

Since the last program review, goals and strategies have been developed to address unmet need for first-generation, veterans, incarcerated students, and African American students. The department was able to improve and increase counseling and support services for veterans and students in ISEP.

### 3.1.1 Usage and Demand

Usage of counseling services can be viewed in the Analytics part of the Navigate platform (see Part 5: Supporting Documentation). The Activity Dashboard documents total appointments and the distinct students that have made appointments with Counseling. Attendance can then be further viewed by scheduled vs. drop-in appointments and documents either canceled or no-show appointments. Reviewing usage analytics from 2020-2022 in comparison to unduplicated headcount, 46-50% of students utilize general counseling services.

Demand can be viewed by week, day, and time of day. The “Attendance Heat Map” shows peak months for appointments along with peak times of day. Counseling serves an average of 4,900 students during fall and spring semesters. Scheduled appointments account for between 68-78% of those interactions. Peak months are the periods leading up to the start of the semesters such as January, April, and August. Peak days of the week are Tuesday, Wednesday, and Thursday with peak times being mid to late morning and afternoon to early evening. This analysis is limited based on the availability of operational hours and counselor/advisor availability, but it does provide data confirming trends and responses to student survey data.

### 3.1.2 Customer Service and Satisfaction

Satisfaction and customer service are mainly assessed through the Student Experience Survey (SES). The survey is typically conducted every three years. Specific questions on the SES track student usage and satisfaction with the services provided by Counseling. The most recent SES was provided to students in 2021 with the next survey scheduled for Spring 2024.

In reviewing the 2021 SES results, data was compared from the 2018 survey.

**Question 22:** Since first starting at Cerro Coso, how often have you used the college’s academic counseling/advising services?

- Although there was a very small increase in students using counseling/advising services at least one time, the overall usage rate decreased from 2018 to 2021. Despite the department’s quick and seamless transition to remote and virtual counseling services, the pandemic likely had an impact on overall usage.

**Question 23:** Please tell us why you have never used Academic Counseling/Advising Services.

- This was a new question in 2021 and no data was available for comparison. The largest number of students (33.3%) reported that they did not feel like they needed counseling. This was followed by students who were unaware of counseling services (27.1%) and students who were exempt (only taking a course for self-enhancement) (20.8%).

**Question 24:** This question requests students to indicate the level of agreement with the following specific statements. Data from 2018 and 2021 was available for comparison and indicated percentages of students who selected that they Agreed or Strongly Agreed.

- Counselors and advisors have helped me plan my education. The percentage of students agreeing with this statement increased from 85.8% to 88.3%.
- CC Counselors and advisors are very knowledgeable. The percentage of students agreeing with this statement increased from 85.9% to 89.6%.
- CC Counselors and advisors have helped me identify my career goals. The percentage of students agreeing with this statement increased from 65.8% to 69.6%.
- I am satisfied with my ability to get an appointment in a timely manner. The percentage of students agreeing with this statement decreased from 85.4% to 84%.
- I am satisfied with my ability to meet with the counselor of my choosing. The percentage of students agreeing with this statement decreased from 87.4% to 81.7%.

**Question 25:** This question requests students to indicate their level of satisfaction based on their “interactions with Cerro Coso’s academic services”. Data from 2018 and 2021 was available for comparison and indicated percentages of students who selected that they were Moderately or Highly Satisfied.

- Assistance of staff.
- Usefulness of information received.
- Clarity of information provided.
- Timeliness of response.
- Staff knowledge.
- Ways to meet (e.g., in-person, phone, Zoom, email).
- Hours of operation
- Overall quality of services.

There were small increases and decreases in each of these areas, but there was not a single area that had a large increase or decrease. Assistance of staff and usefulness of information decreased slightly while clarity of information, staff, knowledge, and timeliness of response increased. These results seem to conflict somewhat but with factors such as the pandemic and changes to remote services, the fact that overall satisfaction remained consistent is considered positive.

Due to the pandemic and the expansion of remote services, “ways to meet” was added as a new measure. The satisfaction rating with this was rated highly at 87.4%.

For the next SES survey in 2024, Counseling has requested Question 25 be revised to state “interactions with Cerro Coso’s **counseling/advising** services.” Use of the term “academic” does not necessarily pinpoint advising services and could be seen as instructional services. To ensure we are gathering accurate data related to satisfaction, this question needs to incorporate language that is more specific.

#### 4.2.2 Five-Year Goals/Strategies

##### *Action Plan for 5-Year Strategy 1*

<b>Concise Description of Strategy</b>	Improve career counseling for students utilizing counseling services.
<b>Measurement of Completion</b>	Professional development for counselors, increase in career planning and workshops, improvement in ratings in this area on Student Experience Survey
<b>Timeline</b>	Completion of SES
<b>Responsible Person</b>	Director of Counseling & Student Success

##### *Action Plan for 5-Year Strategy 2*

<b>Concise Description of Strategy</b>	Expand holistic advising model by increasing the number of students supported through “cohort”/case management models of support.
<b>Measurement of Completion</b>	Increase in number of “student groups” case managed by counselors and advisors.
<b>Timeline</b>	Ongoing
<b>Responsible Person</b>	Director of Counseling & Student Success

##### *Action Plan for 5-Year Strategy 3*

<b>Concise Description of Strategy</b>	Develop articulation of courses and credit including repository of previously articulated courses.
<b>Measurement of Completion</b>	Courses articulated into Banner for credit upon evaluation of transcripts.
<b>Timeline</b>	2-5 years
<b>Responsible Person</b>	Counseling and Admissions & Records Departments

##### *Action Plan for 5-Year Strategy 4*

<b>Concise Description of Strategy</b>	Improve/increase understanding of counseling services through outreach, marketing, and partnership with faculty and student services.
<b>Measurement of Completion</b>	Increase usage rates of counseling, completion of core services
<b>Timeline</b>	2-5 years
<b>Responsible Person</b>	Director of Counseling