	Use of Results to Make Changes
Financial Aid will give priority to participants when awarding SEOG & work-study funds	Financial aid awards	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> <li>▶ Financial Aid Director</li> </ul>	100% of participants will be given priority when awarding funds	Incentive to motivate and retain participants	To ensue the maximum level of financial assistance is give to participants
Participants are provided workshops on completing financial aid application	Agenda, calendar of workshops, sing-in sheets	9/10/05	<ul style="list-style-type: none"> <li>▶ Director</li> <li>▶ Financial Aid Director</li> </ul>	100% of participants will attend financial aid workshop	Increase knowledge of financial aid assistance	Data will be reviewed to ensure proper instruction is provided to participants
A workshop on financial management will be provided to participants	Agenda, calendar of workshops, sing-in sheets	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> <li>▶ Financial Aid</li> </ul>	100% of participants will attend financial management workshop	Increase awareness of financial budgeting	Data will be reviewed to ensure proper financial aid information in provided
Students budgets will be developed by participants	SEP, student budget	9/01/05	<ul style="list-style-type: none"> <li>▶ Counselor</li> </ul>	100% of participants will develop a student budget	Increase awareness of financial budgeting	Data will be reviewed to ensure proper financial aid information in provided
A workshop on applying for alternative funding: <ul style="list-style-type: none"> <li>▶ Grants</li> <li>▶ Scholarships</li> <li>▶ Intercepts</li> <li>▶ Campus jobs</li> </ul>	Agenda, calendar of workshops, sign-in sheets	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> <li>▶ Counselor</li> <li>▶ Financial Aid</li> </ul>	100% of participants will attend workshop	Increase awareness of alternative financial resources	Data will be reviewed to ensure proper financial aid information in provided



## COMPREHENSIVE EVALUATION PLAN

### Objective 5: Achieve a project graduation rate of 25% from Cerro Coso Community College

Evaluation Criteria	Document Collection Method	Completion Dates	Staff Responsibility	Quantitative Outcome	Qualitative Outcome	Use of Results to Make Changes
Administer necessary diagnostic tests to determine academic deficiencies	Assessment data	9/01/05	<ul style="list-style-type: none"> <li>▶ Assessment Specialist</li> <li>▶ Counselor</li> </ul>	100% of students will be assessed to determine academic deficiencies	Increase learning abilities	Plan appropriate educational and support services
Course Placement	Enrollment rosters, counselor reports	9/01/05	<ul style="list-style-type: none"> <li>▶ Assessment Specialist</li> <li>▶ Counselor</li> </ul>	100% of participants will be placed in appropriate courses	Proper course placement	Ensure proper course placement
All students enrolled in remedial courses are required to enroll in a computer lab course	Enrollment, student tracking system, lab logs, counselor reports	9/01/05	<ul style="list-style-type: none"> <li>▶ Counselor</li> <li>▶ LAC Coordinator</li> </ul>	100% of participants enrolled in computer lab courses	Increase basic skills and self-esteem	Plan computer aided instruction and developmental instruction
All students enrolled in remedial courses are assigned a tutor	Enrollment, student tracking system, lab logs, counselor reports	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> <li>▶ Counselor</li> <li>▶ Tutor</li> </ul>	100% of participants enrolled in remedial courses are assigned a tutor	Increase basic skills and self-esteem	Plan tutorial and developmental instruction
Each participant will meet with counselor to discuss and clarify educational and career goals	Enrollment, student tracking system, lab logs, counselor reports, tutor logs	9/01/05	<ul style="list-style-type: none"> <li>▶ Counselor</li> </ul>	100% of participants will meet with counselor	Develop career goal and educational process	Counseling methods and techniques used by counselors
Each participant will develop a SEP	Counselor log, student tracking system, SEP	9/01/05	<ul style="list-style-type: none"> <li>▶ Counselor</li> </ul>	100% of students will develop a SEP	Develop career planning skills	To plan program educational and counseling services
Tutors will complete progress reports on participants	Progress Reports	10/15/05	<ul style="list-style-type: none"> <li>▶ Tutors</li> </ul>	100% of tutors will complete progress reports on 100% of participants	Promote tutor participation and increase level of skills being supplemented	Data will be used to increase instructional effectiveness
Counselor will collect academic counseling data on: <ul style="list-style-type: none"> <li>▶ Academic assessment</li> <li>▶ Counseling services</li> <li>▶ Tutoring</li> <li>▶ Mentors</li> <li>▶ Faculty</li> </ul>	Assessment data, SEP, progress reports, counseling, lab and mentor logs, report cards, transcripts, student tracking system	9/01/05	<ul style="list-style-type: none"> <li>▶ Counselor</li> <li>▶ Secretary</li> </ul>	100% of academic and counseling data will be collected, filed and inputted into student tracking system	Increase student metacognitive skills	Data from student tracking system will be used to improve educational and support services

## COMPREHENSIVE EVALUATION PLAN

**Objective 6:** *Attain a 5% transfer rate of project graduates to four-year colleges and universities.*

Evaluation Criteria	Document Collection Method	Completion Dates	Staff Responsibility	Quantitative Outcome	Qualitative Outcome	Use of Results to Make Changes
Administer necessary diagnostic tests to determine academic deficiencies	Assessment data	9/01/05	<ul style="list-style-type: none"> <li>▶ Assessment Specialist</li> <li>▶ Counselor</li> </ul>	100% of students will be assessed to determine academic deficiencies	Increase learning abilities	Plan appropriate educational and support services
Course Placement	Enrollment rosters, counselor reports	9/01/05	<ul style="list-style-type: none"> <li>▶ Assessment Specialist</li> <li>▶ Counselor</li> </ul>	100% of participants will be placed in appropriate courses	Proper course placement	Ensure proper course placement
All students enrolled in remedial courses are required to enroll in a computer lab course	Enrollment, student tracking system, lab logs, counselor reports	9/01/05	<ul style="list-style-type: none"> <li>▶ Counselor</li> <li>▶ LAC Coordinator</li> </ul>	100% of participants enrolled in computer lab courses	Increase basic skills and self-esteem	Plan computer aided instruction and developmental instruction
All students enrolled in remedial courses are assigned a tutor	Enrollment, student tracking system, lab logs, counselor reports, tutor logs	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> <li>▶ Counselor</li> <li>▶ Tutor</li> </ul>	100% of participants enrolled in remedial courses are assigned a tutor	Increase basic skills and self-esteem	Plan tutorial and developmental instruction
Each participant will meet with counselor to discuss and clarify educational and career goals	Counselor log, student tracking system, SEP	9/01/05	<ul style="list-style-type: none"> <li>▶ Counselor</li> </ul>	100% of participants will meet with counselor	Develop career goal and educational process	Counseling methods and techniques used by counselors
Each participant will develop a SEP	SEP, student tracking system	9/01/05	<ul style="list-style-type: none"> <li>▶ Counselor</li> </ul>	100% of students will develop a SEP	Develop career planning skills	To plan program educational and counseling services
Diagnostic assessment data will be used to assign tutoring services	Assessment data, tutor logs, counselor reports	9/01/05	<ul style="list-style-type: none"> <li>▶ Counselor</li> </ul>	100% of participants needing tutoring will be assigned a tutor	Increase academic success	Improve tutoring program and services
Participants are required to enroll in the Career Exploration and Academic Skills Development course	Enrollment roster, report card, transcripts	9/01/05	<ul style="list-style-type: none"> <li>▶ Counselor</li> </ul>	100% of participants will enroll and complete the 2 unit course with a passing grade within the first year of the program	Increase career and academic skills	Course curriculum and number of classes offered each semester

## COMPREHENSIVE EVALUATION PLAN

**Objective 6 (continued):** *Attain a 5% transfer rate of project graduates to four-year colleges and universities.*

Evaluation Criteria	Document Collection Method	Completion Dates	Staff Responsibility	Quantitative Outcome	Qualitative Outcome	Use of Results to Make Changes
Tutors will complete progress reports on participants	Progress Reports	10/15/05	► Tutors	100% of tutors will complete progress reports on 100% of participants	Promote tutor participation and increase level of skills being supplemented	Data will be used to increase instructional effectiveness
Counselor will collect academic counseling data on: ► Academic assessment ► Counseling services ► Tutoring ► Mentors ► Faculty	Assessment data, SEP, progress reports, counseling, lab and mentor logs, report cards, transcripts, student tracking system	9/01/05	► Counselor ► Secretary	100% of academic and counseling data will be collected, filed and inputted into student tracking system	Increase student metacognitive skills	Data from student tracking system will be used to improve educational and support services

## COMPREHENSIVE EVALUATION PLAN

***Objective 7: Establish and maintain comprehensive project and participant files and fiscal records to effectively operate project, document services, complete annual performance and fiscal reports required by the Department of Education and Cerro Coso Community College and verify that the legislative intent is fulfilled.***

Evaluation Criteria	Document Collection Method	Completion Dates	Staff Responsibility	Quantitative Outcome	Qualitative Outcome	Use of Results to Make Changes
Financial/grant administration will be integrated into the institution's structure	Financial budgets, administrative policies and structure	9/01/05	<ul style="list-style-type: none"> <li>▶ CCCC President</li> <li>▶ VPSS</li> <li>▶ Director</li> </ul>	100% of financial and project services will be integrated into the college	More effective project	Program management
Financial officers and project staff will be trained on EDGAR and project regulations	Agenda, training outline, sign-in sheets	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> </ul>	100% of financial officers and project staff will be trained	Fiscally sound grant	Program management
Project Director will have authority to expend funds and his/her approval is required for expenditures	Financial records	9/01/05	<ul style="list-style-type: none"> <li>▶ VPSS</li> <li>▶ Director</li> </ul>	100% of expenditures will have required approval	Fiscally sound grant	Program management
Business office will conduct periodic reviews and audits	Audit reports	9/01/05	<ul style="list-style-type: none"> <li>▶ Chief Business Officer</li> </ul>	Regular and periodic internal reviews and audits will be conducted	Fiscally sound grant	Program management
Project Director will attend professional training on managing grant	Professional development plan, training log and calendar	9/01/05	<ul style="list-style-type: none"> <li>▶ VPSS</li> <li>▶ Director</li> </ul>	100% development of a training program for project director	Fiscally sound grant	Program management
Implement budget negotiated with DOE	Financial reports, purchase orders and financial documents	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> </ul>	100% of budget will be implemented	Fiscally sound grant	Program management
Follow budget expenditures using budget tracking software	Financial records	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> </ul>	100% fiscally sound expenditures	Fiscally sound grant	Program management
Provide budget back-up to prove adequacy	Financial records	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> </ul>	100% fiscally sound expenditures	Fiscally sound grant	Program management
Identify cost of each major expense and ascertain reasonableness	Financial records	9/01/05	<ul style="list-style-type: none"> <li>▶ Director</li> </ul>	100% fiscally sound	Fiscally sound grant	Program management

## COMPREHENSIVE EVALUATION PLAN

***Objective 7 (continued): Establish and maintain comprehensive project and participant files and fiscal records to effectively operate project, document services, complete annual performance and fiscal reports required by the Department of Education and Cerro Coso Community College and verify that the legislative intent is fulfilled.***

Evaluation Criteria	Document Collection Method	Implementation Dates	Staff Responsibility	Quantitative Outcome	Qualitative Outcome	Use of Results to Make Changes
Make expenditure using most cost effective procedures to assure services/activities are adequate	Financial records	9/01/05	► Director	100% Fiscally sound expenditures	Fiscally sound grant	Program management
Implement plan to evaluate annually progress in meeting objectives	Financial, participants, personnel and program's records and data	9/01/05	► Director	100% implementation of evaluation plan	Implement an effective and sound project	Program management
Collect data on all outcomes and process objectives using standards set in objectives	Financial, participants, personnel and program's records and data	9/01/05	► Director	100% of data will be collected for each objective	Implement an effective and sound project	Program management
Summarize data for each objective and program	Financial, participants, personnel and program's records and data	9/01/05	► Director	100% of data will be collected for each objective	Implement and effective and sound project	Program management
Review Evaluation Sheets for each outcomes objective	Financial, participants, personnel and program's records and data	9/01/05	► Director	100% of data will be collected for each objective	Implement and effective and sound project	Program management
Review student tracking system for completeness and accuracy	Financial, participants, personnel and program's records and data	9/01/05	► Director	100% of data will be collected and entered into student tracking system	Implement and effective and sound project	Program management
Complete DOE semi and annual reports to provide year-end evaluative data	Financial, participants, personnel and program's records and data	9/01/05	► Director	100% of DOE reports will be completed and turned in	Implement and effective and sound project	Program management
Review & summarize accomplishments in meeting critical elements using time-line	Financial, participants, personnel and program's records and data	9/01/05	► Director	100% of critical timelines met	Implement and effective and sound project	Program management

**Cerro Coso Community College**  
***CalWORKs Program Review***  
**2008-2009**



**Part 1-Relevance**

**Program Mission**

The Cerro Coso College mission statement is to “**educate, innovate, inspire and serve**”. Additionally the college mission states “**Educate** students who seek transfer for baccalaureate degrees, career and technical education, workforce training” and “**Serve** our clients and our communities with relevance.... **Inspire** our students to strive for excellence in achieving their aspirations, our employees to deliver quality instruction and learning support, and our communities by supporting economic development and responding to their needs in a timely and professional manner.”

As part of the College mission the CalWORKs Program provides students with the opportunity to pursue quality educational programs that will result in students being able to obtain employment in their local area that supports the economic health of the surrounding communities. CalWORKs students typically focus on career and technical programs that will develop work readiness skills. CalWORKs Program funds are available to provide support services and work study opportunities to CalWORKs students in transition from their educational programs to employment while maximizing college and CalWORKs benefits and resources. The mission of the Cerro Coso CalWORKs Program is to provide participants with quality educational programs and employment training experiences that lead to economic self-sufficiency.

**Program Description and History**

The CalWORKs program provides a broad range of services to eligible students which includes, specialized counseling services to meet CalWORKs student needs, employment, work study and internship opportunities, career development and search information, child care referrals, information related to CalWORKs state compliance regulations, and liaison with the Department of Human Services (DHS) and other community agencies to help students maintain CalWORKs benefits. Additionally, CalWORKs students are provided with specialized job prep training (developing resumes and interviewing skills), workshops related to CalWORKs issues, and individualized support services and referrals. CalWORKs guidelines and funding are established through the Federal TANF authorization act and implemented as defined by California State Legislation.

CalWORKs program staff must track CalWORKs students’ proof of eligibility, attendance and participation in the campus CalWORKs program each semester, track

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other required data as needed for reporting to the State Chancellor's Office. Each year a CalWORKs program plan and budget based on the current year's allocation must be written and sent to the State Chancellor's office for approval. Allocations are based on current legislative priorities, available state funding, and the number of CalWORKs students served the previous year. CalWORKs services are currently being provided at the IWB and KRV campuses.

CalWORKs staff collaborates with local community agencies serving CalWORKs clients in order to promote the program and provide transitional services to CalWORKs students. Staff works cooperatively with other campus programs to assure continuity in services, avoid duplication of services, and coordinate services to maximize resources and efficiency of service delivery. Additionally, CalWORKs staff participates in community and college outreach programs designed to inform and promote college educational programs, classes and resources.

Cerro Coso has maintained a CalWORKs program since the 1997-1998 academic year. Any Cerro Coso student, 18 years or older, receiving TANF benefits and in good academic standing is eligible for the Program. Services provided to CalWORKs students on campus include child care placement/funding/referrals, paid and unpaid work study positions, vocational training, career counseling, liaison and coordination services between the college, Department of Human Services and the student, financial aid, specialized job prep classes and workshops, and individualized support services. The mission of the Cerro Coso CalWORKs Program is to provide participants with quality educational programs and employment training experiences that lead to economic self-sufficiency.

In addition to the student services provided on campus, there are administrative services that must be coordinated and maintained. At the beginning of each academic year the CalWORKs Program must submit a grant proposal to the State Chancellor's office for funding. Funding is based on the submission and acceptance of the grant proposal and the total number of CalWORKs students served the previous academic year. The State Budget Act language requires that CalWORKs programs monitor and report yearly data on each CalWORKs participant. Each community college program is required to provide the following services: coordination with the local County Welfare Department (to avoid duplication of services), have a centralized and recognizable point of entry for CalWORKs recipients, track eligibility and services provided to CalWORKs students while attending college, track child care services, track and ensure proper use of CalWORKs funds, and provide a program coordinator.

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Cerro Coso's CalWORKs program staff includes a counselor/coordinator, a Department Assistant III, a Job Development Specialist, and a CalWORKs representative at the Kern River Valley site. The program liaisons with many community agencies that also service CalWORKs participants by means of a monthly CalWORKs partner meeting held at the Department of Human Services facility, or through individual contacts.

**Program Goals and Objectives**

The CalWORKs program goals are to provide educational opportunities to eligible students that will lead to sustaining employment. During the time CW students are enrolled in coursework they are required to maintain a specified number of work related contact hours that can include class hours, study hours, work study, internships and job hours. In order for a CW student to continue receiving TANF benefits they will need to verify work related activity hours on a monthly basis to their CW worker with the Department of Human Services. Cerro Coso's CalWORKs Program provides verification of necessary hours of compliance to DHS during the time the student attends Cerro Coso. Additionally, the CW Program provides students with:

- Verification of enrollment in an approved vocational program to DHS
- Verification of continued academic eligibility to DHS
- Accurate count of class, study, internship, and /or work study hours to DHS
- Liaison with DHS to ensure TANF eligibility and services for CW students
- Work Study and/or Internship opportunities
- Referrals for Child Care
- Academic and Career planning
- Job Search workshops and Job Skills workshops

**Part 2-Appropriateness**

**Program Effectiveness**

The following table indicates persistence rates, total number of work study opportunities provided to CW students, and a total of overall students served for the past three years.



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	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Students Served	151	111	102	105	105
Work Study Positions	14	22 (22 on campus, 0 off campus)	20 (14 on campus, 6 off campus)	31 (22 on campus, 9 off campus)	33 (26 on campus, 7 off campus)
Persistence Rates	-	75%	52%	81%	76%

Clearly the number of students being served has dropped in the past two years. This can be associated directly with legislative changes that redefined CalWORKs participants. Those TANF recipients that had been receiving TANF benefits for more than 5 years were considered no longer eligible for CalWORKs services. Additionally, the total number of hours of work related activity was redefined and increased. Both of these changes resulted in fewer CalWORKs eligible participants and increased the hours of compliance while changing the way in which college class hours could be counted towards the total work related activity hours. So the total number of participants referred by DHS decreased in the past two years. Because this is our main way of identifying CW students, our number of students dropped.

The increase in work study opportunities can be attributed to the addition of a Job Development Specialist in the past 2 ½ years. This additional staff member has been able to increase work study opportunities on and off campus and provides students with additional support in work skills and job preparation.

The reason for an increase in persistence is unclear. The Program will continue to evaluate Program practices that may provide answers to the increase. It is worth noting that recent CW recipients referred for educational training by DHS seem to have fewer issues that may cause barriers to attending college due to the new ruling that recipients over 5 years of TANF benefits no longer qualify for CW services. These issues can include disabilities, multiple children, and unsuccessful educational backgrounds.

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**Program Demand**

The number of students eligible to receive CalWORKs support is dependent on the current TANF regulations and funding. CW eligible students fluctuate with changes in Federal and State regulations and funding. For the past 2 years or more there have been legislative changes that have led to a decrease in the number of CW eligible students. Since referrals from DHS are the primary source of identifying CW students, decrease in referrals leads to decreases in the total number of CW students served. Consequently, there has been a decrease in the total number of students served in the recent past. This trend seems to continue due to the current national economic climate.

**Program Relationships and Impact**

CalWORKs students are among the poorest of students attending Cerro Coso College. They require resources outside of the CalWORKs Program for academic success. The CW staff maintains cooperative relationships with on campus programs to assist CW students in obtaining these additional resources. The Financial Aid office is instrumental to CW students in that it provides additional funding, work study matches on campus, scholarship programs. The EOPS and CARE Programs also provide support in the form of books, supplies, additional child care, and other services. The Learning Resource Center and the Learning Assistance Center provide necessary study and tutorial resources to. The LAC also provides verification of study hours that CW students can use to verify TANF compliance.

An area of concern related to other programs such as the Financial Aid office or EOPS/CARE programs is the identification of CalWORKs recipients so CW services can be offered to those CW students already enrolled. CW staff will review available eligibility verification when available through the EOPS/CARE programs to determine CW eligible students. This is not a consistent practice and provides incomplete information due to the nature of obtaining the information. An effort needs to be made with all programs to better coordinate identification of CW students.

CalWORKs student are high risk students in that they have limited previous academic training and/or success. Consequently, CW staff provides guidance in college policies and procedures. CW staff assists in registration issues and make referrals to the Admissions and Records office. Advocating for CW students in their interactions with instructors provides CW students the tools of how to be a successful college student. Appropriate educational planning is essential when assisting CW students to promote academic success.

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### **Student Success**

The CalWORKs Program provides eligible students the opportunity to attend college while meeting their requirements to continue receiving TANF benefits. CW students have multiple challenges and barriers to college success. The CW Program provides services that include work study opportunities and experiences for future employment, support in identifying necessary resources such as child care, books and supplies, funding sources and transportation. The persistence rates for CW students the past 3 years of assessment have been mixed; 2006-07, 75%; 2007-08, 52%; 2008-09, 81%.

The Program also supports CW students through academic and career planning and provides assistance in understanding and mastering the academic environment. Work study opportunities on and off campus provides transitional opportunities for students to move from subsidized employment to permanent and sustaining employment. There has been an overall increase in work study positions the past three years. This increase can be attributed to an additional staff member focusing on work study as well as additional CalWORKs funding dedicated to increasing work study opportunities.

CW student success can be assessed by persistence, employment, and educational completion. Additionally, any life and job skills and financial resources the student is able to obtain during their attendance at College will assist them in providing for their family and adding to their skill set and experience for future education and employment.

### **Diversity and Methods of Delivery**

The Program does not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status. CW students come from diverse backgrounds. Men and women are referred for services. The variety of educational experiences of CW students ranges from no High School education to students with Bachelor degrees. Additionally, students may be first generation college students, have disabilities, be single parents, speak English as a second language, and/or come from an economically depressed background. All of these factors can potentially cause a barrier to pursuing a college education. Individualized support and referrals within the CW Program provide an opportunity for those students to access classes, career and educational planning, work experience opportunities, resources for additional funding, books and supplies, child care, and transportation. Small group workshops with peers provide additional support to students. The combination of work study on campus sites

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and work study off campus sites provide the additional work experience that assists students to move to unsubsidized employment.

**Part 3-Achievement of Student Learning Outcomes**

**Achievement of Student Learning Outcomes**

For the third year in a row CalWORKs student persistence rates were reviewed to determine the efficacy of program requirements. Program interventions included a minimum of one meeting per semester with CW counselor, development of educational plan and verification of class hours and study time that count towards work related activities for the county. The 2008-2009 persistence rates increased to 81% which is a substantial improvement compared to the previous two years. (see attached SLO sheet for further information)

Comparison of work study placements from previous years with the 2008-2009 academic year reflects the highest number of work study placements made since the beginning of the CalWORKs program at Cerro Coso. The interventions for the year included the hiring of a permanent Job Development Specialist position, a work study orientation requirement, and the continued development by the Job Development Specialist to develop off campus work study sights for students. (see attached SLO sheet for further information)

Starting 2010-2011 student success will be assessed by tracking the completion of the CW students educational goals. Successful attainment of educational goals will be measured by tracking CW students completion of Certificates and Degrees. Because CalWORKs students' educational goals must be focused on obtaining sustainable employment, completion of educational goals is a way to assess employability and program success.

**Student Learning Outcomes and Assessment Plan**

**Part 4- Currency**

**Resources**

Monetary resources for the CalWORKs program have been declining for the past several years due to the State budget situation. Additionally, due to a decrease in the overall number of students served for the past three years the college has received less funding

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which is based on students served the prior year. For the past two years the State Legislature has threatened to eliminate the CalWORKs program altogether, creating instability and uncertainty of CW programs throughout the Community College system. Consequently, other sources of funding have been pursued at Cerro Coso to maintain the same level of services to our CW students despite decreases in CW funding. During the last two years the Job Development Specialist position has been expanded to provide services to CTE students and CTE programs. This has led to additional funding from CTE resources to maintain and stabilize the position. Through the integration of staff and services with other college programs there is the potential of additional funding options. The concern is that with the expansion of staff and services to other college programs could diminish the efficacy of the CW program.

There continues to be an increase in documentation requirements and collaboration with DHS to improve compliance of mutual clients. As budgets shrink but requirements of the program expand there is an increase of need regarding staffing, space, and access to computers, copiers, fax equipment, printers. The collection of data regarding program and student outcomes is being required related to SLO's for the program, and required by the College, District and State to demonstrate program effectiveness and maximize efficiency. Currently Cerro Coso College does not employ an Institutional Researcher which makes it difficult and time consuming to collect such data. Future data collection will continue to be challenging and time consuming without a College commitment of assistance in this area. There has been some effort by the District Researcher to begin the data collection process. Currently, little data is available specific to CalWORKs at this time. More dedication of staff and time is required to undertake the task of data collection. Access to a full time, onsite Institutional Researcher would strengthen our ability to look at data outcomes and respond appropriately.

If CalWORKs expands its services to students at the Kern River Valley campus, and students within the Eastern Kern and Inyo County regions, additional staffing will be required at those sites.

### **Program Costs**

The CalWORKs programs offered at California Community Colleges are a result of a 1996 Federal legislative initiative, TANF (Temporary Assistance to Needy Families), that provides State and Federal funding for implementation. State money was secured

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through Proposition 98, to provide funding to individual California Community Colleges through the California Community Colleges Chancellor's Office. Each year a college wanting to participate in offering CalWORKs services on campus must submit a program plan and budget proposal to the Chancellor's Office for approval. Once approved, the individual colleges implement CW programs as outlined in the State guidelines in meeting the intent of the law as outlined in the Education and Welfare and Institutions Codes and the annual Budget Act.

CalWORKs is one of several categorical programs offered by the California Community Colleges and is required to identify matching funds from the college where CW programs are offered. Matching funds can come from General funding, Federal funding, VTEA, and other entities as approved by the State regulations. A combination of staff funding through General funds, VTEA funding for supplies and the Job Development Specialist, Federal PELL funding for student needs, and private employers work study match funds provide the required match funds. The CalWORKs program increases FTES for the college through the referrals and retention of CalWORKs students who would otherwise be unable to attend college.

### **Part 5- Future Needs and Plans**

#### **Planning, Development, and Evaluation Processes**

The CalWORKs program requires a partnership with other community services serving CalWORKs recipients. A monthly meeting with community partners provides input to the current needs of CalWORKs clients and works together to meet client needs. Resources are shared between partners and networking is developed to increase the efficiency of delivery services to CalWORKs eligible clients.

Each year the Chancellor's office identifies primary goals of the CalWORKs programs. It also provides flexibility as to where a college program has the most needs and allows each college to use their funding appropriately. Up until two academic years ago Cerro Coso's CW program provided Child Care funding. But for over five years the program has had few CW students requesting child care funds and referrals. By demonstrating a pattern of little need for child care funding, Cerro Coso has transferred those designated funds to work study funds where there continues to be need. This has led to an increase in work study positions. This may also contribute to higher retention rates for CW students.

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The CW program staff is minimal, with no staff member being solely assigned to serving only the CW program. Through the additional assistance of other campus programs such as EOPS/CARE/DSPS and the Financial Aid office, CalWORKs students receive comprehensive services. Student needs and resources are identified and provided for through the collaboration of these programs.

**Program Strengths**

There has been an increase in employment at the local Navy Base and contractors. This opportunity has led to the development of additional off campus work study positions and internships with employers. The increase in work study positions provides broader opportunities for students to acquire skills and experience in their chosen careers.

An increase in focus and funding for Career Technical Education at local, state and federal levels has also provided opportunities for the CalWORKs program to expand services. A partnership with CTE programs has increased resources and staffing for CW students.

There has been increased contact and referrals with other counties in the college service area that provides the opportunity for expanding services to other college sites. But due to decreases in funding, the program may not be able to expand services unless other staffing resources can be identified.

Due to continued collaboration with community services and college programs Cerro Coso CalWORKs students receive comprehensive services and opportunities.

**Areas Needing Improvements**

Due to poor participation numbers at the Kern River Valley campus an effort was undertaken to revitalize services and reach out to CalWORKs participants in the area. The DHS CalWORKs workers servicing the area were contacted and cooperated with college staff in identifying eligible students needing college CalWORKs services. The CalWORKs Coordinator and Job Development Specialist are providing onsite services monthly to KRV students which has resulted in a growth of students served. The outcome of this method of delivery services will need to be assessed for effectiveness. The lack of dedicated CalWORKs staff impacts the Programs ability to provide CW services to all campus sites.



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**Response to Previous Recommendations**

In 2008 the State Chancellor's office made it mandatory that an additional eligibility documentation requirement be obtained each semester for each CalWORKs student, that being the welfare to work plan that includes educational training. We collaborated with our local DHS office and developed a process for obtaining the necessary documentation each semester. The new process allowed for the college to assist both student and the DHS workers in the development of the additional eligibility verification that benefits our CalWORKs students. Additionally, an agreement was reached with the Kern County DHS office regarding study time. CalWORKs students now receive study time hours related to their course load and CalWORKs status as either a mandatory or self initiated student recipient. A process to verify study hours was incorporated into our current process of verification to DHS. As with all collaboration and the collection of documentation more staff time is required. Staff time continues to be impacted with ever increasing documentation and program coordination.

Starting the 2007-2008 academic year the Cerro Coso CalWORKs program contracted with Community Connection for Child Care. The contract was renewed for the 2008-2009 academic year. Only two students requested services for a temporary period of time. The result was few funds were spent on direct child care services. Every CalWORKs student is asked during the intake process if their child care needs are being met. The result has been consistently for the past years that students do not identify a child care need, but rather indicate that DHS provides adequate services and funding for child care. Consequently, in 2009-2010 the initial program plan and budget required by the State Chancellor's Office did not reflect a need for child care funds. In accordance to the State CalWORKs funding process Cerro Coso requested a reallocation of those funds to other program areas of need including staff salary and work study.

There has been an increase of funding on the Job Development Specialist position this past year from VTEA funds. This resulted in an increase of time spent by the position addressing Career Technical Educational program issues and students. The additional funding allows the position more opportunity to connect with local employers for purposes of developing work study opportunities, internships and employment for students. Additional resources are available through VTEA funds and updated information regarding CTE programs provides the position flexibility to enhance services provided to our CalWORKs students. The educational focus for CalWORKs recipients is



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CTE programs and short term training leading to employment. The joining of CalWORKs with VTEA funding to accomplish similar outcomes for students is a good fit and provides stability to funding the Job Development Specialist position. At this time the 30 hour work week will continue and it is not expected that the position can be expanded to a 40 hour work week in the near future due to budgeting issues.

This past academic year the Job Development Specialist successfully implemented monthly workshops offering work preparation and job search skills and resources. Data bases have been developed in response to input from the CTE Dean and faculty to collect necessary data related to students served, internship and job placement, and employers contacted and served. Promotional brochures, handouts, and materials have been developed and/or purchased to distribute students and community wide to promote services. Additional employers have contracted with the college to provide employment opportunities to students. Some of these employers include both the Edwards and China Lake Base offering apprenticeship programs in engineering technology, electronics, ordinance, computer technology, machinist and welding, as well as providing a degree based program that provides employment and educational funding to students (Co-op program), and the STEP program design to provide opportunities for summer employment to recent high school graduates. Airstreams, FPL energy, Jacobs Technologies, and other Base contractors are also providing employment opportunities to Cerro Coso students.

Additional counseling services were offered during the summer months when the full time CalWORKs Coordinator/Counselor was not available. An adjunct counselor was trained regarding CalWORKs processes and services and funded to provide support during the summer semester. This provided the opportunity for yearlong CalWORKs services to students attending college during the summer semester

**Specific Recommendations for Improvement**

The CW program needs to develop student evaluations or another method to provide feedback on areas where the program was most helpful as well as issues that remain problematic. Student feedback could assist in understanding persistence rates. Program needs to monitor and record student success as it relates to certificate and degree completions, and/or success in obtaining unsubsidized employment.

There is a continued decrease in CalWORKs eligible students and referrals from Department of Human Resources due to the State exempting more participants from the CalWORKs program. Consequently, more proactive recruitment will be necessary to

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reach eligible students. This could include cooperation with the Financial Aid department to help identify students receiving TANF benefits.

Routine collection of data relevant to CalWORKs Program services and CW students needs to be implemented. Data reports need to be defined, collected and assessed on a regular basis. This process will need the assistance of an Institutional Researcher who can provide guidance in the development of reports and assist in the collection and assessment. Program outcomes related to overall student performance based on consistent data will provide additional information in implementing more effective program services.

**Part 6- Executive Summary**

The CalWORKs program serves some of the most needy and diverse students attending Cerro Coso College. CalWORKs students have limited financial resources, have family and work requirements, tend to be among the poorest prepared educationally, and have little college tradition in their family history. The program provides resources and support, employment training, and work study placement and experience that provide these students the opportunity to develop future careers and sustaining employment for themselves and their families.

## CALWORKS

### 1. MISSION

The mission of the Cerro Coso CalWORKs Program is to provide participants with quality educational programs and employment training experiences that lead to economic self-sufficiency.

### 2. PROGRAM DESCRIPTION

The CalWORKs program provides a broad range of services to eligible students which includes, specialized counseling services to meet CalWORKs student needs, employment, work study and internship opportunities, career development and search information, child care referrals, information related to CalWORKs state compliance regulations, and liaison with the Department of Human Services (DHS) to help students maintain CalWORKs benefits. Additionally, CalWORKs students are provided with specialized job prep training (developing resumes and interviewing skills), workshops related to CalWORKs issues, and individualized support services and referrals. CalWORKs guidelines and funding are established through the Federal TANF authorization act and implemented as defined by California State Legislation.

CalWORKs program staff must track CalWORKs students' proof of eligibility, attendance and participation in the campus CalWORKs program each semester, track other required data as needed for reporting to the State Chancellor's Office. Each year a CalWORKS program plan and budget based on the current year's allocation must be written and sent to the State Chancellor's office for approval. Allocations are based on current legislative priorities, available state funding, and the number of CalWORKs students served the previous year. CalWORKs services are currently being provided at the IWV and KRV campuses.

CalWORKs staff collaborates with local community agencies serving CalWORKs clients in order to promote the program and provide transitional services to CalWORKs students. Staff works cooperatively with other campus programs to assure continuity in services, avoid duplication of services, and coordinate services to maximize resources and efficiency of service delivery. Additionally, CalWORKs staff participates in community and college outreach programs designed to inform and promote college educational programs, classes and resources.

### STUDENT LEARNING OUTCOMES

- For the third year in a row CalWORKs student retention rates were reviewed to determine the efficacy of program requirements as it relates to retention. Program interventions included a minimum of one meeting per semester with CW counselor, development of educational plan and verification of class hours and study time that count towards work related activities for the county. The 2008-2009 retention rates increased to 81% which is a substantial improvement compared to the previous two years. When reviewing how

retention rates are assessed, it has come to our attention that we are measuring what is termed persistence rates by district and state assessments. As a result, the terminology will reflect persistence for the next year. (see attached SLO sheet for further information)

- Comparison of work study placements from previous years with the 2008-2009 academic year reflects the highest number of work study placements made since the beginning of the CalWORKs program at Cerro Coso. The interventions for the year included the hiring of a permanent Job Development Specialist position, a work study orientation requirement, and the continued development by the Job Development Specialist to develop off campus work study sights for students. For the next year the assessment of work study placements made will continue but the interventions will change. (see attached SLO sheet for further information)
- An additional SLO will be added this year to determine Certificate and Degree completion rates of CalWORKs students. Because CalWORKs students' educational goals must be focused on obtaining sustainable employment, completion of educational goals is a way to assess employability and program success. (see attached SLO sheet for further information)

### 3. CLOSING-THE-LOOP

In 2008 the State Chancellor's office made it mandatory that an additional eligibility documentation requirement be obtained each semester for each CalWORKs student, that being the welfare to work plan that includes educational training. We collaborated with our local DHS office and developed a process for obtaining the necessary documentation each semester. The new process allowed for the college to assist both student and the DHS workers in the development of the additional eligibility verification that benefits our CalWORKs students. Additionally, an agreement was reached with the Kern County DHS office regarding study time. CalWORKs students now receive study time hours related to their course load and CalWORKs status as either a mandatory or self initiated student recipient. A process to verify study hours was incorporated into our current process of verification to DHS. As with all collaboration and the collection of documentation more staff time is required. Staff time continues to be impacted with ever increasing documentation and program coordination.

Starting the 2007-2008 academic year the Cerro Coso CalWORKs program contracted with Community Connection for Child Care. The contract was renewed for the 2008-2009 academic year. Only two students requested services for a temporary period of time. The result was few funds were spent on direct child care services. Every CalWORKs student is asked during the intake process if their child care needs are being met. The result has been consistently for the past years that students do not identify a child care need, but rather indicate that DHS provides adequate services and funding for child care. Consequently, in 2009-2010 the initial program plan and budget required by the State Chancellor's Office did not reflect a need for child care funds. In accordance to the State CalWORKs funding process Cerro Coso requested a reallocation of those funds to other program areas of need including staff salary and work study.

There has been an increase of funding on the Job Development Specialist position this past year from VTEA funds. This resulted in an increase of time spent by the position addressing Career Technical Educational program issues and students. The additional funding allows the position more opportunity to connect with local employers for purposes of developing work study opportunities, internships and employment for students. Additional resources are available through VTEA funds and updated information regarding CTE programs provides the position flexibility to enhance services provided to our CalWORKs students. The educational focus for CalWORKs recipients is CTE programs and short term training leading to employment. The joining of CalWORKs with VTEA funding to accomplish similar outcomes for students is a good fit and provides stability to funding the Job Development Specialist position. At this time the 30 hour work week will continue and it is not expected that the position can be expanded to a 40 hour work week in the near future due to budgeting issues.

This past academic year the Job Development Specialist successfully implemented monthly workshops offering work preparation and job search skills and resources. Data bases have been developed in response to input from the CTE Dean and faculty to collect necessary data related to students served, internship and job placement, and employers contacted and served. Promotional brochures, handouts, and materials have been developed and/or purchased to distribute students and community wide to promote services. Additional employers have contracted with the college to provide employment opportunities to students. Some of these employers include both the Edwards and China Lake Base offering apprenticeship programs in engineering technology, electronics, ordinance, computer technology, machinist and welding, as well as providing a degree based program that provides employment and educational funding to students (Co-op program), and the STEP program design to provide opportunities for summer employment to recent high school graduates. Airstreams, FPL energy, Jacobs Technologies, and other Base contractors are also providing employment opportunities to Cerro Coso students.

Due to poor participation numbers at the Kern River Valley campus an effort was undertaken to revitalize services and reach out to CalWORKs participants in the area. The DHS CalWORKs workers servicing the area were contacted and cooperated with college staff in identifying eligible students needing college CalWORKs services. The CalWORKs Coordinator and Job Development Specialist are providing onsite services monthly to KRV students which has resulted in a growth of students served.

Additional counseling services were offered during the summer months when the full time CalWORKs Coordinator/Counselor was not available. An adjunct counselor was trained regarding CalWORKs processes and services and funded to provide support during the summer semester. This provided the opportunity for yearlong CalWORKs services to students attending college during the summer semester.

#### 4. FUTURE DEVELOPMENT STRATEGIES

CalWORKs staff will continue to stay apprised of changes in the State regulations regarding eligibility requirements, MIS data collection, and appropriate expenditures within the program, by attending CalWORKs workshops, monitoring CalWORKs list serve, attending meetings with local collaborating agencies, and conferring with other campuses. Due to past, current and future State and Federal budget cuts to TANF associated programs, regulations have been in constant change to reduce costs. These changes impact the program by determining who we can serve, how much funding we will receive, and required documentation procedures. Federal legislation will be reviewed 2010 and the TANF bill will be reauthorized. Reauthorization could have dramatic changes and would impact how CalWORKs services will be delivered.

The Job Development Specialist has been working closely with the Dean of Career Technical Education to provide transitional services to students moving from educational training to job training and placement. This partnership led to the CTE program providing additional funding to the Job Development Specialist position. The position has had additional responsibilities placed on it regarding tracking and reporting of data related to CTE programs and students in those programs. The program anticipates that a large percentage of the Job Development Specialists salary will come from VTEA funding. This will impact the percentage of time the position can spend serving CalWORKs students. At the same time, funding for the Department Assistant III position will increase to 100% CalWORKs funding for the 2010-2011 year. Consequently, more of the work study intake, placement and follow up tasks will be transitioned back to the Department Assistant III position.

CalWORKs Coordinator with staff assistance will develop resources for data collection and reports that will help assess program efficacy. Through the use of an Institutional Researcher, state and district reports, and collection of campus data, more detailed information can be obtained to assess and demonstrate program outcomes.

#### 5. REQUIRED RESOURCES

- Due to decreases in the State allocations as a result of budget constraints, additional sources of funding may be required to continue providing the same level of services to CalWORKs students. If additional funding is unavailable, then creative use of other program funding within the counseling department, other categorical programs, CTE department, and other college programs may be a method of maintaining CalWORKs services at Cerro Coso.
- There continues to be an increase in documentation requirements and collaboration with DHS to improve compliance of mutual clients. As budgets shrink but requirements of the program expand there is an increase of need regarding staffing, space, and access to computers, copiers, fax equipment, printers.

- The collection of data regarding program and student outcomes is being required related to SLO's for the program, and required by the College, District and State to demonstrate program effectiveness and maximize efficiency. Currently Cerro Coso College does not employ an Institutional Researcher which makes it difficult and time consuming to collect such data. Future data collection will continue to be challenging and time consuming without a College commitment of assistance in this area. There has been some effort by the District Researcher to begin the data collection process. Currently, little data is available specific to CalWORKs at this time. More dedication of staff and time is required to undertake the task of data collection. Access to a full time, onsite Institutional Researcher would strengthen our ability to look at data outcomes and respond appropriately.
- As CalWORKs expands its services to students at the Kern River Valley campus, and students within the Eastern Kern and Inyo County regions, additional staffing will be necessary.

## 6. TRENDS

- There has been an increase in Base employment and contracts providing more opportunities for Cerro Coso students while attending classes and upon program completion. An expansion of wind and solar employers in the area has resulted in inquiries and partnerships for future employment needs.
- Potential decrease in CalWORKs participants due to the State exempting more participants from the CalWORKs program. Consequently, more proactive recruitment will be necessary to reach eligible students
- Increased focus and funding for Career Technical Education at local, state and federal levels will provide CalWORKs students with more educational and training opportunities. Coordination with the CTE programs will provide CalWORKs students with increase resources and opportunities.
- There continues to be an increase in employer interest and inquiries regarding work study/internship contracts. New off campus work study opportunities have been developed and anticipate continued partnerships with local community employers.
- CalWORKs services to Inyo county CalWORKs students were reestablished. DHS contacts were made and procedures established regarding exchange of information. There have been requests by employers in Inyo County for student employment opportunities. Expect continued expansion in servicing the Inyo county CalWORKs students.



- CalWORKs services to the Lake Isabella students were revitalized and anticipate growth in number of students served in the next few years.
- Institutional requests for data related to program success continues to increase. New resources need to be identified and necessary data needs to be defined and collected.

	2005-2006	2006-2007	2007-2008	2008-2009
Students Served	151	111	105	105
Work Study Positions	14	22 (22 on campus, 0 off campus)	17 (12 on campus, 5 off campus)	31 (22 on campus, 9 off campus)
Retention Rates	-	75%	52%	81%





# STUDENT LEARNING/DEPARTMENT OUTCOME AND ASSESSMENT PLAN

**Program:**

Counseling

**Assessment Team:**

Counseling team

**Date:**

2011-2012

	Outcome and Assessment Definitions				Assessment and Data Collection		
	Condition of Outcome	Target Performance Level	Student Learning or Department Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	Students will be able to demonstrate basic understanding of college graduation requirements and general information and resources available at Cerro Coso following extended orientation presentation. Students will have opportunity to provide feedback to assist counseling staff in the further development of extended orientation presentation. Counseling department will be able to determine effectiveness of achieving orientation goals	90% of students will answer questions correctly.	Determine effectiveness of the extended orientation related to new students' understanding of basic college academic requirements, services and resources.	Students will be given a pre test before the extended orientation and a post test following the extended orientation. Questions will demonstrate knowledge prior to extended orientation related to 1) units required to graduate 2) location of Learning Resource Center building 3) where students can obtain assistance in enrolling in courses. Students will then be asked the same questions post presentation for comparison to check for gained knowledge.  Students will also be given opportunity to provide feedback related to what was the most a)interesting b)helpful c)important	Description: Students who attend an extended orientation during the Fall 2011 semester may be given pre and post tests (depending on staff availability to hand out tests and collect tests). Orientation attendance and pre and post test responses are voluntary. Counseling staff forward tests to designated person for collection, tallying of responses, and reporting out results. Preliminary analysis of information presented by Director to counseling staff for further comments and reflection of data.  Timeline: Assessment tool to be completed during Fall 2011 semester. Analysis completed end of academic year.  Sample: New Cerro Coso college students who have never completed an orientation at Cerro Coso college.  Pending Tasks: Presentation of information to counseling staff for additional analysis and response.	After administering the pre and post tests to several orientation groups it was noted that the 3 <sup>rd</sup> question on the post test omitted the last response choice which was the correct response. Invalidates use of this question for analysis.  On the first question regarding the number of units required to graduate, the pretest results had approximately 48% of the participants correctly answered the question compared to 85% post test.  On the second question regarding where the LRC is located the pretest results had approximately 40% providing the correct answer compared to 95% correctly answered on the post test.  The results indicate students did learn new information and were able	Will develop new assessment tool to evaluate on campus orientations using different questions that focus on other aspects of desired student knowledge following orientation. May add questions to collect information related to student success behaviors. Provide comment area for feedback regarding overall presentation and suggestions for improvement. To be assessed again during fall 2012 semester.



## STUDENT LEARNING/DEPARTMENT OUTCOME AND ASSESSMENT PLAN

	and develop more effective methods of delivery of orientation content.			information they gained.		<p>to reflect this on the pre and post tests. The target percentage of correct answers following the orientation was not as high as desired.</p> <p>Additionally, student feedback was asked for on the pretest regarding what student was most interested in learning from the presentation. Most of the written answers were vague and generalized statements. Example: "I would like to learn about the different programs and educational opportunities Cerro Coso has to offer." Following the post test questions were again asked to provide feedback on what they found most interesting, helpful and important to them. The answers this time were more specific to presentation topics. Students reflected on resources offered at the college they were unaware of, specific majors offered at the college, and the tour given during the orientation. Overall written feedback was positive of the presentation. One student shared some helpful suggestions regarding the presentation itself and need to slow down and use microphone so all students could hear.</p>	
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## STUDENT LEARNING/DEPARTMENT OUTCOME AND ASSESSMENT PLAN

B.	Results of Student Experience survey will provide direct student feedback regarding their individual satisfaction with counseling services they have utilized in the areas of academic planning, career services, transfer services, and in the overall performance in meeting student's needs.	90% of students will relate satisfied or very satisfied experiences/ interactions with counseling services.	Identify counseling areas where students express less than satisfaction in their personal experience with specific counseling services and counseling interactions. Move to Three statements were designed for student feedback to assess overall counseling services effectiveness. Statement #1: Services from the counseling Center helped me attend college at Cerro Coso. #2: The service I received from Counseling helps me stay in school. #3: The Counseling Center services have helped me prepare for transfer to a four-year college.	A Student Experience Survey developed through collaboration between the college Institutional Researcher, VP of Student Services and the Student Services Executive committee will be administered to students for feedback. Specific areas of counseling services will be targeted for feedback. A Likert scale will be used to evaluate student satisfaction based on their personal interactions with the targeted counseling areas.	<p>Description: 100% of the online student population will be sent the survey and a random sample of students taking on ground courses will be selected to be given the survey for completion. An incentive of being entered in a drawing for an IPAD to all students completing and returning will be used to increase student participation</p> <p>Timeline: Survey sent out to students, completed and returned during the spring 2012 semester. Analysis to be completed end of academic year.</p> <p>Sample: All online students currently enrolled for the spring 2012 semester and a random sample of students taking on ground courses during the spring 2012 semester.</p> <p>Pending Tasks: Presentation of results of survey to the counseling staff for further analysis, reflection, and development of follow up actions in areas needing improvement.</p>	<p>Overall, the survey provided some noteworthy feedback. The survey demonstrates that online students utilize fewer counseling services than students who have the opportunity to meet face to face with counseling staff.</p> <p>Areas where students note 90% or higher satisfaction from counseling services (with the exception of responses from students at ESCC site) are in career planning/testing, registration assistance, transfer, transfer preparation handouts, IGETC or CSU-GE breadth, and in length of counseling session. It is noted that fewer students utilized transfer services but those that did reported satisfied or very satisfied with services provided.</p> <p>Areas that had the lowest satisfaction ratings were in found to be specific to sites rather than an overall trend. Of particular note is the responses given by students located at the ESCC sites. All of the student ratings were lower compared with other sites except in two areas; knowledge of staff and helpfulness of staff.</p> <p>Three statements were</p>	<p>Results will be shared with counseling department staff and faculty. Overall satisfaction for counseling services in general did not meet department goals. This will be discussed in with the goal to develop more effective strategies in meeting student satisfaction. Further tools for assessing student satisfaction need to be explored to assist in identifying specific ways to improve student satisfaction.</p> <p>Regarding discrepancy in satisfaction from the responses given by ESCC students, discussion has begun with ESCC site Director in determining strategies to increase counseling services at both Mammoth and Bishop campuses.</p>
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## STUDENT LEARNING/DEPARTMENT OUTCOME AND ASSESSMENT PLAN

						<p>provided for students to rate overall effectiveness with counseling center services. The results were as follows:</p> <p>Statement one: Services from the Counseling center helped me attend college at Cerro Coso. Online students responded with an 80.7 % strongly agreed or agreed, IWV 85.9%, KRV 85.1%, and ESCC 75.6%.</p> <p>Statement two: the service I received from Counseling helps me stay in school. Online student responses were 75.4% strongly agreed or agreed, IWV 76.6%, KRV 81.3%, and ESCC 73.2%.</p> <p>Statement three: the Counseling center services have helped me prepare for transfer to a four-year college. Online students strongly agreed or agreed were 69.7%, IWV 69.8%, KRV 71.7%, and ESCC 52.6%.</p> <p>The responses to the three statements demonstrates an overall lower satisfaction with counseling services compared to the individual areas of concerns students sought assistance with.</p>	
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### Mapping of Program Learning Outcomes to Core Courses



## STUDENT LEARNING/DEPARTMENT OUTCOME AND ASSESSMENT PLAN

Courses	Program Learning Outcomes			
	A.	B.	C.	D.



## Admissions & Records Annual Unit Plan

### STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

#### a. Mission

The mission statement was developed during a previous A&R Director's tenure, following at that time the mission statement of the College. With the development of a predominant online environment, the statement process is, currently, being revamped between all of the sites to try to incorporate these changes and a perspective that looks at the customer's expectations and, not necessarily, the College's adaptation.

The mission of Admissions and Records (A&R) is to provide excellent quality service to our customers; students, faculty, staff, and the community. This service is characterized by friendliness, problem solving, accuracy, efficiency, fairness, and effective communication.

#### b. Program Applicability

A&R, in close concert with other departments within student services, is organized around a one-stop mindset. In other words, even though counseling and financial aid are not within a proximate area, we attempt to facilitate each other's processes so that students are served more completely and efficiently. A&R supports all instructional programs in the areas of registration, student record changes, processing waitlist adjustments and transcripts, and administering the proper submission of grades earned.

#### c. Partnerships

A&R maintains a close partnership with community colleges within the state of California, as it relates to California Association of Community College Registrars and Admissions Officers (CACCRAO) and within the Kern Community College District (KCCD). In addition, partnering with Edwards Air Force Base and the Weapons Division at China Lake, A&R maintains third-party contracts which allow active duty military to take advantage of tuition-free education. In like manner, the Owens Valley Career Development Center, through the reservation in Bishop, has developed a close working relationship to allow their citizens a college education.

#### c. Distance Education

In 2007, Cerro Coso eliminated paper applications, utilizing only online web applications. A&R supports all online issues that can arise because of this capability, namely, online registration, wait listing, pin/password reset, automatic notification of registration into a class, and the resulting email clarifications. Electronic communication is the primary means of communicating with distance-ed. students who are also supported at all five sites (Indian Wells Valley [IWV], Kern River Valley [KRV], South Kern, Bishop and Mammoth campuses).



## STEP 2: EXPLAIN YOUR PLANNING

### a. Review of Past Goals

- **Keeping staff informed of emerging A&R issues and best practices through attendance at CACCRAO conferences, monthly A&R meetings, and the state-wide A&R list serve.** This is an ongoing endeavor. CACCRAO highlights new changes in best practices and Title 5 issues that are being discussed; namely, discussion on residency issues, requiring Form 1 forms for student athletes during audits, and the forthcoming changes in repeatability. Staff is able to discuss confusion about the handling of FERPA related issues concerning subpoenas and how to properly handle, among other things, class repeats and the impact of overriding certain coding on a student's record
- **There is an ongoing effort to continuously improve communication and relationships within A&R [at the sites] and other departments within IWV, especially counseling and other student services offices.** Counseling participates in District A&R Directors' meetings to facilitate the incorporation of certain programs in Banner (Degree Works) and the impact that certain changes in Title 5 (e.g., repeatability) will have on counselors and students. In addition, A&R is pleased to share with other segments of student services (Counseling, Associated Students of Cerro Coso [ASCC], and Special Services) when there are all-staff retreats and in the planning of student services strategies when Student Services Executive Council [SSEC] meets (generally twice a month).
- **Luminis and Banner 8.3 were launched during calendar 2011; Banner 8.4 is being tested during the last quarter of calendar 2011.** The testing for implementing new phases of Banner Upgrades crosses between departments, as all student services departments are affected either by forms or in learning how to enter data when the upgrade involves changes. Currently (Fall 2011), Porterville College is beginning testing for implementing Degree Works, while the lessons learned and the required questions to ask are being shared between the three colleges of the KCCD.



## b. Review of Overall Department/Unit

[What needs/opportunities did your last program review reveal? Did your most recent SLO assessments demonstrate gaps to be addressed? What is working with your unit? What improvements need to be made?]

The 2009 SLO postulated that 90% of students would not have difficulty in processing transcripts. The survey determined that there is always room to improve communication effectiveness. A continuous improvement objective reminds us to seek clearer explanations for the processing of transcripts, irrespective of how we view the procedure.

In addition, electronic transcripts were a new addition for the 2010 education year; there is an ongoing move to educate students of the availability of this form of transmission. The processing of this form of transcript has certainly expedited A&R's responsiveness for student requests and the department has had to work through some processing techniques so that Banner can read the request that comes in from Credentials Inc. (the College's online provider for transcripts).

The KCCD will be initiating Degree Works during the 2011/12 education year. Porterville College will be initiating the program first, followed by Cerro Coso. Scribing only two years of the College's catalog has necessitated a review of how to include more catalog information and whether this will necessitate additional staffing in not only the scribing of catalogs but also the transfer articulation of new transcripts into the database.

The graduation evaluation process will need to be streamlined if the College expects to see the goal of 90% of the students not having a problem with this process; some internal communication between A&R and Counseling have been identified to facilitate the process through mutual expectation. During 2010, timeliness of graduation evaluation submissions created some un-needed stress to ensure that students' names would be included on the commencement bulletin. It was also noted that the instructions for graduation information on the College's website was not updated or complete. This shortfall is being worked during the 2011/2012 education year through a series of written changes and a collaborative assessment through SSEC's roundtable discussions. In addition, there is an active discussion of reconciling the degrees and certificates that are offered at the three colleges within the KCCD with the offerings that are posted on the state Chancellor's website

## c. Current Year Goals:

### ***Goal 1 Increase responsiveness to customer requests from the customer expectation perspective***

**Connection to College Strategic Goals:** Through regularly scheduled A&R meetings, to keep all A&R personnel informed of changes occurring in Banner, namely wait listing, Flex. Reg. [community education registration format], and Banner 8.4 upgrades [Goal 2, Obj. 2.2] This effort will enable the sites to become knowledgeable of changes and, at the same time, to develop a uniformity of technique of entering/reviewing data.

**Specific internal\* or external\*\* condition(s) the goal is a response to** Using updated information and techniques in the processing of student records is an ongoing endeavor; codifying processes and disseminating of information will increase customer satisfaction with A&R's processes [Goal 4, Obj. 4.2]. There is also a need to be able to be responsive students' needs when it comes to responding to telephone calls, requests for transcripts, and graduation evaluations. Timeliness to these efforts is at the crux of complaints that are being addressed [Goal 6, Obj. 6.1]

**Action Plan:** Conduct monthly A&R meetings through interactive TV with the other sites. In order to respond to the timeliness of response issues, A&R





*will be closed, during the day, for about an hour to be devoted to returning phone calls.*

*An awareness survey will be conducted by A&R to try to facilitate the understanding of the availability of different transcript transmission capabilities (electronic and paper). In addition, through collaboration with counseling, graduation timelines and suggestions will be enumerated to help students in their graduation decisions.*

**Measure of Success:** *Follow-up surveys will be utilized to determine the effectiveness of changes that will result from the above-mentioned action plans. In addition, students will be queried randomly to get a feeling of changes that were enacted and whether these changes were effective in their desired results.*

**Goal 2 Implement process improvements in Banner, the College's website, and facilitate the understanding of Family Education Rights and Privacy Act (FERPA) for the faculty and staff.**

**Connection to College Strategic Goals:** *There are two primary Banner upgrades, Flex. Reg. and Degree Works, planned for 2011-2012 that will be a dynamic improvement for Cerro Coso's education public. These process improvements will improve a student's readiness for transferring to a four year college and Flex. Reg. will ease the application process for community education (Goal 4, Obj. 4.2; Goal 6, Obj. 6.1). The College website is undergoing continuous improvement in order to make the information more user-friendly. Currently, SSEC with inputs from A&R and Counseling, is implementing changes to website in the area of graduation timelines/transfer/application procedures (Goal 2, Obj. 2.2) FERPA understanding and awareness is of profound importance in this litigious society. (Goal 4, Obj. 4.2)*

**Specific internal\* or external\*\* condition(s) the goal is a response to:** *Community Education students are now required to pay for classes in the Business Office and the registration is maintained on a spreadsheet. Flex. Reg. will enable students to register in A&R while Banner will supply the necessary reports to substantiate and verify attendance for the community education program. Students, currently, are unable to initiate "what if" scenarios with their degree programs and Degree Works will facilitate these experiments easily to ensure that students feel satisfied in the route that they are pursuing with their education. The Cerro Coso website needs to undergo a facelift to facilitate changes necessitated by Inside CC and other requirements to keep the website looking fresh and inviting. FERPA training is an ongoing requirement that will help keep the College safer from inadvertent violations that can happen because of a lack of awareness.*

**Action Plan:** *Degree Works and Flex. Reg. have been purchased by the District; Degree Works, initially, is being inputted and installed at Porterville College and Flex. Reg. is being tested at the District. For the Cerro Coso website, a web content editor has been hired to aid in the design and changes to the website and through collaboration with SSEC and other users; the website is being refurbished.*



*FERPA training will be implemented during the 2011/12 education year.*

**Measure of Success:** *Seek feedback when completing cycles of review, to continuously improve the communication or processing of required transactions, i.e., transcripts, graduation, or other student-driven requirements.*

*Implementing Degree Works will reveal a gradual success, as it will take students a period of time to fully utilize all aspects of this program. Flex. Reg. will reflect an immediate benefit to the payment and processing of applications for community education.*

*The website improvements and FERPA counseling will reflect tangible and intangible benefits as they are ongoing endeavors.*

**STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized. Please see the attached Criteria for Prioritization of Resource Requests chart for a complete list of codes and explanations for prioritization.)**

*The following attempts to address a need in implementing Degree Works at Cerro Coso, which may or may not be the charge of the A&R department:*

**CRITERIA:**

**Program Effectiveness (A)**

Hire a scribe clerk (at least part time) for inputting articulated transcripts into a database, so that what-if scenarios can be built

**RATING:**

To help students to self-actualize the steps needed in fulfilling their degree requirements **(High Priority 1A)**

**Strategic Plan/Goal (B)**

Strengthen Instructional Programs and Services (Goal 1A)

Students will have to take their degree dreams and perform the due diligence needed to successfully complete their goals **(2B Substantively)**

Expand the scope and quality of Student Services college-wide (Goal 1D)

This will be an amazing tool that will allow students to focus on achievement methods **(2B Substantively)**

**Urgency or Compliance (C)**

This effort must be accomplished while Degree Works is being implemented

This is an immediate compliance issue for the successful implementation of the program **(1C).**



***Cost Effectiveness/Revenue Generation (D)***

Will make the student counseling time a more effective practice; able to concentrate on degree and transfer issues

Benefits are more subjective for student success and more visioning potentialities **(2D)**

***Meets Student, Institutional or Community Needs (E)***

Degree Works and this scribing effort will foster the use of another tool in the student and counselor's arsenal

Because of the infinite possibilities this program and this effort will have a high impact **(1E)**.



### a. Classified Staffing

Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
Dept. Asst. II	Scribe Technician and Imaging Specialist	1A	Goal 1 (A&D)		DA II	12	19-40		G
a1.				See substantiated resources above					
a2.									

#### Classified Staffing: Explain why the work of this position cannot be assigned to current staff

Ensuring the accuracy of transfer articulated transcripts, so that Degree Works will be successful is beyond time allotted for the existing three A&R technicians

#### Classified Staffing: Describe impact on the college if the position is not filled

Degree Works and the capability of students to individually design and take responsibility for fulfilling their degree desires may be lost.

### b. Full-Time Faculty Staffing - N/A

Position	Department	Location	Priority	Strategic Plan goal addressed by this position	Enrollment Data/Growth Trends	Full-time/Part-time Faculty Ratio	Productivity	Funding Source: G=General Fund R=Restricted (be specific)
b1.								
b2.								

#### Full-Time Faculty Staffing: Provide a detailed rationale for the requested position

[Your rationale should substantiate the priority you have placed on this request and should refer to such things as department's mission and goals, recent program review, SLO assessment results, external needs assessment, planning assumptions, College's Strategic Goals, etc.]



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**c. Supplies (per unit cost less than \$500). Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
c1.	Non-Inst Supplies & Materials	1A	4, Obj. 4.2	Maintain department supplies	2000	Ongoing	G
c2.	Paper	1A	4, Obj. 4.2	Transcript Paper, Diploma Covers/Paper	3200	Ongoing	G
c3.	CACCRAO Membership	1A	4, Obj. 4.2	Professional Development Membership	200	Ongoing	G
c4.	Software Licensing/Maintenance	1A	4, Obj. 4.2	Precision Imaging: Diplomas on Demand	1400	Ongoing	G
c5.	Cash Over/Short	1A	4, Obj. 4.2	Register over/short estimate	100	Ongoing	G

**d. Non-Technology Equipment (per unit cost greater than \$500). Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.							
d2.							
d3.							
d4.							

**e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below.**

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



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e1.	Computer for Technician	1A	4, Obj. 4.2	If the need for continuous upgrade for Degree Works is valid then a computer is needed	\$3000-\$4000	One time	G
e2.	Imaging System for Transcripts	1A	4, Obj. 4.2	Capability to image incoming transcripts will be needed	Unknown	One Time plus Maintenance	G
e3.							
e4.							

**f. Facilities. Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
f1.							
f2.							

**g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g.1	Employee Travel - DO	1A	4, Obj. 4.2	Contingency travel for training at DO; to include travel to Porterville College for implementing Degree Works	400	Ongoing	G
g2.	CACCRAO Conference – 2 people + travel/hotel	1A	4, Obj. 4.2	Professional Development/Networking with Peers Conference	1500	Ongoing	G
g3.	Regional CACCRAO Workshops	1A	4, Obj. 4.2	Prof. Dev. workshops at diff. colleges	250	Ongoing	G



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g4.							
g5.							

**h. Marketing (brochures, radio spots, promotional travel, etc.). *Enter requests on lines below.***

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
h1.							
h2.							
h3.							

**STEP 4: ATTACH LAST YEAR'S SLO ASSESSMENT DATA**



## Athletics Annual Unit Plan

### STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

#### a. Mission

The mission of Cerro Coso Community College Department of Athletics is to provide an athletic program that helps develop the whole person through education and competition. The intercollegiate athletic program enhances the institutional mission by providing a platform from which students are able to develop their highest potential by: stimulating a lasting attitude of discipline, sportsmanship, integrity and social responsibility. We encourage our athletes to further their education through pursuing an advanced degree at a university of their choice and strive to graduate athletes that are leaders and critical thinkers. We promote ethnic, cultural and personal diversity within athletic programs and strive to insure equal opportunity for all staff and student-athletes. Finally, the Athletics Department at Cerro Coso Community College takes priority in making the athletic program an enduring source of pride for the student population, student-athletes, alumni, college, and community.

#### b. Program Applicability

All

#### c. Partnerships

The athletics programs is working closely with the Cerro Coso Community College boosters program to create a capital campaign that can offset the cost of the athletics program. In addition we have created community partnerships to help increase community awareness and connection. These partnerships include: Gateway Elementary School(Coyotes in the Classroom program) KZIQ radio, IWV youth football, and IWV youth cheer. We are also members of the Foothill Athletic Conference.

#### c. Distance Education

No





## **STEP 2: EXPLAIN YOUR PLANNING**

### **a. Review of Past Goals**

**Goals for the CCCC athletics program are being reconfigured to address the changing environment athletics must function under.**



## b. Review of Overall Department/Unit

The last program review for athletics cast a new direction for the program. It was a conference level review and resulted in many recommendations and many new goals and a new direction for the program. **The following is a list of the findings and response to those findings. The goals in the next section are a direct reflection of this program review.**

Commission On Athletics(COA) Standard 3- College and Athletic philosophy-

- Athletics needs a gender equity statement
- Athletics needs written statement on athletic recruitment philosophy or guidelines

STATUS- In progress; Working on researching wording for these statements

COA Standard 4 Staff professionalism-

- No indication of in-service meetings
- No involvement at the state level

STATUS Addressed-Athletics meeting held Date January 28, April 28, Aug 18

Coaches meetings May 9, Aug 23/24

Athletic Director Attended 2 conference and 2 state level meetings in 2011

COA Standard 5 Academic achievements and support

- Women's BB-low enrollment, poor retention
- Need for increased community and campus support

STATUS In progress

An athlete's orientation was implemented start of fall 2011 semester for all athletes

Revitalization of boosters Fall 2011

Implementation of early intervention with tutoring, for athlete receiving a C or less at grade check

Mandated study hall for both men and women's teams, tutors provided during these study hall times.

COA Standard 6 Citizenship

- Not enough community involvement

STATUS In progress

All teams have committed to increasing their presence and volunteerism in the community.

Basketball- hosts several youth tournaments, hosted youth cheer club at home events,

Baseball- coyotes in the classroom, Involvement with CDC

Coyotes in the Classroom partnership with Gateway Elementary

COA Standard 7 Gender equity

- Out of Title IX compliance

STATUS On-going

Athletics survey done, goal to add one women's sport by 12-13 school year. (must be equal in 3 years)

COA Standard 8 fundraising

- Lack of fundraising support for athletics



STATUS      Addressed: capital campaign plan under development  
Foundation has reinstated Boosters Club and commitment to fundraising to support athletics  
Teams have each added one-three fundraising events to help support their programs.

The Athletics Department has taken the program review and its findings very seriously. In addition to hiring a new coaching staff the department has implemented mandatory department meetings, individualized coaches meeting and athlete orientation. All coaches, councilors and the AD will have several opportunities to continue to expand their knowledge through conferences, and professional development activities.

### c. Current Year Goals:

**Goal 1** Support the academic and athletic success of student-athletes

*Connection to College Strategic Goals: 1ADE*

*Specific internal\* or external\*\* condition(s) the goal is a response to:*

1. *Action Plan:* Proactively recruit student-athletes who are committed to academic and athletic success to better ensure academic eligibility for sport participation. **Measure of success** improvement in grade point averages and retention and graduation rates.
2. Provide an academic support system with access to college academic resources, such as tutorial services, study sessions for athletes, workshops, and orientation seminar for freshman student athletes on topical areas that will assist them in succeeding in their academic and athletic endeavors. **Measure of success:** Increase enrollment and retention of student-athletics
3. Increase required use of academic advisor for student athletes to help students define academic goals and develop an educational plan for completion of graduation requirements. **Measure of success:** Increase retention of student-athletics
4. Monitor class attendance and academic progress of all student-athletes on a scheduled basis through the use of formal reporting system provided to academic instructors by the CCCC Athletic Department. Address unacceptable reports, develop a plan for improvement, and complete a follow-up process to assess progress. **Measure of success:** improvement in grade point averages and retention and graduation rates.



5. Track the number of CCC athletes who play at the next level or pursue college degrees or careers related to physical education or athletics. **Measure of success:** increased rate of students continuing their education.

Responsibility - Athletic Director, academic advisors and Coaches

*Current status 2009-10 year*

Female athletes GPA 2.47

Female athlete retention rate 100.00%

Female athlete success rate 82.54%

Comparison group GPA 2.24

Comparison groups retention rate 83.39%

Comparison Group Success rate 58.64%

Male athletes GPA 2.48

Male athlete retention rate 92.91%

Male athlete success rate 78.73%

Comparison group GPA 2.19

Comparison groups retention rate 82.58%

Comparison Group Success rate 57.95%

*Data source- Cal PASS*

## **Goal 2** Increase community awareness and involvement with Cerro Coso Athletics Programs

*Connection to College Strategic Goals:3A*

*Specific internal\* or external\*\* condition(s) the goal is a response to:*

*Action Plan:*

- Create a Boosters program



- Build relations, encourage participation, and solicit support among local civic groups, Chamber of Commerce, community leaders, area businesses, local citizens, and CCCC Alumni through communication and public relation efforts of members of the Athletic Department.

**Measure of success: Increased awareness of CCCC Athletic programs, membership to various social media/alumni groups as connected with the Athletic Department**

- Implement an end of the year Athletics Awards Banquets that recognizes the academic and athletic achievements of our Student Athletes. **Measure of success: Recognition will continue to encourage student athletes to participate in community, excel scholastically and feel part of the Cerro Coso family. This will result in increased retention rates and a connection to community and campus.**

- Increase community awareness of programs through community service.
  - “Family day/Night” at least once per semester
  - Continue and expand the Coyotes in the Classroom Program
  - Offer several youth sports camps through the semester

**Measure of success: Increased community support for CCCC Athletics, resulting in increased capital support as well as increased event and game support .**

- Increase community awareness through better communication
  - Ensure earlier and more visible advertising of sports events
  - Develop more radio presence
  - Develop Face book page for Coso Athletics
  - Create email list serve to all booster members and media

**Measure of success: Increased community involvement in CCCC Athletics.**

**Goal 3** Provide equity and opportunity for all.

*Connection to College Strategic Goals: 4B*



*Specific internal\* or external\*\* condition(s) the goal is a response to:*

- **Action Plan:** Plan

1. Insure complete compliance with Title IX on the resource management, as well as in direct proportionality.
2. Institute a survey program for the general student population on sport offerings for student-athletes.
3. Submit program recommendations, as appropriate, to insure adequate participation opportunities are available for both genders.

**Measure of success - An environment where Title IX compliance is present and respect for diversity and gender equity are fundamental components of the decision making process in the athletic department.**

**STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized. Please see the attached Criteria for Prioritization of Resource Requests chart for a complete list of codes and explanations for prioritization.)**

**a. Classified Staffing**

Position Title	Position Description	Priorit y	Strategic Plan goal addresse d by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Numbe r of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
a1.	<b>Department</b>		1A,D 3A,C 6	This position is currently a 9 month position partially		12	40		G/R RP362



Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
	<b>Assistant 12 month</b>			supported by student development funds. It also supports athletics. During the summer months when this position is normally off is a crucial planning time for both of the departments and assistance is needed.					

**Classified Staffing: Explain why the work of this position cannot be assigned to current staff**

It can be an extension of the current position.

**Classified Staffing: Describe impact on the college if the position is not filled**

Impact includes a "late start" on many aspects of fundraising, and planning for which that position is crucial to both programs it serves

#### b. Adjunct Coach Staffing



Position	Department	Location	Priority	Strategic Plan goal addressed by this position	Justification	Full-time/Part-time Faculty Ratio	Cost	Funding Source: G=General Fund R=Restricted (be specific)
b1.	Head Volley Ball coach		High	1 ADE	Needed for new program		5616	G
b2.	Assistant VB coach		High	1 ADE	New program		4000	G
	Head Men's basketball coach		High	1 ADE	New program		5616	G
	Assistant Men's BB coach		High	1 ADE	New program		4000	G
	Head Athletic Trainer		High	1 ADE 6A	Requirement of Foothill Conference for safety and health of athletes.		30,000	G

**Adjunct Coach Staffing: Provide a detailed rationale for the requested position**

There are four new requested positions for the 12-13 school year. They include 2 head coaches, 2 assistant coaches and a 30 hour per week athletic training position. These position recommendations necessitated by the new goals of the department, the program review performed by the foothill conference and the renewed commitment to student life and athletics by the CCCC Administration and the CCCC Foundation.

**Head and Assistant Volleyball Coach-**

- Rational- The title IX compliance test revealed we are not in compliance with federal law. The addition of the team is necessitated to create equality among male/female athletics.

**Head and Assistant Men's Basketball Coach**

- Rational- High community support and demand for Men's Basketball. This team will create and opportunity for local young men to compete and gain and education locally. In addition the Foothill conference carries a game schedule in which Men and women's teams play the same night, saving monies on support staff, referees and travel. The return of men's basketball would create an excitement in the community and is a fiscally responsible addition to the sports of CCCC.

c. Supplies (per unit cost less than \$500). *Enter requests on lines below.*





Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
c1.	Office Supplies	med	1A	Needed to maintain printer, fax and general office supplies	\$1500	On going	G
c2.							
c3.							
c4.							
c5.							

**d. Non-Technology Equipment (per unit cost greater than \$500). Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.	Conference Membership	high	1A 5D, 6	Fees to participate in foothill conference	5,500	On going	G
d2.	Athletic Equipment	high	1A,D	Team basics, bats, balls, nets, ect	20,000 (5,000 per team)	On going	G Possible offset by boosters funding request
d3.	Athletic training supplies	high	1A,D	Necessary to provide injury care for the safety of athletes. Increased due to increase in teams	5000 (approx 1000 per team)	ongoing	G Possible offset by boosters funding request
d4.	4 sets uniforms	High	1A,D	Two new teams, two uniforms each	5000	One time	G

**e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below.**



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e1.	Head Coaches laptops	med	1A,D 5D	Coaches required to record and keep scores on the road as well as at home. Laptops provided the appropriate media for this	3,000	On time	
e2.							
e3.							
e4.							

**f. Facilities. Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
f1.	Repaint Gym floor	high	1AD	Rules have changed in basketball. The three point line is now the same for men and women. We currently have the women's line,	25,000	One time	G
f2.	Terrace baseball seating	Med	1AD	Current setup is not safe, hill is steep and grass can be slippery. The area does not provide adequate seating for fans and is a deterrent to attending events.	15,000	One time	

**g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below.**



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g1.	Travel to COA events, Coaches meetings(2 per season, 3 seasons per year) Foothill conference Athletic Director meetings (3 per year) COA meetings(3 per year)(1-3 person's per meeting) CCCADA meeting (1 per year)	high		Program review revealed a lack of participation of CCCC athletics department in regional, and state meetings.	5,500	ongoing	G
g2.	Baseball travel			Required for games	22,000	Ongoing	G
g3.	Mens Basketball travel			see above	15,000	Ongoing	G
g4.	Volleyball travel			see above	12000	Ongoing	G
g5.	Women's basketball travel			see above	15000	Ongoing	G

**h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
h1.	Brochures				250	Ongoing	G
h2.	Collateral for fundraising				500	Ongoing	G
h3.	Marketing				250	Ongoing	G



#### STEP 4: ATTACH LAST YEAR'S SLO ASSESSMENT DATA

Program/Unit Name: Athletics

Assessment Team:

	Outcome and Assessment Definitions				Assessment and Data Collection		
	Condition of Outcome	Target Performance Level	Student Learning or Admin. Unit Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
.	Upon completion of 10 Community Service opportunities and a minimum of one semester as a member of the athletics program	80% of student athletes	will demonstrate leadership, team spirit, and civic responsibility	Survey	Description:  Timeline: Spring each year  Sample: athletes that meet condition  Pending Tasks:		
.	After completing one semester of intercollegiate class	85% of student athletes will	will demonstrate improved athletic performance	Pre and post skills test	Description:  Timeline: at end of each season of sport  Sample: all these meeting minimum requirements  Pending Tasks		
.	After meeting with a counselor to develop a long term education plan and attend the mandatory study hall	90% of student athletes	Will maintain athletic eligibility at Cerro Coso.	Review of transcripts and ed plan	Description:  Timeline: end of 4 <sup>th</sup> semester at Cerro Coso  Sample:  Pending Tasks:		

Revised: 11/22/11



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**Annual Unit Plan Template  
2012-2013 Academic Year  
CalWORKs Program**

**STEP I: DESCRIBE YOUR DEPARTMENT/UNIT**

**a. Mission**

The Cerro Coso College mission statement is to “**educate, innovate, inspire and serve**”. Additionally the college mission states “**Educate** students who seek transfer for baccalaureate degrees, career and technical education, workforce training” and “**Serve** our clients and our communities with relevance.... **Inspire** our students to strive for excellence in achieving their aspirations, our employees to deliver quality instruction and learning support, and our communities by supporting economic development and responding to their needs in a timely and professional manner.”

As part of the College mission the CalWORKs Program provides students with the opportunity to pursue quality educational programs that will result in students being able to obtain employment in their local area that supports the economic health of the surrounding communities. CalWORKs students typically focus on career and technical programs that will develop work readiness skills. CalWORKs Program funds are available to provide support services and work study opportunities to CalWORKs students in transition from their educational programs to employment while maximizing college and CalWORKs benefits and resources. The mission of the Cerro Coso CalWORKs Program is to provide participants with quality educational programs and employment training experiences that lead to economic self-sufficiency.

**b. Program Applicability**

The CalWORKs program provides a broad range of services to eligible students which includes, specialized counseling services to meet CalWORKs student needs, employment, work study and internship opportunities, career development and search



information, information related to CalWORKs state compliance regulations, and liaison with the Department of Human Services (DHS) and other community agencies to help students maintain CalWORKs benefits. Additionally, CalWORKs students are provided with specialized job prep training (developing resumes and interviewing skills), workshops related to CalWORKs issues, and individualized support services and referrals. CalWORKs guidelines and funding are established through the Federal TANF authorization act and implemented as defined by California State Legislation

In addition to the student services provided on campus, there are administrative services that must be coordinated and maintained. At the beginning of each academic year the CalWORKs Program must submit a grant proposal to the State Chancellor's office for funding. Funding is based on the submission and acceptance of the grant proposal and the total number of CalWORKs students served the previous academic year. The State Budget Act language requires that CalWORKs programs monitor and report yearly data on each CalWORKs participant. Each community college program is required to provide the following services: coordination with the local County Welfare Department (to avoid duplication of services), have a centralized and recognizable point of entry for CalWORKs recipients, track eligibility and services provided to CalWORKs students while attending college, track child care services, track and ensure proper use of CalWORKs funds, and provide a program coordinator.

CalWORKs staff collaborates with local community agencies serving CalWORKs clients in order to promote the program and provide transitional services to CalWORKs students. Staff works cooperatively with other campus programs to assure continuity in services, avoid duplication of services, and coordinate services to maximize resources and efficiency of service delivery. CalWORKs staff participates in community and college outreach programs designed to inform and promote college educational programs, classes and resources.

### **c. Partnerships**

CalWORKs students are among the poorest of students attending Cerro Coso College. They require resources outside of the CalWORKs Program for academic success. The CW staff maintains cooperative relationships with on campus programs to assist CW students in obtaining these additional resources. The Financial Aid office is instrumental to CW students in that it provides additional funding, work study matches on campus, scholarship programs. The EOPS and CARE Programs also provide support in the form of books, supplies, additional child care, and other services. The Learning Resource Center and the Learning Assistance Center provide necessary study and tutorial resources to. The LAC also provides verification of study hours that CW students can use to verify TANF compliance.



An area of concern related to other programs such as the Financial Aid office or EOPS/CARE programs is the identification of CalWORKs recipients so CW services can be offered to those CW students already enrolled. The Financial Aid office and the EOPS/CARE program can assist in the identification of CalWORKs students. Better sharing of information would result in identifying more CalWORKs recipients attending Cerro Coso so services could be extended to them.

CalWORKs students are high risk students in that they have limited previous academic training and/or success. Consequently, CW staff provides guidance in college policies and procedures. CW staff assists in registration issues and make referrals to the Admissions and Records office. Advocating for CW students in their interactions with instructors provides CW students the tools of how to be a successful college student. Appropriate educational planning is essential when assisting CW students to promote academic success.

CalWORKs regulations require coordination with Department of Human Services (DHS) in the delivery of services to CW students. College CW staff are in constant contact with students' DHS workers to ensure student compliance with DHS while obtaining viable college training that will lead to long term employment. CW staff also coordinates and collaborate with other community agencies such as EDD, in serving CalWORKs recipients. This provides maximizing resources and avoids duplication of services between agencies.

#### **d. Distance Education**

The college CalWORKs program maintains a presence on the college website. CW program application, needs assessment and student information sheet are posted on the CalWORKs link under Student Services. Contact information and brief details of eligibility and services are provided. Information related to short term training and career technical educational programs available at Cerro Coso are listed on the website. Work Study opportunities, career and employment information is also posted and a link to the career center is provided.

The CalWORKs program will extend its' services to online students if students can provide the required eligibility documentation.





## STEP 2: EXPLAIN YOUR PLANNING

### a. Review of Previous Goals (of last completed academic year)

Funding resources for the CalWORKs program have been declining for the past several years due to the State budget situation. Additionally, due to a decrease in the overall number of students served for the past four years, 2010-2011 being dramatically lower, the college has received less funding which is based on students served the prior year. Consequently, other sources of funding have been pursued at Cerro Coso to maintain the same level of services to our CW students despite decreases in CW funding. During the last three years the Job Development Specialist position has been expanded to provide services to CTE students and CTE programs. This has led to additional funding from CTE resources to maintain and stabilize the position. Through the integration of staff and services with other college programs there is the potential of additional funding options. The concern is that with the expansion of staff and services to other college programs could diminish the efficacy of the CW program.

Due to poor participation numbers at the Kern River Valley for the past 2 to 3 years campus an effort was undertaken to revitalize services and reach out to CalWORKs participants in the area. The DHS CalWORKs workers servicing the area were contacted and cooperated with college staff in identifying eligible students needing college CalWORKs services. The CalWORKs Coordinator and Job Development Specialist travelled to the KRV site to increase availability of services on campus that resulted in a growth of students served. The small amount of available staff time to serve KRV CalWORKs students has had a negative impact on the services provided at the site.

The CW program staffing is minimal, with no staff member being solely assigned to serving only the CW program. Through the cooperation of other departments on campus additional counseling time has been added for CalWORKs students. Specifically, the Special Services counselor has used her connections with the CARE program to identify CW students and bring them into the program at the KRV site. She has also provided counseling services and liaison services with DHS workers on students' behalf. A general population counselor has also been providing services to CW students during the summer months. The CalWORKs Coordinator provided training and supervision to develop the counselor's knowledge of the CW program and the challenges faced by CW students. These additional services will continue with the hope that the CalWORKs program can increase it's number of students it can serve.

As the KRV CalWORKs student population has grown, the IWW CalWORKs population has decreased. This has been the



result of decreasing numbers of students being referred from the Department of Human Services office. The local DHS office experienced total disarray of staffing due to the instability of their State funding during the academic year 2010-2011. They went from four full time CalWORKs workers to none at one point in the year when the remaining worker took a two month medical leave. Consequently referrals for CW participants to attend college have declined substantially. Monthly meetings between Partner community service programs organized by the DHS office have also been affected. There were very few meetings held at DHS for CW serving agencies, again, leading to weakened identification of recipients and the college relationship with DHS over the year.

In 2010-2011, 74 CalWORKs students were served, down from 105 the previous two years. Other explanations for the decrease in eligible students are most likely a result of instability of the State legislature's approach to the fiscal crisis California is experiencing. During the 2010-2011 academic year the State has reacted to budget deficits by exempting a larger group of CalWORKs participants to reduce the number of clients they need to serve. The State Legislature has also decreased the maximum time a CW recipient can continue on CW aid; reduced from 60 months to 48 months total on cash aid before the recipient "times out" of CalWORKs eligibility. These two changes have decreased the total number of eligible recipients resulting in our decrease in CalWORKs eligible students.

The economic down turn has also impacted community employers and there were fewer off campus work study positions available as a consequence of employers downsizing. The CalWORKs staff has experienced the dilemma of having to spend more time recruiting and determining student eligibility, while taking on other tasks, resulting in more effort with diminished outcome.

#### **b. Review of Overall Department/Unit**

Overall decline of the number of students receiving CalWORKs services will continue through the 2011-2012 academic year as a result of the economic climate. There are signs of some recovery potential. The Department of Human Services has stabilized their CalWORKs staff and the State has finished their cuts to State services at this point. The college CW staff will make attempts to reestablish relationships with the DHS staff. The Coordinator will also look for alternative contacts to find ways to identify CW recipients for purposes of recruitment to the program. The sharing of staff resources will continue so more counseling time will be available to serve CalWORKs students.



A more robust and effective outreach program needs to be initiated. Besides reestablishing relationships with DHS, the CW program will look for other ways to let CalWORKs clients know about the viability of attending college while working.

The past few years the Job Development Specialist has been actively building a strong Career Center where students can also come to discuss employment readiness skills and discuss job opportunities in the community. As this position becomes more integrated with other Student Services program and CTE programs, more of the position's time will be spent in other non CalWORKs activities. This results in less time to develop off campus jobs and participate in recruitment and outreach activities for the CW program. Additionally, the Career Center has become a place where all students come to explore career related activities. This has resulted in a need to increase college resources to continue providing services to all students who come to the Career Center.

**c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.***

***Goal 1/ Increase the number of CalWORKs students served in 11-12***

- 1. Connection to College Strategic Goals:*
- 2. Decreasing number of students served will impact current level of funding leading to a decline of services available to CW students.*
- 3. Reestablish relationships with DHS, increase outreach activities, enhanced recruitment materials.*
- 4. Increase CW served to 80*



***Goal 2/Increase college resources to support CalWORKs program***

- 1. Connection to College Strategic Goals:*
- 2. Decrease in resources due to reduced funding and increased staff time in program as well as other college tasks they have responsibilities for.*
- 3. Seek additional college resources. Maintain current level of service provided.*
- 4. Maintain current services offered and increase total number of students served to 80*

***Goal 3***

- 1. Connection to College Strategic Goals:*
- 2. Specific internal\* or external\*\* condition(s) the goal is a response to:*
- 3. Action Plan:*
- 4. Measure of Success:*



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

**a. New Classified Staffing.** *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

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

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.
2. Explain why the work of this position cannot be assigned to current staff.
3. Describe the impact on the college if the position is not filled.

**b. New Full-Time Faculty Staffing**

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

**Full-Time Faculty Staffing Justification:**



[Refer to the separate handout listing criteria for new faculty hiring.]

**c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

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

**d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
<b>Copier</b>	IWV	2		General population of students share space with CW students and use of copier purchased in prior year with CW funds is on last legs	\$400?	One time	G



e. Technology Equipment (computers, data projectors, document readers, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Upgraded computers for Career Center	IWV	1		Computers used by students in career center older. Provides access to Center resources for all college students. Enhances services to CW students.	unknown	On going	G

f. Facilities. *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

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

g. Travel (inter-campus, intra-district, conferences, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*



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

**h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**

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

**i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**

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





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

#### STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

CalWORKs student persistence rates continue to vary significantly from year to year despite program interventions remaining the same. Program interventions included a minimum of one meeting per semester with CW counselor, development of educational plan and verification of class hours and study time that count towards work related activities for the county. (see attached SLO sheet for further information)

Starting 2010-2011 student success was assessed by tracking the completion of the CW students' educational goals; completion of Certificates and Degrees. Because CalWORKs students' educational goals must be focus on obtaining sustainable employment, completion of educational goals is a way to assess employability and program success. (Pending data on this SLO)



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Students Served	151	111	102	105	105	74
Work Study Positions	14	22 (22 on campus, 0 off campus)	20 (14 on campus, 6 off campus)	31 (22 on campus, 9 off campus)	33 (26 on campus, 7 off campus)	17 (15 on campus, 2 off campus)
Persistence Rates	-	75%	52%	81%	76%	pending

**STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)**



## Annual Unit Plan CHILD DEVELOPMENT & EDUCATION DEPARTMENT 2012-2013 Academic Year

### STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

#### a. Mission

The mission of the Child Development Program at Cerro Coso Community College is to provide a comprehensive educational program rooted in quality and excellence. The program is responsive to the interests, aspirations and capabilities of students. The A.S. Degree in Child Development prepares students for life work in areas of child development, education (early childhood, elementary, and secondary), psychology, human services, administration of programs for children, and related human development fields. Students completing this major fulfill the educational requirements to apply for a California Child Development Permit. This major fulfills requirements for teaching in private child development settings licensed by the California State Department of Social Services. (revised by Child Development Advisory Committee 9/14/04)

#### b. Program Applicability

The Child Development program mission fully supports the college mission. The Child Development mission exemplifies a high quality degree and certificate program in career technical education. We are continuously vigilant to discover creative, useful and efficient paths toward student opportunities and success as demonstrated by our program exceeding the minimum qualifications defined by the California Commission on Teacher Credentialing, California Child Development Permit. The Child Development mission reflects the college's response to the interests, aspirations, and capabilities of students. Students are prepared for work in myriad professions including Child Development Assistant, Associate Teacher, Teacher or Site Supervisor working in infant, toddler, preschool or school-age care and education; and education (K-12) paraprofessional as well as to transfer to four year college programs.



### c. Partnerships

#### **Cerro Coso Child Development Center/Lab School.**

Every Child Development class (including online) requires observations. The Cerro Coso CDC/lab schools provide examples of child development best practices in action for our students to observe. The Cerro Coso CDC/lab school centers serving infants, toddler and preschool age children are the highest quality centers in our communities.

#### **Eastern Sierra Association for the Education of Young Children (ESAEYC).**

Cerro Coso co-sponsors bi-annual Child Development conference that provides training to hundreds of Child Care and Development Professionals from communities throughout our service area. Sponsorship provided by VTEA funds with emphasis on understanding the important role of men in the profession.

#### **State of California Child Development/Early Childhood Education Curriculum Alignment Project (CAP)**

The Cerro Coso Child Development Program joined the California Community Colleges Curriculum Alignment Project (CAP) in 2008-2009: [http://www.childdevelopment.org/cs/cdte/print/htdocs/services\\_cap.htm](http://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm)

The CAP has developed a lower-division program of study called, "The Lower Division 8" which represents evidence-based courses that are intended to become a foundational core for all child development professionals. Hundreds of Early Childhood Education/Child Development faculty from California Community Colleges and California State Universities worked for 4 years (2003-2007) in collaborative work groups to plan the content of the eight, 3-unit courses.

Another key effort of the CAP is to facilitate the transfer of these eight courses as an integrated course of study to the California State Universities, "promoting access to ongoing education and degree attainment. CAP continues to collaborate with California State Universities and work toward the integration of the Lower Division 8 into Baccalaureate programs."

[http://www.childdevelopment.org/cs/cdte/print/htdocs/services\\_cap.htm](http://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm)

#### **Child Care Training Consortium, Community College Program.** FT Faculty, Lisa Fuller, Coordinator

[http://www.childdevelopment.org/cs/cdte/print/htdocs/services\\_cc.htm](http://www.childdevelopment.org/cs/cdte/print/htdocs/services_cc.htm)

#### **California Early Childhood Mentor Program.** FT Faculty, Vivian Baker, Statewide Virtual Mentor Coordinator

<http://www.ecementor.org/>

#### **State of California Commission on Teacher Credentialing Child Development Permit,** <http://www.ctc.ca.gov/>



#### d. Distance Education

**CHDV has a very strong online program.** 28 of 31 CHDV courses offered in Fall 2011 were online while 2/3 of the EDUC 170 courses were either online or iTV. However, a request has been made to stop including both ESCC sites in the EDUC C170 iTV class beginning Spring 2012 due to low enrollment/demand.

The ESCC Child Development Advisory Committee has worked in concert with the ESCC Director to agree that the needs of ESCC CHDV students are best met via online classes due to the shortage of CHDV faculty and low enrollments.

**CHDV classes offered via iTV** are another matter. From Fall 2004 to Spring 2009, CHDV utilized interactive television (iTV) to offer courses at the sites. Although we were able to offer 2 classes each semester, the enrollments were low and feedback from the students was not positive. These courses did allow us to offer low enrollment courses to the sites. In general, the classes became more like online courses and students who are uncomfortable with the online environment are also uncomfortable with the iTV courses. For this reason, CHDV (on the advice of the Child Development Advisory Committee which has representation from all sites) decided not to offer classes through iTV beginning in the 2009-2010 academic year. Many of the issues related to iTV related to lack of institutional support for this medium. Different sites have different closing times, the technology was not reliable, there was little to no support at the sites for moving materials between sites, and students at the sites were alone in the building with no institutional representative available to even lock or unlock the doors. We understood that a greater level of institutional support and upgraded equipment in some iTV rooms so we tested the waters when the Faculty Chair conducted a hybrid (iTV-online) course in Fall 2009. The experience for students and faculty was marginal, at best. Full-time faculty are willing to travel to instruct 1 class per semester at the non-IWV sites in order to ensure that all Child Development students have access to more than 1 faculty during the course of their program. Full-time faculty is adamant that students must take classes from more than 1 faculty as this is critical to program integrity. The barrier to students at the sites receiving instruction from full-time faculty the administration's lack of support to pay for mileage.



## STEP 2: EXPLAIN YOUR PLANNING

### a. Review of Previous Goals (of last completed academic year)

1. Child Development faculty will complete the 3<sup>rd</sup> Child Development Program Assessment using student portfolios from the capstone course, CHDV C203, Principles and Practices in Child Development II (renamed Practicum: Field Experience).

The 3<sup>rd</sup> Program Assessment using the student portfolios was completed. It was agreed that this method of assessing Program Outcomes is not effective as it consistently reflected <50% attainment of the Program Goals. It was agreed that CHDV needs to assess its SLO'S and use that experience to inform a more meaningful method for assessing our PLO's

2. Program Assessment model for the administration track will be developed in 2010-2011.

No completed. Administration track classes (CHDV C251, 252 and 281) will have SLO's assessed

### b. Review of Overall Department/Unit

The Child Development program is working on our Student Learning Outcome (SLO) assessments. We have built a strong, online program with a stellar reputation throughout the State. The time has come for us to pause and take stock; to evaluate our practices. One practice we seek to change is the flight to online classes, only. We shall now seek to bend the curve more towards a balanced offering of online and on ground classes. We are dedicated to offering at least 2 courses on ground at IWV and at least 1 course on ground each semester at KRV.

The Child Development program will complete Program Review in Spring 2012. We look forward to taking this in-depth look at our program.



c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

**Goal 1 REBUILD IWV ON GROUND CHILD DEVELOPMENT PROGRAM**

*1. Connection to College Strategic Goals:*

Strategic Goal 1. Improve our response to community needs through ... area work force development ...

Child Development is one of the fast growing professions in our service area.

*2. Specific internal\* or external\*\* condition(s) the goal is a response to:*

Not all students are successful in the online environment so we need to rebuild our on ground CHDV course offerings at the Indian Wells Valley campus.

*3. Action Plan:*

Offer, at minimum, 2 CHDV courses at the IWV campus every semester in the following sequence:

**Fall 2011            100**

**Spring 2012       102**

**Fall 2012           104**

**Spring 2013       106**

**Fall 2013           125**

**Spring 2014       111**

**Fall 2014           145**

**Spring 2015       121**

Offer classes in the evenings and/or on Saturdays.

Offer classes via iTV provided that mileage is paid for faculty to be at every iTV class site at least twice during the class as this is an iTV best practice.

*4. Measure of Success:*



No on ground class will be canceled for low enrollment.  
Class enrollments will increase at least 5% each year.

***Goal 2 STUDENT LEARNING OUTCOMES (SLO's), TOP DOWN, ASSESSED***

*1. Connection to College Strategic Goals:*

Goal 1, A. Maintain progress on Student Learning Outcomes to achieve the level of Proficiency by 2012  
(Defined by ACCJC)

*2. Specific internal\* or external\*\* condition(s) the goal is a response to:*

Compliance with minimal standards defined by ACCJC.

*3. Action Plan:*

Spring 2012 – we intend to have identified the assessment tool for each SLO in every class (except 107) Top down = we'll adopt the same measurement for every SLO and everyone teaching the class will use the same assessment. Multiple-Choice Tests – easier to assess than other forms of assessment. We seek to identify multiple choice test questions to assess each SLO. We hope that it won't affect the Curriculum classes – plan, implement and evaluate- doesn't lend itself to multiple choice questions. We'll have to have standardized assignments with standardized assessment – the same for every class.

Fall 2012 – gather and analyze SLO assessment data from every Spring 2012 CHDV class.  
revise assessment tool as may be indicated by analysis for implementation Spring 2013.

Spring 2013 – gather SLO assessment data (revised) for every Fall 2012 CHDV class

*4. Measure of Success:*

SLO data will be reported for all CHDV classes in Spring 2012





Analysis of Spring 2012 SLO data will be completed by September 15, 2012.  
SLO assessment tools will be modified, as needed, by November 1, 2012  
SLO data will be reported for all CHDV classes offered in Fall 2012

**Goal 3 STUDENT SUCCESS – INVESTIGATE WHY SUCCESS RATES ARE CHANGING**

*1. Connection to College Strategic Goals:*

Goal 2. A. Integrate instruction and advising services • Utilize data to drive decisions to improve the program

*2. Specific internal\* or external\*\* condition(s) the goal is a response to:*

Increasing numbers of under prepared students in CHDV classes

Increasing numbers of technologically illiterate students in online CHDV classes

*3. Action Plan:*

Research best practices in online learning for technologically illiterate students

Analyze effect of class prerequisites established in 2010-2011 for efficacy in ensuring student preparedness for higher level CHDV classes.

*4. Measure of Success:*

Fall 2012 – faculty will report on research into best practices in online learning for technologically illiterate students by November 2012

Spring 2013- Recommendations, as indicated, for new practices online learning for technologically illiterate students will be made by March 2013

Analysis of the effect of class prerequisites established in 2010-2011 for efficacy in ensuring student preparedness for higher



level CHDV classes will be presented by April 2013



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

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

**NO REQUEST FROM CHDV SINCE MINIMUM FACULTY CHAIR REASSIGNED TIME HAS REMAINED UNCHANGED AT 0.30**

b. New Full-Time Faculty Staffing

**NO REQUEST FROM CHDV FOR 2012-2013.**

**ANTICIPATE MAKING REQUEST FOR 2013-2014.**

c. Supplies (per unit cost less than \$1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

**NONE**

d. Non-Technology Equipment (per unit cost greater than \$1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

**NONE**

e. Technology Equipment (computers, data projectors, document readers, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

**NONE**

f. Facilities. *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

**NONE**



**g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Mileage	IWV- KRV	1	1	Faculty at every iTV site at least twice each semester	\$300.00	ongoing	G
Conferences	IWV	2	1	FT Faculty stay current with best practices and research	\$5400.00	One-time	V

**h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Brochures	IWV	2	1	Tool for students to understand required preparation for CHDV courses	\$750	One-time	V



i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Library, e-books	IWV	2	1	>90% CHDV students online. Resource for student success	\$500	On-going	G

**STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)**

N/A

**STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)**

Attached



## **Annual Unit Plan Template 2012-2013 Academic Year**

### **STEP I: DESCRIBE YOUR DEPARTMENT/UNIT Counseling Department**

#### **a. Mission**

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

#### **b. Program Applicability**

The counseling department is responsible for providing direct counseling and advising services to students, coordinates and facilitates Matriculation Services including Orientation and Assessment, provides a Career and Transfer Center and facilitates activities related to Transfer and Career services including access to job and internship opportunities in the community, disseminates and participates in Articulation processes at the College, develops and coordinates Outreach and Recruitment activities, provides input into the Basic Skills Program, and offers Personal Development and Counseling courses to facilitate expanded student services addressing issues related to career development, study strategies, educational planning and goal setting, as well as other topics that enhance student success. The Counseling department is actively engaged in the implementation of the College Student Success Plan.



### **c. Partnerships**

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

Counseling supports and collaborates with the college Career Technical Educational Programs. A Job Development Specialist located in The Career and Transfer Center provides job services to students and assists in the career development process. The Job Development Specialist provides job information and placement services to enhance transitional services to students in the completion of their educational goals and employment. Counseling supports and coordinates CTE programs aimed at high school students, including the Virtual High School program, Concurrent Enrollment, high school articulation, and Career Pathways. Counseling provides advising and coordinates the application process for Health Careers Programs, particularly the LVN Program. Counselors participate in the CTE department chair meetings and partners with CTE on multiple outreach/recruitment events. VATEA funds and SB 70 funds enhance many of these services by providing funding for counseling staff and activities.

Counseling provides support for the Basic Skills program and students through Smartgrades assessment, intrusive counseling, collaboration with Basic Skills faculty and targeted student intervention. A presentation is given at the beginning of every semester in all Basic Skills classes to ensure that students understand the nature and importance of the course they are taking and the services available to them. Counselors serve on the Basic Skills Advisory Committee. The basic skills budget supports 50% of an adjunct counselor specifically dedicated to supporting Basic Skills students.

Counseling maintains partnerships with local/feeder High Schools with a focus on providing transitional services to current High School students planning to attend Cerro Coso after graduation. Assessment, orientation and counseling services are offered at the High Schools as requested and available. Outreach activities related to college programs are coordinated with the K through 12 educational institutions as well. The following are some examples of the activities hosted by counseling; a variety of workshops offered to current students, Parent Night for the parents of graduating high school students, Preview Day for junior and senior high school students, and "I'm Going to College" for fifth grade students.

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

Collegial associations as well as California Community College Chancellor's office provide informational updates through conferences and listservs, training opportunities and updates on academic/educational trends, tools, and information that are essential to keeping current with information that students need to make good decisions related to careers and transfer choices.



#### **d. Distance Education**

All counseling services offered at a physical campus location must also be offered online. Counseling provides access for students to complete all matriculation components online; Orientation, Assessment and Counseling. Additionally, information and forms need to be made available online. A counseling intranet site on the Cerro Coso website provides uniformed access to all counseling resources. Counseling staff are updating information and procedures online as needed This is a time consuming and sometimes, technologically challenging process. Some Personal Development classes are offered online.





## STEP 2: EXPLAIN YOUR PLANNING

### a. Review of Previous Goals (of last completed academic year)

#### **Extended Orientation Classes/Curriculum**

SLO: After successful completion of COUN C101, PDEV C101, or PDEV C052, first semester students will demonstrate increased success and retention rates compared to first semester students who did not take an extended orientation course.

There is no comparative data for student success with students that have not taken a student success course at this time. This Student Learning Outcome will be reviewed for feasibility after consulting with the newly hired full time, college dedicated Institutional Researcher. Once the Institutional Researcher confirms a process by which we can obtain this information we will collect the comparison data, review the results and report out.

The data reflects lower retention and success rates for the identified extended orientation classes compared to the overall retention and success rates for all Cerro Coso courses. The Counseling staff have been working together to coordinate strategies and practices in the orientation classes to maximize effectiveness and student engagement. Course syllabi will be aligned for all orientation classes, identifying and requiring specific essential components such as long term educational plans. Counseling will increase the number of orientation classes as staffing permits.

As a result of a discussion with the Basic Skills committee, group consensus was to develop a degree applicable, non transferable student success course to better serve Basic Skills students. This group of students needs the learning strategies, resources, and college information early in their college career to provide better opportunities for course success. The counseling department is tasked with the development of the course, using current student success courses as a model.

#### **SLO assessment cycle for PDEV/COUN courses**

The counseling department will work together to complete a full cycle of SLO assessment for active courses. Counseling faculty will coordinate the assessment process by identification of SLO outcomes to be assessed and follow a scheduled pattern of assessment resulting in all active courses reflecting a full SLO cycle by the end of the 2011-2012 academic year. Analysis of the data will be addressed in department meetings and reflected in the next annual unit plan and or program review for 2011-2012. The following charts outline the scheduling of assessment and the artifacts or data to be assessed.



					Sections	Retention Rate	Success Rate
<b>PDEV101</b>	Becoming a Master Student	<b>2010-2011</b>	201070	Fall 2010	3	75.0%	53.7%
			201050	Summer 2010	1	63.6%	45.5%
			<b>Annual Yr Sum</b>		<b>4</b>	<b>71.7%</b>	<b>51.3%</b>
		<b>2009-2010</b>	201030	Spring 2010	5	73.9%	43.9%
			200970	Fall 2009	4	69.0%	44.4%
			200950	Summer 2009	2	71.8%	63.4%
			<b>Annual Yr Sum</b>		<b>11</b>	<b>71.6%</b>	<b>47.8%</b>
		<b>2008-2009</b>	200930	Spring 2009	3	72.6%	43.2%
			200870	Fall 2008	4	74.2%	48.3%
			200850	Summer 2008	3	91.7%	64.3%
			<b>Annual Yr Sum</b>		<b>10</b>	<b>78.6%</b>	<b>51.2%</b>
		<b>2007-2008</b>	200830	Spring 2008	3	71.3%	50.0%
			200770	Fall 2007	6	85.3%	55.1%
			200750	Summer 2007	2	89.4%	63.8%
			<b>Annual Yr Sum</b>		<b>11</b>	<b>81.2%</b>	<b>54.9%</b>
		<b>2006-2007</b>	200730	Spring 2007	5	78.4%	53.6%
			200670	Fall 2006	6	82.9%	48.1%
			200650	Summer 2006	4	89.9%	72.2%
			<b>Annual Yr Sum</b>		<b>15</b>	<b>83.2%</b>	<b>55.4%</b>
		<b>2005-2006</b>	200630	Spring 2006	5	83.3%	47.1%
			200570	Fall 2005	5	79.7%	39.0%
			200550	Summer 2005	4	89.3%	66.7%
			<b>Annual Yr Sum</b>		<b>14</b>	<b>83.3%</b>	<b>48.7%</b>



					Sections	Retention Rate	Success Rate
<b>COUNC101</b>	Tools for College Success	<b>2010-2011</b>	201070	Fall 2010	1	93.9%	60.6%
			201050	Summer 2010	1	61.3%	51.6%
			<b>Annual Yr Sum</b>		<b>2</b>	<b>78.1%</b>	<b>56.3%</b>
		<b>2009-2010</b>	201030	Spring 2010	1	79.2%	62.5%
			200970	Fall 2009	3	85.1%	58.4%
			200950	Summer 2009	2	77.4%	67.7%
			<b>Annual Yr Sum</b>		<b>6</b>	<b>81.8%</b>	<b>62.0%</b>
		<b>2008-2009</b>	200930	Spring 2009	3	81.5%	60.2%
			200870	Fall 2008	3	80.0%	63.1%
			<b>Annual Yr Sum</b>		<b>6</b>	<b>80.9%</b>	<b>61.3%</b>
		<b>2007-2008</b>	200830	Spring 2008	2	73.9%	47.8%
			200770	Fall 2007	2	96.6%	56.9%
			<b>Annual Yr Sum</b>		<b>4</b>	<b>86.5%</b>	<b>52.9%</b>
		<b>2006-2007</b>	200730	Spring 2007	1	86.7%	53.3%
			200670	Fall 2006	2	86.8%	54.7%
			<b>Annual Yr Sum</b>		<b>3</b>	<b>86.7%</b>	<b>54.2%</b>
		<b>2005-2006</b>	200630	Spring 2006	2	90.2%	58.5%
			200570	Fall 2005	2	80.3%	53.0%
			<b>Annual Yr Sum</b>		<b>4</b>	<b>84.1%</b>	<b>55.1%</b>



					Sections	Retention Rate	Success Rate
<b>PDEVC052</b>	Becoming Successful ONL Student	<b>2010-2011</b>	201070	Fall 2010	4	98.6%	76.6%
			201050	Summer 2010	2	100.0%	66.0%
			<b>Annual Yr Sum</b>		<b>6</b>	<b>99.0%</b>	<b>73.7%</b>
		<b>2009-2010</b>	201030	Spring 2010	4	61.9%	55.8%
			200970	Fall 2009	3	75.6%	63.0%
			200950	Summer 2009	2	85.1%	64.9%
			<b>Annual Yr Sum</b>		<b>9</b>	<b>70.3%</b>	<b>59.7%</b>
		<b>2008-2009</b>	200930	Spring 2009	4	76.3%	61.3%
			<b>Annual Yr Sum</b>		<b>4</b>	<b>76.3%</b>	<b>61.3%</b>



## COUN C101

### Student Learning Outcomes & Assessments

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

SLO	Learning Outcome Description	Outcome Assessment Definition
A	Articulate an educational goal and describe the requirements and courses to meet this educational goal. This will be measured by a student project portfolio, be evaluated by a rubric.	This will be measured by a student project portfolio, to be evaluated by a rubric.
B	Evaluate educational and career options and obstacles and develop educational and career action plans.	This will be measured by a student project portfolio, to be evaluated by a rubric.
C	Utilize college and community resources in the planning and implementation of their educational and career action plans.	This will be measured by a student project portfolio, to be evaluated by a rubric.
D	Develop and apply academic and study skills necessary for success in their classes and everyday living	This will be measured by an essay exam or term paper to be evaluated by a rubric.
E	Assess personal strengths and weaknesses and develop strategies for increasing individual success towards life goals.	This will be measured by a term paper and/or oral presentation to be evaluated by a rubric.
F	Recognize issues of diversity and be able to discuss impacts of diversity within the student's community.	This will be measured by a term paper and/or oral presentation to be evaluated by a rubric.



INSTRUCTOR	SITE	SLO	ARTIFACT	DATA UNIT	DATA	NUMBER ENROLLED	PERCENTAGE
M. GROSS	IWV	A*	LTEP	# of students who completed a long term ed plan		26	0%
P. Godfrey	IWV	A*	LTEP	# of students who completed a long term ed plan		29	
K. Hamilton	IWV	A*	LTEP	# of students who completed a long term ed plan		29	
P. Talley	IWV	A*	LTEP	# of students who completed a long term ed plan		41	
M. GROSS	IWV	B*	Career Café				
P. Godfrey	IWV	B*	Career Café				
K. Hamilton	IWV	B*	Career Café				
P. Talley	IWV	B*	Career Café				
M. GROSS	IWV	C*					
P. Godfrey	IWV	C*					
K. Hamilton	IWV	C*					
P. Talley	IWV	C*	Library Treasure Hunt				
M. GROSS	IWV	D*					
P. Godfrey	IWV	D*					
K. Hamilton	IWV	D*					
P. Talley	IWV	D*					
M. GROSS	IWV	E*	Pre/Post Skills Assessment				
P. Godfrey	IWV	E*	Pre/Post Skills Assessment				
K. Hamilton	IWV	E*	Pre/Post Skills Assessment				
P. Talley	IWV	E*	Pre/Post Skills Assessment				
M. GROSS	IWV	F*					
P. Godfrey	IWV	F*					
K. Hamilton	IWV	F*					
P. Talley	IWV	F*					
Gayle Whitlock	KRV						
Greg Kost	ESCC						
Wendy Adams	Online						
Jamie Flatebo	Online						

Revised: 11/22/11



## PDEV C052

## Becoming a Successful Online Student

### Student Learning Outcomes & Assessments

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

SLO	Learning Outcome Description	Outcome Assessment Definition
A	Describe the basic differences between online courses and traditional face-to-face courses.	This will be assessed by a paper, scored with a rubric.
B	Demonstrate knowledge of the process of taking an online course.	This will be assessed and scored by an exam. (Use for multiple choice, matching, and T/F exams.)
C	Demonstrate the ability to use web pages, email, discussion groups, and submit a written assignment in online classes.	This will be assessed by a performance, scored with a rubric.
D	Evaluate readiness for taking online classes.	This will be assessed and scored by a pre- and post-test.
E	Identify the general equipment needs for taking online courses.	This will be assessed and scored by an exam. (Use for multiple choice, matching, and T/F exams.)
F	Demonstrate ability to work in and navigate the Cerro Coso course environment.	This will be assessed by a performance, scored with a rubric.



INSTRUCTOR	SITE	SLO	ARTIFACT	DATA UNIT	DATA		NUMBER ENROLLED	PERCENTAGE
M. GROSS	IWV	A*	Instructors to					
P. Godfrey	IWV	A*	Define and					
K. Hamilton	IWV	A*	Provide					
P. Talley	IWV	A*	Info by 11/15/11					
M. GROSS	IWV	B*						
P. Godfrey	IWV	B*						
K. Hamilton	IWV	B*						
P. Talley	IWV	B*						
M. GROSS	IWV	C*						
P. Godfrey	IWV	C*						
K. Hamilton	IWV	C*						
P. Talley	IWV	C*						
M. GROSS	IWV	D*						
P. Godfrey	IWV	D*						
K. Hamilton	IWV	D*						
P. Talley	IWV	D*						
M. GROSS	IWV	E*						
P. Godfrey	IWV	E*						
K. Hamilton	IWV	E*						
P. Talley	IWV	E*						
M. GROSS	IWV	F*						
P. Godfrey	IWV	F*						
K. Hamilton	IWV	F*						
P. Talley	IWV	F*						
Gayle Whitlock	KRV							
Greg Kost	ESCC							
Wendy Adams	Online							
Jamie Flatebo	Online							

Revised: 11/22/11





## **Outreach/Preview Day**

SLO: Given participation in Preview Day, 85% of participating high school students will indicate a greater likelihood of attending Cerro Coso. Results compared to last year's data are as follows:

### **What is your Grade level?**

**08-09** 42% Seniors, 41% Juniors, 17% Other

**09-10** 64% Seniors, 32% Juniors, 4% Other

Comment: Greater percent of seniors attended in 09-10.

### **Were you made aware of any services or programs?**

**08-09** 55% yes, 44% no, 1% no response

**09-10** 61% yes, 33% no, 6% no response

Comment: Higher percentage of students indicated more awareness of college programs.

### **Which part was most informative?**

**08-09** 24% Information, 48% campus tour, 8% both, 20% no response

**09-10** 61% career fair, 25% campus tour, 5% both, 9% no response

Comment: The new feature of the career fair had significant effect on increased information students felt they heard about during Preview Day.

### **Was this event helpful?**

**08-09** 83% yes, 12% no, 5% no response

**09-10** 93% yes, 1% no, 6% no response

Comment: Increase in students relating event helpful to them.

### **After attending this event are you more likely to attend Cerro Coso?**

**08-09** 72% yes, 18% no, 6% maybe, 4% no response

**09-10** 80% yes, 13% no, 3% maybe, 4% no response

Comment: Significant increase in responses related to the event and the likelihood of students attending Cerro Coso. The response does not meet the initial goal set in the SLO but there has been significant increase in the response rate to the degree that we continue to see a clear positive impact from the event as a recruitment and outreach activity.

In the 2010-2011 year Preview Day incorporated a career fair for the visiting High School students. This addition to Preview Day resulted in very favorable feedback from the students who identified the career fair as the most informative component of the overall activity. The career fair focused on CTE majors and provided students the opportunities to explore how educational programs relate to the world of



work. The overall rating for the event was 93% positive and resulted in 80% of the attending High School students considering attending Cerro Coso College. Overall, Preview Day continues to be a positive, informative and effective recruitment event for the local area seniors.

Due to continued favorable responses of Preview Day, counseling will continue to offer the event to local area High School seniors as budget permits. This SLO is considered completed and counseling will next follow participating students in Preview Day to see what percentage of students actually enroll at Cerro Coso the following fall semester.

As a result of the successful career fair component, this part of the Preview Day activity has been expanded and extended to Cerro Coso students later in the day.

### **Follow Up Services/*Early Alert***

Early alert services continue to be offered through the counseling department. There continues to be an increase in instructor use of the program. Past evidence suggests that the Early Alert process positively impacts course success rates, indicating a positive relationship. In addition to continuing to gather this data, a survey will be developed to illicit input from both the faculty members who use Early Alert to provide feedback and the students who receive feedback and follow up via Early Alert. This is a continuing goal from last year due to a reduction in available staffing time.

	Number of Instructors	Number of Alerts
Spring 2008	11	145
Fall 2008	20	295
Spring 2009	13	231
Fall 2009	23	312
Spring 2010	18	357
Fall 2010	17	324

### **Basic Skills/Implementation of Smartgrades**

Spring 2009 was the first semester in which Smartgrades was administered in most of the Basic Skills classes on the IWV Campus. The desired results of having the students complete the Smartgrades assessment was 1) to assist students in learning to identify personal areas of



risk to their academic success and 2) provide follow up counseling appointments (interventions) to those students identified as high risk.

Basic skills instructors continue to include Smartgrades in their class activity suggesting that they support the idea that students need to consider their academic skills and personal support systems and skills when trying to determine how to best succeed in class. After a discussion between counseling, basic skills instructors and administration, a more intrusive approach is being used in the classroom to encourage student response in conjunction with the application of Smartgrades. Other intrusive methods of providing counseling services to basic skills students will be discussed to encourage basic skills students more proactive in addressing personal and educational needs that impact their success in classes.

### **Student Success Strategies**

As part of the college effort to increase student success and retention, counseling has identified the following goals. 1) Provide extended orientations for general population students as well as specific target populations such as Veteran and Athletic students. 2) Provide workshops for targeted students to address specific student needs. This includes workshops to assist students in developing student educational plans and deciding on an educational goal, and workshops for students on probation or disqualification. 3) Develop pathways for all chosen majors, degrees, transfer. Expand the use of Long Term Student Educational Plans with students. Provide students with an individualized pathway to completion of their educational goal. 4) Develop and provide more comprehensive instructions for students related to all processes and procedures; available both electronically and in hard copy and readily available on campus and online. Review and update online information as it relates to counseling services. Provide cross training between student services offices so resources and processes are consistent and reinforced to students.



## b. Review of Overall Department/Unit

Counseling contacts are rising significantly requiring additional counseling time to attend to the increase in student needs. The following table indicates the rise in contacts for the past 9 years. (Data collected through SARS appointment system.) The renewed focus of increasing retention and success with our students requires additional counseling staff. To provide increases in student success classes, workshops to address probation issues and provide comprehensive student educational planning, as well as offering extended orientations to new students requires more counseling staff and time than we currently have. The counseling department will continue to advocate for counseling staff to meet student needs and to fully implement the college mission.

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

\*Number includes all programs and all sites.

Counseling is focused on providing consistent services to all campus sites and their students served. Sites include Ridgecrest, Kern River Valley, South Kern, Eastern Sierra (Bishop, Mammoth), and online. Required resources need to be available to all students at all sites. Counseling will focus on coordinating services through counseling meetings where site needs will be identified and addressed as appropriate and/or feasible.

There is a need to find a more efficient method of identifying student progress towards their educational goals. Degree works has been proposed as a program that would assist in this effort, providing counseling the opportunity to directly contact students regarding their progress and status to degree or certificate completion.

## c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

### Goal 1

1. **Develop a non transferable, degree applicable student success course that can be offered to Basic skills students.** (Strategic Goal 2. Improve services to under-prepared students and increase their success rates.)



2. *Currently no degree applicable/non transferable student success available to new student. Basic Skills students need student success courses to provide learning strategies, college resources and processes, and career and educational development and planning to increase their ability to be successful in college.*
3. *Provide counseling department faculty opportunity to discuss and develop course through departmental meetings. Faculty chair to work with faculty in development of curriculum and follow through with CIC submission.*
4. *Course submitted and approved for instruction. Course offered.*

## **Goal 2**

1. ***Expand the application/offering of Long Term Student Educational Plans to all students.*** (1D. Expand the scope and quality of Student Services college-wide.)
2. *As part of the strategy to increase student retention and success college wide, counseling will promote the development of long term educational plans to more students. Current best practices backed by corresponding data (RP group references) indicate increased student retention and completion rates.*
3. *Increase offerings of Student success courses such as COUN C101 where long term student educational plans required. Provide targeted populations with long term educational plans such as Veterans, Athletes, CTE students.*
4. *Using first time enrolled students enrolled in COUN C101 classes who have completed their educational plans as comparison group to first time enrolled students who have not taken COUN C101 class in same semester. Compare retention and completion rates at the end of the semester.*

## **Goal 3**



*1. Connection to College Strategic Goals:*

*2. Specific internal\* or external\*\* condition(s) the goal is a response to:*

*3. Action Plan:*

*4. Measure of Success:*



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

**a. New Classified Staffing.** *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

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

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.
2. Explain why the work of this position cannot be assigned to current staff.
3. Describe the impact on the college if the position is not filled.

**b. New Full-Time Faculty Staffing**



Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
Counselor	All counseling services and instruction related to student success courses	To be determined	1	1. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.	G

#### Full-Time Faculty Staffing Justification:

- Full-time/Part-time ratio within the discipline:** In recent years there has been a decrease in part-time Counselors employed. As budgets have tightened there have been fewer part-time Counselors employed. Currently we have one 24 hour per week part-time Counselor working during the Academic year funded primarily through the use of Basic Skills money. This part-time Counselor provides counseling and other tasks that support the Basic Skills mission. As funding permits, part-time counseling is provided during the summer months based on Adjunct pay. Currently, the IWV campus has two full time Counselors funded through general funds, two categorically funded Counselors, and one Counselor with primarily categorical funding and some general funds. One of these general funded Counselors travels to our South Kern site once a week to provide services. There is also one full time general funded Counselor at the Kern River Valley site and one full time Counselor serving both Eastern Sierra sites. Counseling also employs two full time Educational Advisors funded with general funds that serve the IWV campus. This is a total of 7 full time Counselors, 1 part time Counselor, and 2 Educational Advisors to serve 5 different sites and those online students needing counseling services. **The numerous coordination responsibilities and all of the associated planning and reporting are assigned to the small number of full time counselors. These responsibilities include Recruitment and Outreach, Articulation and Matriculation coordination, CTE Support, maintenance of the Transfer Center, Coordination of EOPS, CARE, DSPS, and CalWORKs programs. The loss of the Counselor who previously held this position was responsible for matriculation coordination, was the Articulation officer, Honors Counselor, coordinated counseling office, staff and services. Many of these**





tasks now have fallen under the job duties of the remaining Counselors.

- **Growth (include data)** : In June of 2006 we had a full time counselor retire. That counselor had over 1,169 student contacts for that year. Additionally at that time the most recent program review reflected and justified the need for an additional full time counselor. The retirement of that full time counselor in June 2006 was not replaced. Since then, the annual unit plans have cited a need for an additional full time counselor (although by this time the department now has the need for an additional counselor **and** the replacement of a full time counseling position). In the 2009-2010 academic year an additional 1.5 full time counselors were lost to providing instruction due to the need to off set the 50% law under an emergency situation **and** there was an initial cut to counselors 10 extra days on contact to 7 extra days. Beginning 2010-2011 counseling again lost a full time counselor to an Administrative position, so we are now down an additional full time position.

Counseling contacts continue to grow but the amount of counseling hours provided by Counselors has decreased substantially.

Counseling Contacts							
Year	04-05	05-06	06-07	07-08	08-09	09-10	7/1/2010 to 10/4/2010
Number of Counseling Contacts*	10,604	13,788	11,585	15,327	14,181	19,474	6,432

- **Compliance with state regulations/accreditation:** In recent years there has been an increase in the collection of data for



purposes of funding, accountability and justification for program actions and growth. This has led to increased time by counselors to collect and input accurate and complete data into various programs such as SARS and BANNER. There has also been an increase in the complexity and amount of reporting to the State Chancellors Office for those categorically funded programs requiring more time.

- **Long-term community needs/support:** The communities within Cerro Coso's service areas are showing growth; particularly in Ridgecrest, Mammoth and Bishop, and especially online. Additional outreach is necessary to let the community know of expanded/updated programs and opportunities available to them. Outreach is primarily conducted by the counseling department. To promote continued growth additional counseling hours are necessary to coordinate outreach and provide new students comprehensive services. Online services must also be updated to reflect parity of services with on campus services which requires additional work to prepare and implement those services online.
- **Support new programs:** Cerro Coso has been rigorously revitalizing programs and introducing/developing new programs to assist in its' mission of providing the community with viable, innovative educational opportunities. Programs like the Basic Skills Initiative and implementation of the Student Success Plan by the counseling department impacts availability of direct counseling time. With the additional tasks related to SB 1440, accreditation preparation, growing CTE programs, and other newly proposed programs and services related to increasing retention and success, Counseling will be challenged to have the availability of staff to attend to these tasks and still maintain the same quality of services without the minimal replacement of the Counselor position.
- **Courses are part of a core program and/or a graduation requirement:** Counseling supports students in meeting their educational goals through educational planning, career goal setting, evaluation and determination of required coursework for matriculation. Counseling is also responsible for offering Student Success courses which is a proven way to increase retention and success rates.

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Acad. Emp.-Non-inst.-Non Contract	CI	1	1A	To address the increasing number of counseling contacts and implementation of retention and success activities requires and increase in counseling time and support to maintain programs and quality services to students. Supports basic skills students.	\$90,000	On-going	G
Non-instructional Supplies and Materials	CI	1	1A	Provides for purchasing of testing materials like Accuplacer (\$5,000 units at \$8,750) that supports basic skills and instructional goals for success. Provides for office supplies to deliver information to students related to educational planning and career development.	\$10,000	On-going (until statewide assessment is established)	G
Food- Non Travel	CI	2	1A, 5B,6CD	Supports the coordination and collaboration activities with other educational programs (Ex: Local high school counselors), and professional development activities that lead to better	\$1,500	On-going	G



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

**d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
<b>Annual student Planners</b>	<b>All sites</b>	<b>2</b>	1. Improve our response to community needs through customized educational opportu.....	Planners provide communication to students regarding college processes, procedures, educational programs, resources and activities. Provides organizational tool for student success.	<b>\$9,000</b>	<b>On going</b>	<b>G</b>



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

**e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
<b>Updated computers</b>	<b>SK</b>	<b>1</b>	<b>1D</b>	<b>Standardize the support and services offered at each location.</b>	<b>\$4,000</b>	<b>One-time</b>	<b>G</b>
<b>Degree works</b>	<b>All</b>	<b>2</b>	<b>1</b>	<b>Provide method of assessing student progress towards educational goal completion and increasing college</b>	<b>Unknown</b>	<b>One-time</b>	<b>G</b>



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

**f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Expansion of all counseling services to one area on campus	IWV	2	1	Staffing needs continue to grow. Consolidating counseling programs will allow for maximizing resources while minimizing student efforts to locate and obtain counseling services.	Unknown	One time	G



**g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Employee Travel	CI	1	1A	Supports counseling staff in obtaining current information and training regarding the changes and development of new strategies that directly impact student services.	\$3,000	On-going	G

**h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**



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

i. Other (institutional fees, library books). *Enter requests on lines below. If more lines needed, Tab over from box on bottom right.*

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





**STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)**

*See attached.*

**STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)**

*See attached.*



## Annual Unit Plan Template 2012-2013 Academic Year Special Services Program

### STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

#### a. Mission

Using a holistic approach and by modeling appropriate and effective behavior, the Special Services Program (DSPS-EOPS/CARE) staff and services support students with additional barriers to education. Student barriers include financial need, educational and social disadvantages, and disabilities. The program staff promotes student personal and emotional growth, assists with developing self-responsibility, and provides opportunities for students to assess and develop educational, career and life goals. The Program receives State categorical funding to serve students who meet eligibility requirements for any of the following programs; Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and Disabled Students Programs and Services (DSPS). The Special Services Program uses an integrated service approach in providing services to all three categorical programs, maximizing resources and increasing the level and quality of services to qualified students.

#### b. Program Applicability

The Special Services program assists eligible EOPS, CARE, and DSPS students by providing services that include individual counseling, monetary grants, book vouchers and a loan library, career and study skills assessment, peer counseling, educational and career development and planning, academic monitoring, priority registration, specialized instructional services, extended tutoring, student success classes taught by Program counselors, child care, transportation assistance. Supportive educational activities are also provided to assist students in building skills and relationships that are proven to increase educational success and completion.

**Extended Opportunity Programs and Services (EOPS)** support low-income and educationally disadvantaged students. Students receive monetary and book grants that assist in defraying the costs of college, as well as supportive services that provide mentoring, study strategies, and social networking leading to increased skills and motivation to succeed.



**Cooperative Agencies Resources for Education (CARE)** services are available to EOPS students that are single head of household receiving Temporary Assistance to Needy Families (TANF) benefits with at least one child thirteen years old or younger. The program collaborates with agencies in the community and the CalWORKs program to advocate for students to increase opportunities and resources that will lead to independence and self-responsibility. Additionally, funding supports above and beyond services to CARE students including CARE grants, educational supplies, child care, social networking to increase self confidence and self reliant skills, as well as other resources.

**Disabled Student Program and Services (DSPS)** ensures a “level playing field” for the disabled student. Services include accommodations based on individual educational limitations, individualized counseling to identify needs and develop strategies that will lead to successful completion of coursework, enhanced instructional opportunities offered at the High Tech Center located in the Special Services Program office, social and educational activities to assist in the development of supportive relationships on campus, access to career and employment services.

### **c. Partnerships**

EOPS students are identified for services through the financial aid office, through Special Services recruitment, other students, other campus referrals. CARE students are also recruited during High School outreach in the spring, College Night, and collaboration with community resources such as the Tribal TANF and Community Health programs. All first year EOPS students must be enrolled as fulltime college students and meet BOGW A or B criteria as well as criteria that demonstrates “educationally disadvantaged” as set forth in Title V regulations.

CARE students enter the program via the acceptance into the EOPS program and by providing proof of receiving TANF for themselves or their child that is under the age of fourteen. CARE students self identify when completing the EOPS application. CARE students are also recruited. Each year recruitment activities take place at the local High School serving students with children.

DSPS students self identify by expressing a need for accommodations to an instructor, during meetings with college counselors, informational materials put out by the DSPS program, other educational institutions, Vocational Rehabilitation agencies and other community programs serving disabled persons. Verification of some educational limitation as a result of a disability is required to be part of the DSPS program. Verification can be obtained by a doctors diagnosis, prior educational institutions that have documented a disability, other community agencies, and by Program professional determination of need. Learning Disability testing is offered through the Program to students who have compelling indications of a learning problem. An assessment process is followed to determine whether a student would



benefit from testing to determine a learning disability. The LD testing format and eligibility criteria are set through the State Chancellor's Office.

Outreach to disabled students is achieved through a variety of methods such as pamphlets and flyers available at various points throughout the campus, the departmental website, Special Services Program activities, the Special Services Club, and an Open House event each year. Off campus, presentations and information exhibit booths are provided throughout the community at various events to encourage potential students to register for classes highlighting the many services that are available for their success. Additionally, a yearly meeting of a Special Services Program Advisory Board is utilized to obtain feedback from the community as well as inform community leaders about program services.

Strong campus advocacy on campus has led to working relationships between Program staff and faculty. A faculty handbook is available to faculty to assist in the development of instructional strategies that are effective with all Special Services students. Campus staff actively support Program activities on campus. Close communication with other campus resources such as general counseling, financial aid office, CalWORKs Program, the Career and Transfer Center, the Basic Skills committee and services, tutoring center, helps create an environment that supports students with barriers to education and promotes Special Services Program services.

Regular communication with community partners is not only beneficial to recruitment of students, but also leads to successful sharing of resources and expanding the opportunities for students. Regular contact with community partners is maintained by attendance to community meetings such as the Community Collaborative monthly meeting, CalWORKs meetings, collaboration with EDD, Vocational Rehabilitation, the yearly Advisory Board meeting, community health centers and other advocacy groups.

#### **d. Distance Education**

The Special Services Program maintains a presence on the college website, providing Program information, Program resources, Program eligibility requirements, Program applications, consent forms and other required documents for easy access. DSPS students are offered accommodations for online classes as reasonable. EOPS students may take some online courses during their educational time spent at Cerro Coso but EOPS students cannot be full time online students due to State EOPS requirements.

## **STEP 2: EXPLAIN YOUR PLANNING**



#### **a. Review of Previous Goals (of last completed academic year)**

Due to 40-45% budget reductions for the 2009-2010 academic year a cap was established on the number of students to be served through EOPS. The Special Services Program was reorganized with one Director to oversee the three programs (EOPS, CARE, DSPS) with reduced staff and student workers in which prioritized services were created through discussion with staff reviewing the Exit Questionnaire taken by students (see Survey below).

Also due to the 09-10 budget cuts, a full time employee who resigned was not replaced. Additionally, another part time position was eliminated from the Program. To date, these positions have not been replaced. The reduction of staff time has resulted in a reduction of the number of students the program can sustain as well as increased stress on staff due to taking on additional work responsibilities.

Student Learning Outcomes were developed related to retention and persistence of EOPS students. EOPS students on academic or program probation were required to attend a "Special Services Student Success Orientation". It was found that 20% of the students that attended the Special Services Student Success Orientation completed 68% of their units with a 2.0. Additional data showed that 76% of the EOPS students that were compliant with the program by completing three contacts and a long term educational plan, had a higher retention rate and an overall higher GPA than those students who were not compliant.

The previous goals included:

- Increase existing part-time staff to full-time positions to support the needs of the Hi Tech Center, learning assistance in and outside the classroom at multiple sites
- Bring back educational advising to the KRV site and to the IWV campus.
- The Special Services office will be located at the current area for quite some time. The Galvin Group recommended walls be built for confidentiality due to the sensitive nature of student discussion.
- Replace full time position to IWV campus.

Due to the 40% (EOPS & CARE) and 45% (DSPS) budget cuts in 2010, the Special Services Program lost staff at the IWV and KRV campuses. The existing staff has cross trained to fill the gaps. The Special Services Program continues to serve DSPS students as required by federal law at the Eastern Service Center and South Kern Campus but due to drastic budget cuts are only able to provide minimum services and unable to hire staff. EOPS, CARE and DSPS student has had to prioritize the services. Some services and activities are no longer available. There are five students currently being served at the ESCC sites and one student being served at the South Kern campus. When funding is available, the Special Services Program needs to provide supplemental educational services for students in the Eastern Sierra/Mammoth campuses along with reinstating staff at the IWV and KRV sites to continue to meet student needs.

- The Special Services Accommodations Technician is the identified position to provide over and above services at ESCC. A



desk, chair and table will be needed. Two student computers and updated software for the High Tech component of the program will need to be provided.

Since the previous year's goals the following has been accomplished:

- Walls for the two counselors' offices in the Special Service area have been put into place creating a confidential room for students to meet with their counselors.
- Success orientations for EOPS students on probation due to either progress or GPA issues or Program non compliance issues have been implemented and are regularly scheduled each semester.

Additionally, the Special Services Program has successfully returned the High Tech Center to being fully functional with all software and equipment accessible to students following the relocation of counseling services back to their own space. Cerro Coso College received a grant to provide Closed Captioning of media used in classrooms and on line. 20 lap top computers were purchased and will be available for CARE students' use in the fall 2011 semester. Two educational field trips were offered during the 10-11 year. The trips were free to interested students in the program and well received by students. Students reported a raised awareness of historical bias and actions taken based on those biases creating inhumane treatment to targeted groups.

#### **b. Review of Overall Department/Unit**

DSPS has been an integrated program with EOPS/CARE since the early 1980s within the Special Services Office. This integration has proved extremely helpful to our students by creating a seamless point of service and eliminating multiple office visits throughout the semester and duplication of paperwork. The decrease in Special Services staff has resulted in a reduction of time spent one on one with students. Program activities are not as robust and the ability to follow up with students has been impacted. Special Services students are some of the most needy college students and require special efforts to keep them in college. Additional resources of staff are required to fully address student needs. The following are some suggestions to increase staffing needs and time:

- Locate additional funding to hire more Special Services staff
- Consolidate counseling resources so staffing from other counseling services can assist in providing services to EOPS/CARE/DSPS students.
- Reduce number of Special Services Program students to be served. (The current cap of 310 EOPS students remains as a Program goal.)



Retention and success rates have been gathered by means of college data and with the assistance of the Institutional Researcher.

A decline in services does not necessarily mean that the Program success rates need to decline. Creative ways to continue services will need to be discussed. More group services can be implemented, reducing one on one meetings.

**c. Goals for Upcoming Year (next academic year).**

***Goal 1/ Survey Special Services students to determine which services students identify most useful to them.***

- 1. Strategic goal 2. Improve services to under-prepared students and increase their success rates.*
- 2. Due to continued reduced staffing need to continue to assess and prioritize most important resources and services to students.*
- 3. Conduct survey in spring 2012.*
- 4. Complete tabulation of survey responses to establish student priority of desired services.*

***Goal 2/ Require and enforce students to attend two Special Services activities each semester (fall and spring only)***

- 1. Strategic Goal 2. Improve services to under-prepared students and increase their success rates.*
- 2. Reduction of staffing can lead to a reduction in student contacts. Increasing student attendance to program activities will provide additional contact time for disseminating information and resources related to student success.*
- 3. Publicize events and activities well ahead of time so students can plan to attend. Track attendance and enforce as a compliant component to remain in the EOPS/CARE Programs.*
- 4. Compare success and retention rates with prior years where attendance not enforced.*



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

**a. New Classified Staffing.** *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
Part time Special Services Assistant	ESCC	1	Goal 2		10	19		Categorical funds

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

- 1.** *Increase in students needing Special Services are growing in ESCC sites. Location too distant to effectively address with current staff. College commitment to all sites receiving similar services offered at other sites. Need of Program to increase staffing.*
- 2.** *Location and travelling time too great to use current staff effectively.*
- 3.** *Student needs will not be addressed impacting student success.*

**b. New Full-Time Faculty Staffing**





Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

**Full-Time Faculty Staffing Justification:**

[Refer to the separate handout listing criteria for new faculty hiring.]

**c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

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

**d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**



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

**e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

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



**f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

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

**g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

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



**h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**

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

**i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**

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



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

#### STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

The 2009-2010 school years served 368 EOPS students of which 73 were also CARE students. Twenty eight students graduated with Associate Degrees and eight received certificates of completion/awards. In addition, three CARE students received an Associate Degree and six received certificates. Two EOPS students received their G.E.D. The average grade point average earned was 2.34. Thirty six students received honors (3.75). Three students transferred to 4 year colleges.

In 2010-2011 the EOPS program planned to serve 310 students but ended up serving 323 EOPS students for the academic year. 36 EOPS students graduated with degrees (7 of which earned more than one degree), 9 received certificates and 3 received awards, and 2 students transferred.

One hundred and ninety-five DSPS students were served in 2009-2010. In that same academic year 13 degrees and 2 certificates/awards were earned by DSPS students. The average GPA was 2.32. Services provided included: 5 note takers; 2 mobility aides; 369 bus passes; 11 students received equipment (i.e., tape recorders, Reader Pens, Alpha Smarts, calculators, laptops, etc.), 2 scribes; 20 e-texts requests; 4 enlarged font textbooks; 2 MP3 books; and 13 requests for tables and padded chairs. Eleven learning disability eligibility tests were conducted, 10 were found eligible. Three interpreters were used for our hearing impaired students. In addition, 248 visits by students used the HTC.

#### Student Learning Assessment and Outcome

##### a. SLO for EOPS:



Students will understand the goals, mission and contractual agreement between the student and the EOPS program through a detailed Orientation. Initial assessment used a pre- and post-test at the time the Orientation was presented.

Assessment results indicated a 35% increase in understanding of the program after the Orientation was completed. This measurement was based on their knowledge prior to the orientation.

Students that are compliant with the EOPS program by completing three contacts and an extended educational plan will have a higher retention and g.p.a. than those that do not meet the state requirements.

Of those students meeting the state requirements of completing an extended educational plan and three contacts within the semester, 76% had a higher g.p.a. and retention rate over those not compliant with the EOPS program.

Provided a grant for membership into Phi Theta Kappa Honor Society, selected EOPS students planning on transferring will have a 50% increase rate of acceptance. 5 students utilized the grant and their progress will be evaluated in two years after induction

b. SLO for CARE:

Understanding services and support available to single parents provided by a detailed orientation so that they can fully utilize them in overcoming challenges in order to make satisfactory progress in coursework and successfully complete academic and career goals. The goal was that student's would exhibit a 50% increase in knowledge after the orientation.

A pre- and post-test was utilized at the CARE Orientation for assessing the awareness of the services available to single parents. Post-testing results showed an overall increase of 52% in awareness of services. The percentage was found to be low due to existing knowledge prior to attending the CARE Orientation through attending the Special Services-EOPS orientation or being a previous CARE student.

c. SLO for DSPS:



Students identified as LD that utilize the Hi Tech Center will have an increased g.p.a over the past semester.

New DSPS students will take a stress assessment and meet with a Counselor or Special Services Assistant to develop strategies to manage their stress will have a higher retention rate than those that did not take the test and have an intervention session.

The new DSPS students that met with a Special Services Counselor or Assistant had a 10% higher persistence rate than those that did meet with one to discuss strategies to reduce stress.

Students identified as LD in the fall 09 semester that utilize the High Tech Center will have increased g.p.a. in the spring semester.

Only five of the new LD students using the High Tech Center had an increased g.p.a. in the spring 10 semester. Factors affecting the outcome may include the move at the IWV campus where quarters were shared with counseling, there was only a minimal area available for the High Tech Use. Also, the Learning Assistant position became vacant in the spring 10 semester which would have provided services to the newly identified LD students.

d. SLO for Special Services:

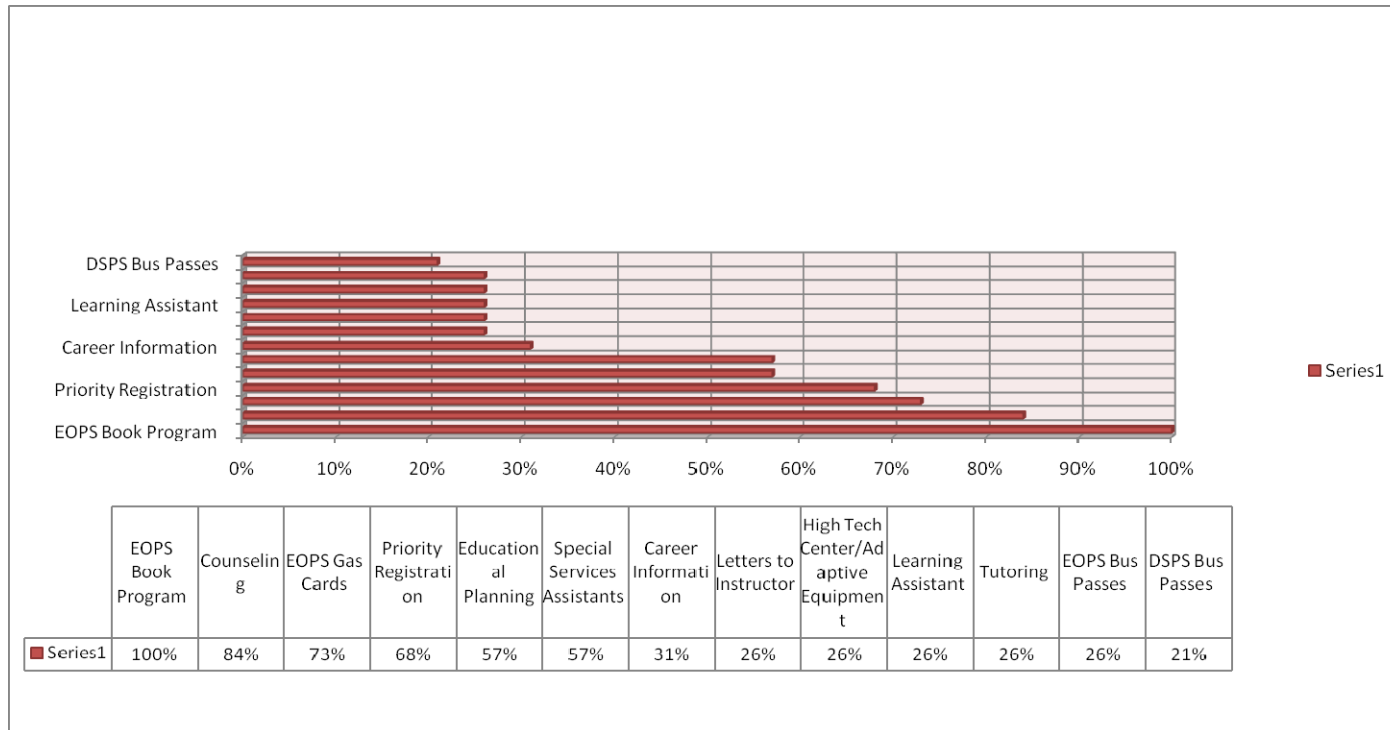
Special Services Students on academic probation that attended a Student Success Orientation will complete 68% of units with a 2.0 g.p.a.

It was found that 21% of those students attending the Student Success Orientation were able to comply with their contractual requirements of making satisfactory progress and completing 68% of the units. The Student Services Orientation will be evaluated on ways to increase the satisfactory progress for students on academic probation.



**STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)**

**Exit Questionnaire/survey 09-10**







## Student Activities Annual Unit Plan Template

### STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

#### a. Mission

The purpose of the Student Activities Program is to provide students with an environment in which to enhance Leadership Development of students; to assist with the delivery of services which will facilitate the completion of educational goals; and to provide students with an organization, the Associated Students of Cerro Coso (A.S.C.C.), through which they may have self-governance, and participate in co-curricular and extra-curricular activities.

#### b. Program Applicability

This program supports all aspects of college life, creates an environment for students to have a campus voice, develop leadership skills, supports all active clubs, and provide a variety of programming that enhances student life. The Student Activities Office also supports the A.S.C.C. in its function as the Cerro Coso's Student Senate and the participation of the Senators in the participatory governance process at Cerro Coso. Student Activities supports the institutional goal of increasing FTES by making a concerted effort to recruit, train, and retain students for the clubs, student government, and other student activities. In addition this office creates programming or provides financial support through the appropriation of student development funds to support many areas of academics and student services including: Financial Aid (constitution events) DSPS and Special Services, (Disabilities awareness day), and Veterans Services (planning assistance and volunteering at Veterans events, letter writing campaign to soldiers)

#### c. Partnerships

Houchin (2x per year blood drive)

#### c. Distance Education

ASCC Meetings are broadcast via ITV to several campus sites in order to allow the opportunity for active participation in ASCC meetings

### STEP 2: EXPLAIN YOUR PLANNING

#### a. Review of Past Goals



The Student Activities Program goals are:

1. To improve student recognition of ASCC as their voice college wide on issues affecting students.
  - Students have become part of the shared governance process, taking a seat at the table with administration, faculty and staff on student issues.
2. To improve student and community recognition of the ASCC and ASCC's credibility as an integral part of shared governance (college-wide, regionally and state wide).
  - Students have participated at state and regional level meetings (3 state, 10 regional.) In addition students have become part of the Shared governance process, taking a seat at the table with Administration, faculty and staff on student issues.
3. To serve and support the clubs, student athletes and student productions and demonstrations at Cerro Coso.
  - The Student activities office supported over 25 on campus events last year.
4. To effectively allocate resources.
  - ASCC has been operating within its budget for the past 2 years.
5. To increase the sales of the ASCC Coyote Card
  - Sales increased slightly, additional 75 cards sold.
6. To raise funds that will enable the ASCC to increase students', staff, faculty and community members' awareness of Cerro Coso's and the ASCC's services and activities.
  - Not met
7. To raise funds that will allow ASCC to participate fully in local, regional and state governance activities
  - Currently use RP362 funds, Student rep fee implemented and will be used from Jan on for this purpose.
8. To increase the level of diversity awareness and celebration of that diversity on campus.
  - Addition of programming such as cross cultural music, diversity day and abilities awareness day
9. To assess the Student Learning Outcomes developed for the students participating in ASCC Student Senate.
  - Goal is met
10. To develop Student Learning Outcomes for students participating in each club.
  - In progress
11. Bring the ASCC accounting practices into Ed Code compliance
  - Goal is met



## **b. Review of Overall Department/Unit**

The Student Activities Program has been increasingly effective at reaching a greater number of students across a greater majority of the college. The number of student clubs has stayed steady and includes two community campus clubs that serve the communities of the Kern River Valley and the Eastern Sierras. Additionally, student participation in participatory governance committees, Region IX meetings and State Student Senate has increased. Students' participation in Student Senate has increased and students are reporting an increased comfort in the use of basic parliamentary procedure.

The Student Activities Program has affected greater recognition across campus of the ASCC's role in voicing student concerns, serving the students on campus and serving the communities in which Cerro Coso is located. Faculty and staff report increased satisfaction with the level of student representation and the effectiveness of student representation in the various participatory governance committees. The Student Activities Program continues to expand the scope and quality of mentoring for student leaders, to encourage the growth of established clubs and the development of new clubs and expand the activities and diversity programming for students and the community.

The 10-11 academic year had a host of events and activities to support our role and goals. A total of 14 ASCC meetings and 15 events or activities per semester helped create the atmosphere of inclusion and excitement the activities office strives for. Each student who participated in student government had 6 opportunities for leadership training, locally and at the state level. In addition we saw the addition on one new club and the reinvigoration of the KRV student club. All told the SA office estimates over 1000 contacts with students and community based on event and activity head count. WE continue to strive to create connection with students, staff faculty and community.

## **c. Current Year Goals:**

### ***Goal 1 Develop Student leaders who understand their role and impact on the campus community***

*Connection to College Strategic Goals: 1D, 4C*

*Specific internal\* or external\*\* condition(s) the goal is a response to:*

*Action Plan:* Provide leadership training to those students participation in the ASCC clubs and executive board. These include attendance at multiple types of conferences (CCSSA, General Assembly, ASGA, Joint leadership training at BC and PC, The Leadership Academy offered at Cerro Coso.

*Measure of Success: Students will:* Understand that leadership is a process rather than a position; Acknowledges that leadership is relational; Understand that everyone has a leadership capacity; Engage in the leadership process in increasing levels of quality and quantity; Analyze contexts that influence the leadership process (i.e., characteristics of self and others, society, organizations); Relate insights to the application of the leadership process; Recognize the ethical components of leadership.



**Goal 2** ASCC students will demonstrate the ability to effectively conduct and participate in productive meetings and will exhibit the ability to engage in meaningful debate, discussion and collaboration.

*Connection to College Strategic Goals: 5A*

*Specific internal\* or external\*\* condition(s) the goal is a response to:*

*Action Plan: Students will have the opportunity to receive training at various in-services and state level meeting that identify how to meet the above mentioned goal. They will receive an assessment of these skills at the end of the spring semester.*

*Measure of Success:*

**Goal Create** programming and events that reach all campus', embrace cultural and educational diversity, and create a climate of inclusion.

*Connection to College Strategic Goals: 1D, 6B,C,D*

*Specific internal\* or external\*\* condition(s) the goal is a response to:* Embracing diversity enhances the performance of all College work. Committing to greater cross-cultural competency must be undertaken by acknowledging that diversity fosters excellence and abundance--offering all a chance for personal growth and students an staff an occasion to pursue increased innovation. A multicultural environment encourages innovation and fosters creativity. Studies make it clear that students who develop in the context of a diverse, multicultural, educational community benefit significantly and are more successful in the workplace.

*Action Plan: Addition of 1 program per site and a minimum of 3 diversity programs.*

*Measure of Success: Programming will occur as state above.*



**STEP 3: SUBSTANTIATE REQUESTED RESOURCES** (Note: All items must be prioritized. Please see the attached Criteria for Prioritization of Resource Requests chart for a complete list of codes and explanations for prioritization.)

**a. Classified Staffing**

Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
a1.	Department Assistant 12 month	High		This position is currently a 9 month position partially supported by student development funds. It also supports athletics. During the summer months when this position is normally off is a crucial planning time for both of the departments and assistance is needed.		12	40		G R/Student Development
a2.									

**Classified Staffing: Explain why the work of this position cannot be assigned to current staff**



It can be an extension of the current position.

**Classified Staffing: Describe impact on the college if the position is not filled**

Impact includes a “late start” on many aspects of fundraising, and planning for which that position is crucial to both programs it serves

**c. Supplies (per unit cost less than \$500). Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
c1.	Office Supplies	med		Needed to replace basic office equipment, printer ink, pens, ect	1500	On going	G
c2.							
c3.							
c4.							
c5.							

**d. Non-Technology Equipment (per unit cost greater than \$500). Enter requests on lines below.**



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.							
d2.							
d3.							
d4.							

**e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e1.	Laptop computer,	high		Director has 4 year old computer	1500	On-time	G
e2.							



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e3.							
e4.							

**f. Facilities. Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
f1.							
f2.							

**g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below.**





Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g1.	Employee Travel	High		This position requires attendance at several leadership events as well as the travel between campuses.	2000	On going	G
g2.							
g3.							
g4.							
g5.							

**h. Marketing (brochures, radio spots, promotional travel, etc.). *Enter requests on lines below.***

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
h1.							
h2.							
h3.							



#### STEP 4: ATTACH LAST YEAR'S SLO ASSESSMENT DATA

SLOs, Assessment tools, Data Collection

##### Method of Assessment & Evaluation

- 1) Participants will be selected from current leadership groups such as the Associated Students Executive Board, leadership and cross cultural retreat participants.
- 2) Assessments will be administered to these groups at the beginning of the semester and prior to attendance at any leadership retreat, seminar or workshop.
- 3) A post-assessment will be administered to the same students at the end of the spring semester.
- 4) Additional, assessments will include completion of the Leadership Practices Inventory Self evaluation and Observer evaluation by specific student leadership groups. (Executive board)
- 5) Retreats will have supplemental assessments and evaluations specific to the goals of each retreat.

Program:

Assessment Team:

ov 1

Outcome and Assessment Definitions					Assessment and Data Collection		
	Condition of Outcome	Target Performance Level	Student Learning or Admin. Unit Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
.	Students who have participated in the Leadership Institute, CCCSA, and Summer Leadership Retreat can recognize their own leadership philosophy.	80% of students	Through participation in the Leadership Institute and Summer Leadership Retreat, students will be able to identify at least 3 leadership traits and explain how they relate to their personal	This will be assessed using both observation with a rubric and self assessment.	Description:  Timeline: Spring each year  Sample: student government  Pending Tasks:	85% of students could identify three personal leadership traits and effectively relate how that relates to their personal leadership philosophy.	Continue to assess this on a yearly basis with each new government group that comes in.

Revised: 11/22/11



			leadership philosophy.				
.	After attending 8 ASCC meetings	85% of students will	ASCC students will demonstrate the ability to effectively conduct and participate in productive meetings and will exhibit the ability to engage in meaningful debate and discussion.	This will be assessed by observation using a rubric.	Description:  Timeline: end of school year  Sample: all these meeting minimum requirements  Pending Tasks	80% of students could complete all outcomes as listed	Conduct a beginning of the semester workshop on Roberts rules of order to create foundation for meeting/debate understanding.
.	After being part of the student government executive board for 1 semester	80% accuracy	Students will identify supportive resources for creating and initiating students clubs that represent the diversity, social, political and cultural interest of the college community	This will be assessed by observation using a rubric.	Description:  Timeline: end of school year  Sample: student government executive board  Pending Tasks:	Students could identify the support resource for clubs with 80% accuracy	Continue to asses this on a yearly basis with each new government group that comes in.

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## **Annual Division Plan 2012-2013 Academic Year**

### **Student Services**

#### **PLANNING**

##### **a. Review of Previous Goals**

#### **Goal 1: Encourage broad based participation in dialogue about Student Success and Institutional Effectiveness.**

##### **Strategies**

- Host a Student Success Summit to include all stakeholders to take a community approach to student retention, success, and completion.

Student success has been discussed on an ongoing basis within the Student Services Executive Council (SSEC) and within the various student services areas. During the fall semester, an All Student Services Staff training was conducted with a focus on moving from a focus solely on open access to a focus on strategic access and student success and completion. All student services staff from all sites attended. The dialogue focused on the shift at the state and institutional level to develop policy, goals and strategies that set student completion as the primary priority. Following this dialogue, department areas met to discuss current strategies and student learning outcomes assessment. This outcome of these discussions were captured and will be used to inform the February planning and evaluation meeting of the Student Services Executive Council and, specifically, the development of the next cycle of Student Learning Outcomes.

#### **Goal 2: Improve coordination of and communication between student services departments to create a more streamlined, seamless process for all students at all sites.**

##### **Strategies**

- Continue to host bi-annually All Student Services staff and faculty professional development retreats.



- Continue to hold bi-annual Student Service Executive Council collaboration and profession development retreats.
- Design and implement Virtual One Stop Student Services center according to the guidelines for the website remodel.
- More fully implement cross-training of staff and faculty between departments.
- Provide intensive training opportunity focused on Customer Service to all Student Services Staff and Faculty.

For all Above Strategies:

Each Student Services Department hold regularly scheduled meetings that include department staff at all sites. These meetings are designed to communicate updates and changes, provide the sites an opportunity to communicate and ask questions, and, ultimately, increase the accuracy and consistency of services provided. Due to the ongoing illness of the Director of Financial Aid, these meetings have been less consistent. Given the number of changes to rules and regulations governing our Financial Aid processes, this is particularly problematic and will need to be addressed in the spring.

Retreats or professional development days have occurred once a semester for both all student services staff and the Student Services Executive Counsel. The all staff meetings have focused on customer service, information sharing and teambuilding, coordination of services, and updates on policy, procedure and legislative changes. Out of these discussions have come some strategies for better coordinating communication among student services departments and with the sites. In the fall, a Student Services Group was developed to house all current forms, policies and procedures, Student Learning Outcomes and assessment data, and announcements for all student services departments. Since this is a web-based tool all staff, faculty and administrators in student services have access to, this will allow for better coordination and ensure that all have access to current and consistent forms and information. Additionally, an all student services calendar is being developed to provide a master calendar of all processing, event, and reporting dates associated with student services. This will help departments in better coordinating and communicating with one another. This calendar will be in place at the beginning of the Spring 2012 semester.

Very little progress has been made on revising web information and services for student services online. An overall, institutional approach to web information has yet to be developed. Though the Luminis portal has been implemented, no clear strategy for approaching internal versus external information has been developed. While the need to completely change our approach to providing online information and services for student services is urgent, it will be challenging to accomplish this until and overall direction for the college has been set. We will continue to make modification and updates to better provide information and service with our existing sites until a more comprehensive change can be made.

**Goal 3: Fully implement data informed planning, assessment, and continuous quality improvement for all Student Services.**



### Strategies

- Convene student and community focus groups for input on Student Services accessibility, modes of delivery, student satisfaction, consistency and accuracy.

Focus groups have not yet been conducted, but will be scheduled during the spring term and will deal particularly with the components of Matriculation.

- Provides an opportunity for direct student feedback.

Satisfaction with services information has not been gathered in Student Services for several years. A survey instrument has been developed and will be administered to all sites and online during the spring 2012 semester. The information yielded from this survey will be used to develop trainings and to identify professional development needs for student services staff, faculty, and administration.

- Develop consistent data sets to be reviewed on an annual/bi-annual basis depending on the nature of the data.

The Student Services Executive Counsel has worked with the Institutional Researcher to develop an annual data plan for Student Services. This data plan has been started and will continue to be more fully developed. The plan includes three levels of data including usage, satisfaction and effectiveness for all student services departments and programs.

- Fully implement accessible data tools to allow departments to have direct access to data needed for program improvement.

As the data plan is being developed, tools for gathering this data are also be identified and developed. Along with the plan will be the mechanism for efficiently gathering this information from term to term, year to year.

- Regularly review and update Administrative and Student Learning Outcomes and Assessments to facilitate continuous quality improvement.

Student Learning Outcomes are included in the unit plans for all student services programs. In February, the Student Services Executive Council will meet to identify Administrative Units Outcomes, discuss assessment results, any identified gaps, and the overall outcomes assessment cycle.

### **Goal 4: Develop and implement strategies to improve success and retention rates for first year students.**

### Strategies

- Require Student Athletes to participate in an extended orientation developed according to the specific needs of Student Athletes.

All student athletes were required to participate in an extended orientation during fall 2011 semester. This information includes specific support services available, the need for a student educational plan, and the specific regulations with which they must comply to maintain eligibility. The Athletic Director, coaches, counselors, educational advisors, financial aid representatives, and the Director of Admissions and Records and Veteran's Affairs helped to facilitate the orientation.



- Require Veteran Students to participate in an extended orientation developed according to the specific needs of Veteran Students. While participation is not required, an extended orientation has been developed and was delivered to Veteran students during the fall semester. Approximately 40 students participated in this extended orientation that was developed specific to the information most needed by Veteran students to increase the likelihood of successful completion. This information includes specific support services available, the need for a student educational plan, and the specific regulations with which they must comply to receive benefits. Counselors, educational advisors, financial aid representatives and the Director of Admissions and Records and Veteran's Affairs helped to facilitate the orientation. The orientations offered and number of students participating will increase in subsequent semesters. Additionally, an orientation will be scheduled at the South Kern campus, the only other site with a significant Veteran student population, during spring 2012 semester.

- Increase and improve the use of the student success class to engage larger numbers of students in meaningful connection to counseling/advising services and student success strategies:
- Increase the number of COUN C101 classes offered by counselors.
- Revise the focus of the curriculum for a greater emphasis on educational planning, career counseling, and the informed decision making process.
- Provide training for all those who will be teaching COUN C101 classes to align syllabi, develop common assignments, share successful activities, and align the counseling focus of the course.

The number of COUN C101 classes was increased from the 2 sections previously offered to 5 for the Fall 2011 and Spring 2012 semester. In order to more fully meet student needs, the number of sections will still need to be increased, though all counselors are currently teaching at least one section of COUN C101. If the currently vacant counseling position is filled, sections will be increased for Fall 2012. Training for all COUN C101 instructors Spring 2011 to align curriculum and share best practices. COUN C101 has been taken to CIC for distance education approval. After Spring 2012, PDEV C101 will no longer be offered onsite nor online. A degree applicable, but not transferable extended orientation will be developed in Spring 2012. Once developed, Basic Skills students will be directed to the course.

**Goal 5: Identify factors that negatively impact student retention and implement early intervention strategies to address these factors.**

#### Strategies

- Review and evaluate the current pathway of services from first point of contact with the college, examine the interactions between students and programs/services at each point along the pathway. Assess whether policies and procedures at each point to determine whether policies and practices help or hinder progress to completion.



- Continue to require ongoing Academic Monitoring and the use of the Early Alert system for early intervention with Student Athletes, Veteran Students, Basic Skills Students, EOPS/DSPS Students.

- Require regular updates to the long-term education plan developed in the first semester of attendance.

Strategies are being implemented to increase the number of students completing a long-term education plan (SEPs) during the first semester of attendance. Counseling is offering ongoing SEP workshops. Board Policy has been changed to require the completion of an SEP in order for a student to receive priority registration during the second semester of attendance. Counseling has developed Pathway documents for the majority of the CTE programs. They will continue to collaborate with faculty on developing Pathway resources for all programs.

- Continue to promote the use of the Early Alert process and to follow up with student referred through the Early Alert process to connect with student support services and/or refer them to the drop process if appropriate.

Early Alert continues to be promoted to faculty 2-3 times per semester. Usage has increased over time, though there are still many faculty not using the system. Student Services will work with the VPAA to promote the use of this follow-up tool. In Spring 2012, we will run a report out of ODS to identify all students who have not declared a specific education goal to engage them in a process for identifying a program of study.

- Identify all students without a declared educational-goal and require them to participate in a strategic exploration and decision making process, no later than the 2<sup>nd</sup> semester of enrollment.

**Goal 6: Insure that Student Services has sufficient resources to provide comprehensive access to students and evaluate current processes and identify and implement targeted strategies to support students at each stage of their experience with Cerro Coso.**

#### Strategies

- Fully implement Student Services reorganization.

Many elements of the student services reorganization have been implemented. Two new administrative roles, the Director of Student and Counseling Services and the Director of Student Programs and Athletics were filled on a one year interim basis for the 2011-2012 academic year. The filling of the positions on an interim basis was to provide an opportunity to evaluate the new structure and to determine if the positions should be made permanent. Based on the evaluation of the re-allocation of this workload, the appropriate placement of administrative work on administrative versus faculty positions, and the direction that these programs are going, the determination was made that these positions should be advertised and filled permanently. These positions have been advertised and will be filled shortly. The additional Financial Aid Technician has been hired.





Some areas of the reorganization have yet to be implemented and addressed. Evaluation is still needed to determine the appropriate staffing for the Special Services Program. Additionally, the recommendation to hire an Educational Advisor to serve the Bishop and Mammoth campuses remains.

- Hire new Financial Aid Technician to increase assistance to students, reduce delays in students being packaged and receiving disbursements.

This position was hired in Spring 2011.

- Offer ongoing Financial Aid application workshops for current and prospective students.

Workshops have been offered sporadically and primarily at the ESCC campus open houses and at service area high schools. The Director of Financial Aid and Scholarships has been asked to develop an annual schedule of Financial Aid workshops to serve all sites and best fit the application filing period for Financial Aid.

- Use Veteran Student listserv for proactive communication and engagement with Veteran Students.

The VA Student listserv is used multiple times a semester to communicate important dates, deadlines, and activities for VA students.

- Develop a plan for targeted workshops to be offered at all sites and online.

Workshops for student educational planning, probation/disqualification, careers and transfer are offered regularly at the IWV site. This will be expanded to the sites and online in the next couple of semesters.

**Goal 7: Enhance Professional Development opportunities throughout Student Services, with less emphasis on individualized professional development and more on comprehensive opportunities that are broadly applicable.**

**Strategies**

- Develop an annual calendar of professional development activities and opportunities for all of Student Services, including statewide and regional conferences and trainings, conference known to be meaningful and practically applicable, speakers and groups applicable to all of Student Services Staff and Faculty, and college wide trainings and professional development opportunities.
- Provide intensive training opportunity focused on Customer Service to all Student Services Staff and Faculty.
- Require coaches, Athletic Direct, counselor and advisor to participate in Professional Development activities particularly focused on improving success, retention, and completion for Student Athletes.



Professional development activities have been provided through ongoing meetings and trainings, conferences at the regional and state level, and participation in District provided professional development. There is still a need to further formalize professional development planning and ensure that professional development opportunities are reflected in each student services employee's evaluation.

**Goal 8: Implement strategies to increase the number of students completing their educational goals and decreasing the time it takes students to achieve completion.**

**Strategies**

- Implement a degree audit program, Degree Works, to allow students to proactively track progress towards educational goals and to be used as an educational planning and intervention tool for counselors and advisors.

Degree Works well on the way to implementation. The current catalog is being scribed and the database developed that is the foundation for use of the tool.

- Check students who have completed 30 units to evaluate progress towards the educational goal. Implement intervention strategies for students who are failing to make progress:
- Intrusive counseling.
- Referrals to Career exploration and decision making resources.
- Required updates to the Student Educational Plan.

These strategies have not yet been implemented, though are planned to begin in the spring 2012 semester. The strategies are consistent with those recommended to promote greater completion and consistent with the types of recommendations made by the statewide Student Success Task Force.

- Check students who have completed 60 units to evaluate progress toward the educational goal. Implement intervention strategies for students who are failing to make progress:
- Intrusive counseling.
- Enforce an enrollment restriction that requires the student to take classes only from an approve plan restricting them to take only classes specifically required for the educational goal.



## **b. Review of Overall Division**

Student Services has weathered through major cuts to categorical funding, disadvantages in resource allocation due to the limitations of the 50% law, consequent reductions to staffing, and ongoing legislative and policy changes that have significantly changed our ways of serving students. A fairly significant change occurred in the leadership structure of student services as a result of the evaluation that took place through the 2010-2013 Reorganization Plan, with the addition of two administrative positions within Student Services. Both the Director of Student and Counseling Services and the Director of Student Programs and Athletics were proposed to address the administrative work being accomplished through faculty release time. Initially hired on a one-year, interim basis, the positions are now being filled permanently.

The overall shift in the direction of the community college system has had a profound effect on Student Services. Historically, much of the focus within Student Services has been on student access and the reduction of any barriers to a student's ability to take community college classes. Access, obviously, is still a focus, but consistent with the nationwide trend, student outcomes are now a greater priority. This shift has major implications for student services and requires a major adjustment to the approach to and delivery of services. This is reflected in the recommendations of the Statewide Student Success Task Force, many of which center on student services. All of the recommendations that impact student services have implications for an increased workload within our programs. This is particularly challenging coming on the heels of a period of major cuts to our program and staffing. Student Services leadership is watching closely these developments. In the meantime, however, our programs have moved forward on planning for the College. This is reflected in the goals and strategies of the College Student Success Plan, as described above.

Consistent with the focus on outcomes is the increased focus on the use and evaluation of data in decision-making. Historically, in our programs, much of the focus has been on usage and satisfaction data. How many students are we serving and how satisfied are they with how we are serving them. While these continue to be important data points, the student learning outcomes and student achievement outcomes associated with our support services have become the greater focus. Student services has engaged in an annual cycle of student learning outcomes assessment, though work is still needed to more effectively integrate this into our annual evaluation, planning and resource allocation processes. A formalized plan for tracking usage, satisfaction and effectiveness data on an annual basis is being finalized and will be a tool to be used for this improved integration. The plan below reflects the plan for making progress on moving student services in the direction necessary to provide services and support to best contribute to strategic student access, success and achievement.



### c. Goals for Upcoming Year

#### **Goal 1: Increase Student Readiness for College**

*1. Connection to College Strategic Goals:* **Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.**

*2. Specific internal\* or external\*\* condition(s) the goal is a response to:* This is in response to the Recommendations of the California Community Colleges Student Success Task Force and the District and College Strategic Goals.

*3. Action Plan:* Partner with service area high schools to improve college going rates and preparedness for college level course work:

- Facilitate maintenance of existing and development of new articulation agreements.
- Continue to facilitate concurrent enrollment and virtual high school programs.
- Continue to offer the components of the Matriculation at service area high schools.
- Through Hewlett grant fully implement use of Early Assessment Program. Work with high schools to assist with interventions for students not yet at college level.
- Explore transition to diagnostic version of Accuplacer and the possibility of piloting with service area high schools.
- Develop summer bridge opportunities through Special Services, Counseling and STEM grant.
- Provide an extended orientation opportunity for high school students and their parents prior to the beginning of the fall term.

*4. Measure of Success:*

- Improvement in the annual high school yield rate
- Increase in the number of students placing into college level reading, English and math.
- Increase in the number of service area high schools students beginning their first term as regular admission students with college credit already earned.

#### **Goal 2: Strengthen support for entering students.**

*1. Connection to College Strategic Goals:* Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.

*2. Specific internal\* or external\*\* condition(s) the goal is a response to:* This is in response to the Recommendations of the California Community Colleges Student Success Task Force and the District and College Strategic Goals.



*3. Action Plan:*

- Increase the number of students completing the Matriculation process.
- Through Student Learning Outcomes, identify any gaps in student learning within the orientation process.
- Implement the diagnostic version of Accuplacer.
- Continue to develop and offer extended orientations for special populations of students. Determine ways to incentivize these orientations, so that greater numbers of students will participate.
- Respond to change in Board Policy and increase the number of students with a completed education plan prior to the second semester of registration.
- Provide Financial Aid workshops to assist students in completing the application process in a timely way.
- Develop and provide a preparedness assessment for new students to take prior to enrolling in an online course.
- Comprehensively review and revise all Student Services online information and services.

*4. Measure of Success:*

- Increase in number of students completing the Matriculation Process prior to enrollment
- Improvements in success, retention, and completion

**Goal 3: Create a better structured pathway for student success and completion.**

*1. Connection to College Strategic Goals:* Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.

*2. Specific internal\* or external\*\* condition(s) the goal is a response to:* This is in response to the Recommendations of the California Community Colleges Student Success Task Force, District and College Strategic Goals, and the need to improve student success and retention.

*3. Action Plan:*

- In collaboration with departments, complete Pathway documents.
- Intervene with students who have not declared a major by the second semester of attendance.
- Monitor student progress toward the completion of the declared educational goal at key points:
  - 30 units
  - 60 units



- Implement Degree Works as a tool for both Counseling and students to proactively monitor progress towards an educational goal.

*4. Measure of Success:* Improved success, retention and completion.

**Goal 4: Improve Basic Skills support.**

*1. Connection to College Strategic Goals:* Improve Service To Under-prepared Students and Increase Their Success Rates

*2. Specific internal\* or external\*\* condition(s) the goal is a response to:* : This is in response to the Recommendations of the California Community Colleges Student Success Task Force, District and College Strategic Goals, and the need to improve student success and retention.

*3. Action Plan:*

- Combine Matriculation Advisory Committee and Basic Skills Committee into Student Success Committee to better coordinate Basic Skills support
- Implement diagnostic version of Accuplacer
- Require Basic Skills Students to participate in support services
- Require all Basic Skills students to develop a Student Educational Plan with a counselor
- Develop and offer COUN C070, a degree level, but not transferable student success course, to be paired with lower-level Basic Skills courses in reading, English and math
- Develop a partnership with service area adult schools to refer students without a high school diploma or GED for lowest levels of reading, English and math remediation

*4. Measure of Success:*

- Improvement in Basic Skills improvement rate.
- Improvement in success and retention rates for Basic Skills Students.

**Goal 5: Increase student engagement**



1. *Connection to College Strategic Goals:*
2. *Specific internal\* or external\*\* condition(s) the goal is a response to:*
3. *Action Plan:*
4. *Measure of Success:*
  -

## RESOURCES

### a. Facilities

#### **Admissions and Records:**

No facilities requests made in the unit plan, but space for Admissions and Records functions will need to be considered as planning for the South Kern site progresses.

#### **ASCC**

No facilities requests made

#### **Athletics**

1. Repaint Gym Floor- This request is a compliance issue. The rules have changed in basketball to make the three point line the same for men and women. This will necessitate repainting the lines on the gym floor.
2. Terrace Baseball Seating- This is not a compliance issue, though could be a safety hazard as the majority of the current seating is on an open hillside with no railings nor defined steps. Though not highest priority, it is something to consider in overall facilities needs.

**CalWorks**

No facilities requests made

**Counseling**

While an ultimate goal is to develop a “one stop” student services center at the IWV campus, until a complete one stop is possible, a more immediate goal is to get all of Counseling services (Counseling and Special Services) co-located on the second floor of the main building at IWV. This co-location would allow for efficiencies of supervision and staffing and better coordination of counseling services for both institution and students. Though not co-located, it would also bring all of counseling services in close proximity to Financial Aid, an additional benefit as these two programs must work very closely together. In light of the goals of the College Student Success Plan and Statewide Student Success Task Force recommendations, this request is a high priority. Depending on how the space is reorganized, this could have impact on other programs, as well.

**Financial Aid**

In the IT request section, Financial Aid at IWV is requesting 3 computer stations in the office lobby on which students will be able to complete the FAFSA in an assisted environment. Furniture to accommodate these stations will be needed. One of the stations will need to be wheelchair accessible. Space will also need to be re-arranged in Financial Aid to accommodate these stations. Space is very limited in the office, so this may require storage space to materials from the office. This is a high priority. The application process has become much more complex and student errors significantly increase the time it takes for a student to be processed. Providing a place for students to complete the application with assistance will significantly reduce errors and processing delays.

Space for Financial Aid functions will need to be considered as planning for the South Kern site progresses.

**Matriculation**

As planning progresses for changes to the South Kern site, space for providing student and matriculation services needs to be considered. This space will need to accommodate the ability to provide:

**Orientation-** Available time in a classroom or computer lab will suffice

**Assessment testing-** If testing is to be done on a drop in basis only, then space for 2-3 computer stations will be necessary. If there is demand for group testing, then additional time in a computer lab will be necessary.

**Counseling/advising/educational planning-** This will require space for a work station with some level of privacy for working with students.

**Special Services**

Please see request in Counseling above





### **Student Services**

#### **IWV**

There is an urgent need for a One Stop Student Services Center at the IWV campus. This has been in the planning stages for a number of years, but with funding challenges, it has been delayed. In the Recommendations of the California Community College Task Force, the task force specifically recognized the value in an integrated “one stop” student services center. The potential benefit to our students and programs is significant enough that we should continue to explore possibilities for accomplishing this integration.

#### **Veteran’s Affairs**

No facilities requests

### **b. Information Technology**

#### **Admissions and Records:**

1. **DegreeWorks implementation-** While the initial stages of DegreeWorks are being coordinated at a District level, eventually, there will be the need for college implementation. It is unclear, at this point, what this will mean for our IT staff, but we wanted to make sure that this was reflected in the unit plan and in the context of overall IT planning. This is a high priority.
2. **Hershey Imaging-** This is a related item. Currently, we have an imaging system for archiving incoming transcripts, BOSS. This imaging system is a stand-alone system and only images and stores the transcripts. For DegreeWorks to be fully functionally and useful, we need to be able to image the incoming transcripts and have them uploaded to DegreeWorks to be considered in a student’s education plan. Hershey imaging is the only system that will give us that functionality. The other two colleges already use Hershey. Without imaging that works with DegreeWorks, the system will only be able to provide degree audit information to students who have completed all of their course work at Cerro Coso. This is a major limitation and one that will severely limit the benefit of DegreeWorks.

#### **ESCC**



**Computer Kiosks-** The kiosks would be to give students access to Admissions and Records functions at the window, like we currently have at the IWV campus. For all of the reasons it is necessary and beneficial here, it is needed at the ESCC campuses. The request is for laptops, though it is likely we can use the same “thin client” system that we will be using in Financial Aid.

#### **ASCC**

**Laptop replacement-** Director of Student Programs and Athletics needs an updated laptop, though this should be reflected in the replacement plan. The current laptop is 4 years old.

#### **Athletics**

**Laptops for head coaches-** Since coaches have to maintain and report game statistics and information at home and on the road, laptops would be helpful to the coaches. However, this is definitely a helpful enhancement, but not crucial to the programs. If there are unused laptops as a result of replacement, they might be used for this purpose.

#### **CalWorks**

##### **IWV**

**Computers in Career Center need to be replaced-** These computers provide student access to career exploration resources and information. They also provide a place for students to work on applications and resumes with the assistance of the Job Development Specialist. While these are used by all students, they are particularly important to CalWorks students who are often looking for or preparing for employment. The current computers are getting to the point that they are too slow to be useful to students. The computers do not have to be new, just newer. From a student success stand point, this is a high priority.

#### **Counseling**

##### **South Kern**

**Updated computers-** The computers used for counseling and assessment at the current SK location are out of date, slow and do not have all of the necessary software for counseling purposes. It is important to provide equitable counseling support to students at all sites, which is difficult to do with the current computers. This is a high priority.

#### **All Sites**

**Standard software tools for counseling/advising:** There are a basic set of tools required by all counselors and educational advisors at all sites. We have had varying levels of success with maintaining these tools on all stations, at all sites. The following needs to be on the computer of every counselor/education advisor:

1. Adobe Standard
2. Laserfische
3. SARS
4. Spark



5. CollegeSource with TES (Transcript Evaluation System.)

This is high priority as any one of these missing tools will disrupt the efficiency and accuracy of providing counseling/advising to students.

**Financial Aid**

**IWV**

**Computer stations-** Financial Aid is requesting 2-3 computer stations for the Financial Aid office lobby to allow for student to complete the application process and check on their processing status in the office where they have assistance from a trained staff member. The application process has become much more complex and student errors significantly increase the time it takes for a student to be processed. Providing a place for students to complete the application with assistance will significantly reduce errors and processing delays. As we have discussed, because of the limited function that will be needed, we are happy to pilot the “thin client” system instead of having traditional computer stations.

**New printer-** The office networked laser printer, which is very heavily used is not functioning correctly and needs to be replaced, if repair is not possible.

**Matriculation**

No IT requests

**Special Services**

No IT requests

**Veteran’s Affairs**

No IT requests

**c. Marketing**

**Admissions and Records:**



No marketing requests made

### **ASCC**

ASCC requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some particular areas of focus for next year:

**Marketing for ASCC Card Sales-** There is a need to improve the marketing for the card. Card sales have declined dramatically.

ASCC will be launching a campaign to get better benefits and sponsorship for the card. Along with this, better marketing materials and advertising will be needed to promote the benefits of purchasing a card to students. This is essential to sufficient support for student activities.

**Recruitment of Students-** Student engagement is a well-recognized retention strategy. Marketing the activities and engagement opportunities available through Student Activities is a key strategy for attracting students to the different offices, leadership opportunities and clubs supported at the college.

**Marketing of Events-** Along the same lines, Student Activities relies heavily on print and radio advertising of the different events sponsored throughout the year for students and the community.

### **Athletics**

Athletics requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some particular areas of focus for next year:

- Brochures
- Game Programs
- Marketing and advertising large scale fundraising and community events, such as Annual Celebrity Athlete Dinner

### **CalWorks**

No marketing requests made

### **Counseling**

Counseling requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. There are a few main events for which additional marketing and advertising assistance is needed:

- Preview Day
- Transfer Awareness Month
- I'm Going to College

### **Financial Aid**

Marketing materials for Financial Aid are particularly important, however, the vast majority of these materials are provided to the program by



FAFSA or another associated organization. Because of the increasing need for students to apply early for Financial Aid in order to be processed in a timely way, Financial Aid would like to begin issuing press releases promoting the important application filing dates. Along these same lines, it is equally essential for students to monitor the application process and respond quickly to the need for any additional information or corrections. Financial Aid would like to publicize the schedule of Financial Aid workshops they will be offering students.

### **Matriculation**

Matriculation requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some particular areas of focus for next year:

**Orientation:** There is a need to continue to provide current orientation materials and expand and improve on current materials. As one of the first meaningful interactions the institution has with students, the quality and effectiveness of orientation materials is important. While the funding for this is typically provided by the Matriculation budget, the assistance of the print shop is required. Similar to Financial Aid and consistent with the effort to increase the number of students completing the matriculation process, the program would like to begin using other media to publicize the Matriculation schedule of orientations, assessment, etc.

**Planners:** For a number of years now, Student Services has produced a combination student handbook and planner. The handbook contains essential information, procedures, rights and responsibilities for students combined with a planner to provide students a time management and scheduling tool. The production of the planner is outsourced and is typically paid for by Matriculation funds, though for the planner this year CTE and Matriculation combined resources to produce a planner that fulfilled the needs of both programs. Resources are not requested to fund the planners, the request is for assistance with the layout, organization and presentation of the material in the planner from our Graphic Designer.

**Matriculation Completion Campaign:** A major area of focus for student services will be a campaign to increase the number of students completing the Matriculation process. The components of Matriculation have been demonstrated to have a direct relationship to student success, but Cerro Coso has a disproportionately small number of students completing this process. Student services would like to launch a marketing campaign to promote student awareness and completion of this process.

### **Special Services**

Special Services requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some particular areas of focus for next year:

- The annual Special Services Calendar of Events
- Special Services brochures
- Programs for the Special Services Award and Recognition Ceremony

### **Veteran's Affairs**

Veteran's Affairs will need assistance with the marketing and advertising of the annual Veteran's Awareness Day event, in particular, and with Veteran's Services and deadline, in general.



## **Student Services**

### **All Programs**

There is an urgent need to review and revise student services information, processes, and services online. A large scale project to improve the consistency, currency, clarity and accessibility of student services online will be a major priority for next year. The support and assistance of the Web Content Editor will be essential in this effort.

## **d. Professional Development**

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

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

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

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

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

**Coordination in promoting services:** Better integration of student services will ensure that students are appropriately referred to



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

**Maintaining Currency and Accuracy:** All student services are governed by Title 5 and Board Policy. It is essential to track and communicate changes to these policies and the effects on how we serve students. This is particularly important now, as changes are occurring with greater frequency than at any other time in student services at the state and district levels. The Student Services Executive Council will continue to meet regularly, as will the program Directors with their staff.

**Student Learning Outcome, Planning and Evaluation:** While student services has engaged in student learning outcome assessment for several years now, it still has yet to be effectively integrated into our planning and resources allocation cycles. Student Services Executive Council will be focusing on training and professional development in this area in order to prepare for better engaging all staff in these processes.

**District Collaboration and Coordination:** Along these same lines, program Directors will remain proactively engaged and active in District coordination of services.

#### e. Staffing

##### **Admissions and Records:**

###### **Administrative**

**Director of Admissions and Records and Veteran's Affairs-** The current director has announced his retirement at the conclusion of the 2011-2012 academic year. This position is a high priority position to re-fill and essential to the functioning of Admissions and Records.

###### **Other**

There may be a need for some one time support for scribing of additional catalogs to get DegreeWorks fully implemented. This would be one time, hourly work. There is the possibility of a District consultant to assist with this, but the details of this person's potential role are unclear.



## ASCC

### Administrative

**Director of Student Programs and Athletics-** For the 2011-2012 academic year filled on a one-year interim basis. Evaluation has determined the need to fill on a permanent basis. Position is currently being advertised.

### Classified

**Department Assistant II increased to a 12 month position-** The current position is a 9 month position. This is problematic for the programs served by this position, as much of the planning and preparation for the activities of the following year can and should be taking place over the summer. This will be particularly an issue with the addition of sports teams, who will add to the workload of POs to be processed, travel arrangements to be made, and scheduling to be done.

## Athletics

### Administrative

**Director of Student Programs and Athletics-** For the 2011-2012 academic year filled on a one-year interim basis. Evaluation has determined the need to fill on a permanent basis. Position is currently being advertised.

### Coaches

As described in the unit plan and in the plan for athletic restoration, there is a need for additional coaches. Part of this is a compliance issue. We are currently out of compliance with Title IX. The window we have for addressing this before being sanctioned is closing. In order to maintain athletics at all, we will need to increase our number of women's sports and the number of women participating in those sports. Obviously, the restoration of men's basketball is not a compliance issue and may seem counter-intuitive to addressing the issue with Title IX, however, compliance is only one consideration in athletics restoration. Based on the tentative plan for additional sports next year, which has changed since the completion of the Athletics Unit Plan, the following coaching staff would be needed:

1. **Women's Volleyball Coach-** Based on annually required three-part test, we are out of compliance with Title IX. The required submission of the R-4 which demonstrates our status on Title IX and the outcome of the external program review by the Foothill Conference has placed much more intense scrutiny on our lack of compliance. We have a very short timeline for coming into compliance or being sanctioned. The Athletics Restoration Plan describes a plan for addition and restoration of sports that will bring us into compliance over the next two years. The addition of women's volleyball is one step in this plan.
2. **Men's Basketball Coach-** In addition to compliance is the intent to return aspects of student life to Cerro Coso and to provide more opportunities for student engagement. Based on the internal and external surveys conducted, there is high demand and support for men's basketball. Men's basketball has the added benefit that, in the Foothill Conference, men and women play on the same nights, which creates efficiencies in support staff, referees and travel.
3. **Co-ed Cross Country Coach-** Along these same lines, cross country is a sport that was highly ranked in demand and support. There are strong programs in both the schools and community to provide partnerships for this sport. Additionally, it is an inexpensive sport to add because of the lack of required equipment and would give us an opportunity to use the beautiful facilities we already maintain.

### Assistant Coaches





**1. Men's Assistant Basketball Coach-** See justification above

**Classified Staff-**

1. **Full-time Athletic Trainer-** The Commission on Athletics requires that we have an Athletic Trainer present at all games and providing ongoing care and prevention for student athletes. We have tried unsuccessfully for years to attract a part-time Athletic Trainer. We have patched together different ways to meet this need. However, with the adding sports, it is essential that we add a full-time Athletic Trainer for safety and compliance.

**CalWorks**

No staff requested

**Counseling**

**Administrative**

**IWV**

Director of Student and Counseling Services- For the 2011-2012 academic year filled on a one-year interim basis. Evaluation determined the need to fill on a permanent basis. Position is currently being advertised.

**Faculty**

**IWV**

Counselor- The one-year interim position for the Director of Student and Counseling Programs is currently filled by one of the full time counselors from the Counseling and Special Services Programs. Should this counselor be the successful candidate for the permanent administrative, the full-time counselor position will need to be replaced.

**South Kern**

Adjunct Counseling- Additional adjunct counseling hours are needed to meet student needs at the South Kern sites and to meet the increased activity associated with implementing strategies of the Student Success Plan and to respond to the strategies defined in the Student Success Task Force, many of which will directly impact the workload of counseling.

**Classified**

**ESCC**

**Educational Advisor-** This position would serve both ESCC campuses. This is one of the positions identified in the 2010-2013 re-organization plan and is reflected in the ESCC section plan.

**South Kern**

**Educational Advisor-** This is one of the positions identified in the 2010-2013 re-organization plan as necessary minimum staffing for a



site.

**Financial Aid**

No staff requested

**Matriculation**

No Staff requested

**Special Services**

**IWV**

Currently, there is a gap in support in Special Services with a Department Assistant III position that we chose not to replace and a staff member who has been out long-term on leave. Special Services has work that is not being addressed with this staffing reduction. This gap will ultimately need to be addressed through either temporary support or a permanent position.

**Veteran's Affairs**

No staff requested



## Veterans Annual Unit Plan

### STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

#### a. Mission

**The mission statement was developed as an offshoot of the A&R mission statement with an emphasis on staying informed about changing issues initiated by the Department of Veteran Affairs (VA). A revisited mission statement is being prepared that will utilize Veteran Resource Centers (VRC) across the spectrum from other colleges in combination with the Student Services Executive Council (SSEC).**

The mission of the Veterans Affairs Office (VAO) is to provide excellent quality service to our stakeholders who are our veteran students, faculty, staff, and the community. This service is characterized by friendliness, staying in touch with VA interpretation(s) of educational benefits, problem solving, fairness, and effective communication.

#### b. Program Applicability

The VAO, in close concert with other departments within student services, is organized around a one-stop mindset. In other words, even though counseling and financial aid are not within a proximate area, the VAO attempts to facilitate each other's processes so that students are served more completely and efficiently.

The VAO participates in extended orientation for veteran students that is hosted by the counseling department with the intention to familiarize vet students with the facilities and to help the students feel comfortable with sharing strategies and other issues. Also, this department works closely with the special services department at the College.

#### c. Partnerships

This program supports veteran students who are being supported by the VA [the Feds], the California Department of Veteran Affairs (CADVA), MyCAA (supporting spouses of active duty veterans), and tuition assistance for active duty personnel.

The VAO works with the Employment Development Department (EDD) for veteran student workers and others seeking full-time employment. In addition, the Veterans Resource Center, in Bakersfield, is helpful when Post Traumatic Stress Disorder (PTSD) issues are encountered as well as providing information to veterans and their families on other veteran benefits.

#### c. Distance Education

Over 50% of the College's veteran population use distance education in their pursuit of receiving an education. Most of the contact with all veterans is



through the telephone and a smaller percentage via email. The website is a help (and a hindrance that will be addressed in the section for goals) that gives prospective vet/students the required information for setting up their benefit package for the VA. Many times, this information is given over the phone that, at least, enables the vet/student to seek guidance from the VA or a counselor. When all else fails, the office to the VAO is always open on a drop-in basis and many veteran students utilize this methodology for obtaining information. The VAO maintains an email list serve that has enabled the College to distribute news of events at the College or announce new contacts that can be of a benefit for some of life's issues that may be encountered.

## STEP 2: EXPLAIN YOUR PLANNING

### a. Review of Past Goals

- **A fully operational list serve for veterans has been renewed and updated** – Partners in the community (EDD) have come to rely on this ability to help them solve employment issues
- **Hired two VA student workers as peer mentors and helping to complete the necessary processing of certifications for vet/students for their educational benefits.**
- **The VAO has hosted A Veterans Recognition Day (during Veterans Day week) for the last two years.** Different venues have been attempted from a vet/student panel to a host of presenters distributing information for the benefit of veterans.
- **In the VAO, a “Wall of Fame” has been in place for about six months; this wall hosts pictures of vet/students and vet faculty (in their younger days)**
- **In conjunction with the counseling department, an information flyer has been generated that also serves as a check-off list that gives vet/students phone numbers for the College and vet services throughout the state and country.**



## b. Review of Overall Department/Unit

**[What needs/opportunities did your last program review reveal? Did your most recent SLO assessments demonstrate gaps to be addressed? What is working with your unit? What improvements need to be made?]**

- Veterans have shown a desire for more counseling time, whether it is in the form of orientation, strategies for successful living, or strategies for college transfer. An orientation is scheduled for November 15, 2011.
- On a recent survey, 60% of vet/respondents felt that accessing the College's website for veterans was user-friendly and only 80% of veterans felt that the web page provided information that was usable or useful. – The website, in general, needs to be updated to try and take the guesswork out of where services are provided and where the primary contacts are.
- The College was designated a military friendly school by GI Jobs in September 2011. This designation brings some responsibility to live up to that honor.
- This honor also has the potential to bring additional vet/students to the College programs. Two items that will contribute to upholding this honorable designation are (1) a more user-friendly website that is mobility enhanced; (2) continuing to set-up a veterans resource center (a club) on campus.
- The VAO has been able to sponsor two VA student workers, continuously for two years, who have worked at the IWV campus and the KRV campus.
- The Transition Action Program (TAP) program at the Naval Air Weapons Center- Weapons Division (NAWC-WD) has the potential to put the College in front of a large number of transitioning sailors who may be looking for some educational solutions.

## c. Current Year Goals:

### **Goal 1 Veterans Resource Conference**

**Connection to College Strategic Goals:** Continue to offer a veterans' resource conference at Veterans Day, with the intent to brainstorm ideas as to what the college can do for them to enrich and enhance their college experience. This will be accomplished by the active participation of vet/students and community veterans as well as speakers who can talk to different resources that they have to offer

**Specific internal\* or external\*\* condition(s) the goal is a response to:** Goal 6, Objectives, 6.1, 6.2, 6.3 speak to the building of community connectedness, as vet students continue their education or are seeking employment in the high desert region. In addition, Goal 6 implies the VAO's desire to broaden its services to veterans and work toward a vet/services center of excellence as a military friendly school.

**Action Plan:** Different tactics are needed to attempt to motivate vet/students to participate in a resource conference or a vet club, if the College can show that their participation will bring value to their College experience. Through vet recognition day to collaborate with veterans about needed services and providing the recognition that many want. Debriefing sessions have been organized to attempt to cull different ideas from the mystery of why people in general participate or don't. The primary action point is the personal invitation or an RSVP system. Other ideas being framed include, inviting the vet/students family and have family resources available; or maybe a new/different event.



**Measure of Success:** *Providing and participating in these events provide success in and of themselves. Certainly, the more veterans who respond, the more complete and more variety the program can offer. Community involvement is certainly a dimension that is sought after and needed; the just-completed vets recognition day had a tremendous response from the community as evidenced by a write-up in the paper.*

## **Goal 2 An event honoring or raising money for spouses/families left behind**

**Connection to College Strategic Goals:** *Through different partners, develop a community model of veterans' issues that has as its goal to help veterans/spouses left behind due to death or disability to the veteran loved one. [Goal 6, Obj. 6.2; 6.3]*

**Specific internal\* or external\*\* condition(s) the goal is a response to:** *Improved response to community needs in support of our mission as it relates to our diverse population and communities*

**Action Plan:** *(1) Try to develop a veteran resource center (vets club) that has as a central theme helping others to achieve their success; (2) Brainstorm through the veteran list serve, ideas that will resonate with them as students and members of the military brotherhood. Become more active in VFW, American Legion, and the new Veterans Action Committee being newly formed in Ridgecrest. Initiating and developing new information or design for the Cerro Coso website for veterans, that will dovetail with registration/waitlisting/inside CC communication.*

**Measure of Success:** *It will be interesting to see who and how many respond to the ideas and whether the center becomes driven by a person or the idea of helping other veterans. Actively seeking community outreach opportunities through the VFW, American Legion, and the Veteran Outreach Committee in the city.*

## **STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized. Please see the attached Criteria for Prioritization of Resource Requests chart for a complete list of codes and explanations for prioritization.)**

*It is anticipated that the continuing usage of veteran student workers will be beneficial to the success of the VAO. A veteran resource center may become a reality if the anticipated reduction in force in Iraq does transpire.*

*It is not envisioned that additional resources, of a permanent variety, would be needed unless a veteran resource center becomes a reality*



**a. Classified Staffing N/A**

Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
a1.									
a2.									

**Classified Staffing: Explain why the work of this position cannot be assigned to current staff**

**Classified Staffing: Describe impact on the college if the position is not filled**

**b. Full-Time Faculty Staffing**

Position	Department	Location	Priority	Strategic Plan goal addressed by this position	Enrollment Data/Growth Trends	Full-time/Part-time Faculty Ratio	Productivity	Funding Source: G=General Fund R=Restricted (be specific)
b1.								
b2.								

**Full-Time Faculty Staffing: Provide a detailed rationale for the requested position**

[Your rationale should substantiate the priority you have placed on this request and should refer to such things as department's mission and goals, recent program review, SLO assessment results, external needs assessment, planning assumptions, College's Strategic Goals, etc.]



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**c. Supplies (per unit cost less than \$500). Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
c1.	Non Instructional Supplies	1A	Goal 4	Available for maintain VAO and the potential Veteran Resource Center	500	Ongoing	G
c2.	Food/Meetings	1A	Goals 4 & 6	Vets Recognition Day and a possible community event	1500	Ongoing	G
c3.	Institutional Dues	1A	Goal 6	WAVES membership	75	Ongoing	G
c4.							
c5.							

**d. Non-Technology Equipment (per unit cost greater than \$500). Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.							
d2.							
d3.							
d4.							

**e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below.**

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





Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e1.							
e2.							
e3.							
e4.							

**f. Facilities. Enter requests on lines below.**

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
f1.							
f2.							

**g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below.**

Resource	Describe resource requested  Training and networking capability available through Western Association Veterans Educ. Specialist (WAVES)	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g1.	WAVES Conference 3 <sup>rd</sup> week of July	1A	Goal 4 & 6	With changes being implemented by the VA current info. is needed	2000	Ongoing	G
g2.	WAVES Regional Training in San Diego	1A	Goal 4 & 6	Emphasizes connectivity with Calif. WAVES schools	400	Ongoing	G
g3.							
g4.							
g5.							

**h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below.**



Resource	Describe resource requested  For a community event to take place at the College, advertising will need to be initiated	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
h1.	Community Event	1A	Goal 6	Part of a community outreach event	500	Ongoing	G
h2.							
h3.							

#### STEP 4: ATTACH LAST YEAR'S SLO ASSESSMENT DATA