



[Counseling]

online orientation but are also housed outside of the orientation on the college website and used in class presentations.

The department has further expanded the use of technology by purchasing laptops that are used for counseling, advising, and outreach. This has enabled all sites to provide services in a variety of locations and reach more students.

3.5 - Marketing

The department uses several approaches to marketing services including working directly and collaborating with the Director of Marketing, the college's webmaster, graphic designer, and the Director of Outreach. Department staff also take part in publicizing events and marketing services to potential students. The IWV campus develops materials for all sites but also allows these materials to be tailored to the needs of the specific site. Each site has similar but also different approaches to marketing services and publicizing events based on the local community.

Handouts, postcards, and flyers are developed for specific events and for services available. When conducting outreach, each site typically brings a folder of information for each potential student. The department also develops recruiting packets for potential student athletes.

Information on services is provided on the college's website. This information needs to be updated in certain areas (e.g. assessment). Staff have been identified to work on updating this information. Newer web pages for Navigate and online counseling were developed and are clear and accurate. Some of the older web pages need to be reviewed and updated. During the slower periods in the offices, staff have been working on going through these pages. For example, the Transfer Counselor is working on the Transfer Center web page.

Marketing and outreach assistance is needed on an ongoing basis for the department. Due to the frequency of events and the fact that this department is often the first contact for students, it is necessary to have both marketing and outreach support. As the department has implemented new technologies for students, this has become particularly important.

Part 4 – Achievement of Outcomes

4.1 - Usage and Satisfaction Data

Student Experience Survey (2015, 2018)

Questions on the Student Experience Survey (SES) were revised by the Institutional Researcher in 2018 and differ some from the questions asked on the 2015 SES survey. Due to the change in questions and wording, it is not appropriate to compare the two surveys directly. However, when reviewing overall trends from the SES survey, it appears that overall satisfaction has improved with the department. The department has spent the



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past three years developing student-centered strategies that would improve customer service. This has occurred through staff training, specific student-centered initiatives, and promoting a change in culture and oversight within the department.

On SES question 17 (see supporting documentation), 35% of students report using academic counseling/advising services 2-3 times with 26% and 24% of students using these services more than 7 times or 4-6 times respectively. Only 3% of students report never having used counseling/advising services.

On SES question 18 (see supporting documentation), over 80% of students agreed or strongly agreed with the following:

1. CC counselors and advisors have helped me plan my education.
2. CC counselors and advisors are very knowledgeable.
3. I am satisfied with my ability to get an appointment at the CC Counseling Office.
4. I am satisfied with my ability to meet with the counselor or advisor of choosing.

The area that was rated lower was 61% of students stated “CC counselors and advisors have helped me identify my career goals.” The lower rating in this area is not particularly surprising. While career guidance is always an aspect of advising, it is not necessarily the sole focus of an appointment. It is expected that the more students use Navigate’s Major Explorer and counselors/advisors use this information to guide conversations about careers, that there may be improvements in this area.

Graduation Exit Survey (2018)

Question #23 (4-5) of the Graduation Exit Survey (see supporting documentation) further looks at the student experience and the linkage between the department’s services and a student’s educational goal. Ninety-three percent of students stated that “the Counseling services I received at Cerro Coso helped me to reach my educational goals.” Ninety-four percent of students said they “would recommend Cerro Coso Counseling services to other students.” Usage data is similar in the graduation survey where the majority of students report being satisfied with the services offered by the department. Over 90% of students report being satisfied or very satisfied with counseling/advising services.

Class to Career Survey

Fall 2016:

- 61.5% reported they were more likely to research their career field after having the presentation
- 92% were more likely to complete a long-term education plan after the presentation

Fall 2017:

- 75% reported they were more likely to research their career field after having the presentation
- 87% were more likely to complete a long-term education plan after the presentation



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Part 3: Outcomes

3.1 Overview of Outcomes

The library department has a strong culture of outcomes assessment. In addition to the completing the required SLO, PLO, and AUO assessments, the department regularly discusses student and faculty satisfaction with collections and services in staff and librarian meetings. The entire department met several times with the IR department over the past 5 years to discuss ways to better capture student success and library engagement. The library has aligned AUOs with the learning assistance center as an effort to better align the overall LRC. SLOs and PLOs were developed based on the Association of College & Research Libraries Information Literacy Framework.

3.2 Institutional Learning Outcomes

Information competency is one of the college’s institutional learning outcomes (ILO) and the library plays a central role in building and nurturing this competency among students, through a variety of library instruction programming including one-on-one library reference, group library instruction, and the LIBR courses. The department’s SLOs and PLOs directly align with the information competency ILO and based on assessment data, the department is helping the college meet the ILO; however, there is a significant gap: only students on the local AA pathway are required to take the LIBR courses and library instruction sessions are only offered in courses in which the teaching faculty request this service. More planning and faculty buy-in at the chair level is needed to scale out library programming across the academic programs in a strategic way. Also, the library department needs to be included in departmental dialogue about ILO assessment to ensure the Information Competency ILO is being mapped across the college’s instructional areas meaningfully.

3.3 Administrative Unit Outcomes (AUOs)

3.3.1 Assessment History

The library department assessed AUOs using two separate surveys to get student and faculty satisfaction feedback on the library’s collections, services, environment, and programming. Working with IR, the library developed a set of questions to be included on the college-wide Student Experience Survey, which was administered in spring, 2021. With IR experiencing a personnel shift in 2022, the library department decided to develop a home-grown Faculty Library Survey, which was administered in spring, 2023.

AUO 1 Assessment Results

AUO Language:	Provide materials and services that support the college's programs and the research interests of students, staff, and faculty
Target:	75% of students and faculty surveyed
Assessment Method:	Student Experience Survey and Faculty Library Survey
Assessment Date:	SES: Spring 21; Faculty survey: Spring 23
Recent Results:	Target met-both groups





AUO 2 Assessment Results

AUO Language:	Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research
Target:	75% of students and faculty surveyed
Assessment Method:	Student Experience Survey and Faculty Library Survey
Assessment Date:	SES: Spring 21; Faculty survey: Spring 23
Recent Results:	Target met-both groups

AUO 3 Assessment Results

AUO Language:	Optimize technology to enhance Information Competency instructional interactions across multiple modalities
Target:	75% of students and faculty surveyed
Assessment Method:	Student Experience Survey and Faculty Library Survey
Assessment Date:	SES: Spring 21; Faculty survey: Spring 23
Recent Results:	Target met-both groups

3.3.4 Evaluation of Administrative Unit Outcomes

Based on the library’s AUO assessment, students and faculty are using online library services and collections significantly more than the physical libraries. There is a high level of satisfaction among respondents in both groups with the library collections and services. The department is doing well at promoting and expanding virtual services and collections. More institutional support is needed to fund and staff libraries at all sites if this is a college priority.

Student Experience Survey Results and Analysis:

Out of the 218 respondents to the SEP, 20.6% of students (1 in 5) used library services at least once and, of these students, 88.6% were satisfied/very satisfied with the services. 60% of respondents (3 in 5) used the library website and databases at least once and, of these, 85% were satisfied/very satisfied. This data shows that more students interact with the library online versus on ground, which makes sense considering that the majority of our students take online classes and that only the main campus has an easily recognizable library with designated full-time librarians. Of student respondents, 70.5% reported using library services such as books, citation help, databases, etc. This data is promising in that it illustrates that the department’s ongoing outreach efforts are working and that a large majority of student respondents are connecting to library collections and services. On questions about specific library services, 71% of respondents agreed that the library provides services that support their learning **where** they need it, versus 50% who agreed that the library provides services **when** they need it. The service scoring the lowest in terms of student agreement with the statement was “The library is a good place to study and work,” with only 42% agreement. This is not surprising, with only the main campus having a designated library space and with the college’s high online enrollments.



In discussions about the survey data, the department has decided to devote more time and energy to developing online/virtual library services, including evenings, to meet student demand. Sending out a print “Library Newsletter” to new students has also been discussed to help connect students to the library. Funding for the Tehachapi Education Center LRC is also under discussion. Hiring an adjunct for ESCC to help develop the LRC and provide library supports is an ongoing obstacle for the department, despite funding support from the institution.

Faculty Library Survey Results and Analysis:

The Library Faculty Survey had 50 respondents, with the majority from the main campus followed by online and ISEP. Only 1 ESCC response was recorded. Again, this may illustrate that, without a designated librarian serving ESCC, faculty and students at those remote campuses are not well connected to the collections, services, and programs and may not even be aware of them. The responses overall show a high satisfaction rate for library collections and library instruction, with the highest rating for the library instruction program (76% = very high). This data is promising in that it confirms the college librarians’ important instructional role at Cerro Coso. Most faculty respondents reported being aware of various library supports and programming, which confirms that outreach and publicity efforts are paying off. Several faculty were unaware of iTV and sZoom library orientation modality options and expressed interest in using these in the future.

Based on the data, the department is in discussion about reaching out to faculty teaching iTV to offer library instruction (especially at ESCC), designing Canvas html announcements for faculty to embed in their Canvases, offering more frequent Lunch & Learns, and better publicizing our scholarly journal holdings.

3.4 Course Student Learning Outcomes (SLOs)

3.4.1 Assessment History & Evaluation

SLO Assessment 5-Year History

Course	SLO #	Target	Semester	Met?, %	Semester	Met?, %	Semester	Met?, %
LIBR C100	SLO 1	75%	SP19	Yes, 75%			SP 22	Yes, 84%
	SLO 2	75%	SP19	No, 70%			SP 22	Yes, 79%
	SLO 3	75%	SP19	Yes, 95%			SP 22	Yes, 95%
	SLO 4	75%	SP19	No, 74%			SP 22	Yes, 78%
LIBR C111	SLO 1	75%			SP21	Yes, 90%		
	SLO 2	75%			SP21	Yes, 90%		
	SLO 3	75%			SP21	Yes, 90%		
	SLO 4	75%			SP 21	Yes, 80%		
	SLO 5	75%			SP 21	Yes, 80%		