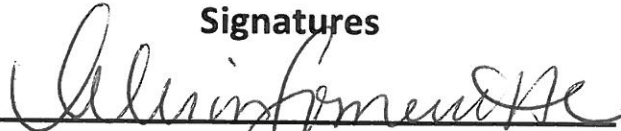


Lassen Community College

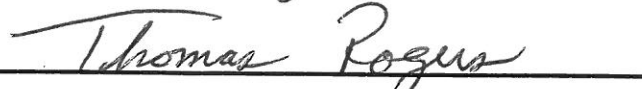
2012-13 Non-Instructional Program Review

*Counseling, Student Success (Matriculation),
Articulation, Assessment and Transfer Center*

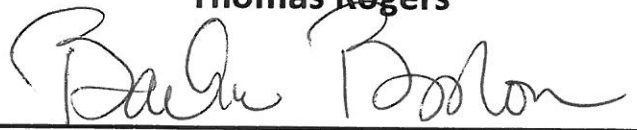
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July 2013

Board Approved Date:

Lassen Community College
2012-13 Non-Instructional Program Review
Counseling Department
Counseling, Student Success (Matriculation), Articulation,
Assessment, and Transfer Center

Table of Contents

I.	Executive Summary	Page 3
II.	Program Goals and Objectives	Page 6
III.	Outside Compliance Issues	Page 17
IV.	Student Learning/Administrative Unit Outcomes	Page 21
V.	Personnel and Support Services	Page 24
VI.	Facilities/Equipment	Page 29
VII.	Budget	Page 34
VIII.	Appendices	Page 35

Executive Summary

The Counseling Department as a whole incorporates the programs of Student Success and Support (formally called Matriculation), Articulation, and Transfer Center. The overarching goal of these programs is to promote student success, increase retention, support degree and certificate completion, and to facilitate student attainment of educational goals. Counseling encompasses outreach to high schools and outlying areas, serving special populations such as veterans and incarcerated students, and of course, meeting with students to discuss educational goals and develop plans to reach them. Counselor duties also include assisting students with class selection and providing personal counseling. Student Success and Support includes assessment testing for course placement in addition to other multiple measures, developing educational plans, and providing new student orientations – all with the goal of increased student success. Articulation is an ongoing process by which we maintain agreements with universities and attempt to align our coursework with their requirements in order to reduce the loss of credit or the need to repeat courses upon transfer. The transfer center works with students whose goal is to transfer to four year institutions and provides services such as visits to local universities, annual College Day, and assistance with completing applications.

The Counseling Department's overriding goal, regardless of which program we are discussing, is to meet the needs of the students. As a Community College Counseling office, the counselors, staff and transfer center assistant serve a diverse student population with a variety of educational objectives. Whether the student is a first time freshman, a more mature transfer or returning student, incarcerated student or a student with special needs, the counseling office is prepared to answer questions and assist all students in attaining their educational goals, whether it is earning a certificate/vocational degree, transferring to a four year university, or just looking for additional training.

Since the last update to the Counseling NIPR dated November 2011, the Counseling Department has experienced staffing changes and shortages that decreased the effectiveness of the core functions, components of matriculation, and functions of articulation and the transfer center. Even with these challenges the Lassen College Counseling Department continues to prove that the functions of the Counseling Department are vital to the institution in striving to improve its retention, striving to increase graduation rates and striving to close the achievement gap when working with incoming high school students.

The staff of the Counseling Department is dedicated to being an integral part of the College Community. We continue our mission to provide services which meet the needs of students and helping them plan their education so that they are able to attain their educational goals.

Below is a prioritized list of goals and objectives for the Counseling, Student Success, Articulation and Transfer Center.

Summary and Prioritization of Recommendations 2012-13

1. Hire a Lead Counselor (\$8500.00)
2. Hire another counselor to be assigned the incarcerated population and other counseling needs (\$86245.00)
3. Eliminate the gap between two counselor offices to improve privacy and confidentiality. (\$1000.00)
4. Install centralized heating and air to the Counseling Department. (amount to be determined)
5. Supply adjunct counseling office with computer, phone, and desktop computer. (\$1100.00)
6. Two new student computers. (\$1500.00)
7. Purchase seven student computer chairs. (\$500.00)
8. Install centralized air conditioning in the Assessment Office. (amount to be determined)
9. Purchase one new staff desk (\$500.00)
10. Purchase one new staff chair (\$150.00)
11. Support online application, registration process, and education plan
12. Implement common assessment tests when established
13. Monitor courses submitted to C-ID and work with faculty to get appropriate courses C-ID submitted, re-submitted (if necessary), and approved
14. Continue to maintain the annual general education submissions to CSU and UC, revising curriculum to meet the general education area requirements for additional courses approved
15. Continue to collaborate with staff, administration, and Curriculum Committee to submit courses required to propose transfer degrees to the Chancellor's Office
16. Develop a LCC Transfer Center Advisory Committee to meet Title 5 mandates
17. Develop a transfer center plan
18. The counseling department will report on our 2013-14 SLO goal, establish a target for the 2013-14 Student Learning Outcome and provide the results in WEAVE, and evaluate Student Learning Outcome each year and develop a new one, if necessary
19. Assign a counselor a percentage of time to be involved with an athletic team to meet the requirements of the Student Success and Support Program (formally matriculation)
20. Work with newly hired Director Institutional Effectiveness to determine program effectiveness
21. In coordination with administration, the Director of IT, and counselors will have CCC Apply and an online educational plan system in place by the end of fall 2013

22. Increase number of part time counseling staff
23. Reasonably assign counseling duties as a result of increased state mandates and decrease in staff
24. Continue to provide funds to travel to appropriate conferences and meetings for articulation personnel
25. Veteran's Counselor needs to attend conferences/trainings regarding program mandates and new regulations
26. Maintain budget to reflect the increases in test supply costs due to the increase in the number of off campus testing
27. Newly hired Outreach Coordinator to provide face to face orientations
28. Develop online interactive orientation to include career exploration
29. Online and face-to-face orientations will be revised to include a career component to better prepare students when completing an educational plan
30. Explore additional career exploration services
31. Develop a correspondence orientation for the incarcerated population
32. Increase the use email to inform students of transfer center activities, deadlines, and available resources
33. Continue outreach to local high schools
34. Explore ways to increase university participation for College Day
35. Assign certain populations to specific counselor (i.e. International students, Reg-to-Go students, athletes, DSPS students, etc.) to see if assignment of counselor benefits the students
36. Continue to attend Closing the Achievement Gap meetings
37. Annually evaluate if the department needs to include a Student Learning Outcome specifically addressing articulation
38. Track the number of students served from each high school each year
39. Request high schools to complete an evaluation of Lassen College services and suggest services they would like us to provide
40. Work with MAA Coordinator to establish support for students with long term issues
41. Continue to support the Transitions Program
42. Explore using College Week Live for students to gather information about universities
43. Annually evaluate if Transfer Center staffing needs are adequate and meeting compliance issues

Program Goals and Objectives

I. Counseling

A. Counseling Description

The Counseling Department's goal, regardless of which program we are discussing, is to meet the needs of the students. As a Community College Counseling office, the counselors, staff and transfer center assistant serve a diverse student population with a variety of educational objectives. Whether the student is a first time freshman, a more mature transfer or returning student, incarcerated student or a student with special needs, the counseling office is prepared to answer questions and assist all students in attaining their educational goals, whether it is earning a certificate/vocational degree, transferring to a four year university, or just looking for additional training.

LCC's Counseling Department supports the college mission in delivering quality programs and services to students regardless of location. The counseling office has been a vital component of the One Stop Shop, which began in 2007 and houses all of student services in one building. In December 2011, the institution included the Assessment Office in the One-Stop-Shop coordination of services. Lassen Community College's One-Stop-Shop remains open from 8am to 4:30pm and extended hours are available at the start of each semester. For those students who do not live locally Lassen Community College supports students by being accessible by phone, fax, and email. In 2011-12, the New Student Orientation was put on the college website to accommodate those students who do not live in the area.

Since 2011, a counselor, a financial aid technician, and an assessment technician have provided services, such as presentations, assessment, and Cash for College to our outlying high schools. We traveled to serve our outlying areas, including Westwood, Herlong, Modoc, and Big Valley. In spring 2013, we were asked to provide services to Surprise Valley Jr. /Sr. High and we supported their students as well. We have worked closely with Modoc and Herlong High School to concurrently enroll students in hopes of starting transfer preparation early. The three staff members have also worked to provide services in preparation for Reg-to-Go. Reg-to-Go is a day for first time freshman to come on campus and attend a face to face orientation, get assistance from the counselors to register for classes, learn the importance of and schedule an educational plan appointment.

Educational plan appointments are required of all of our athletes. The counselors also create educational plans with students who attend Reg-to-Go, and any other student who is interested in scheduling an appointment. The educational plan serves as a semester by semester guide for students to follow so they can to attain their goal in a timely fashion. Degree completion is

critical for the students as well as for the district under the new Student Success and Support program.

The counselors also provide confidential personal counseling available by appointment, unless it appears to be a crisis. The counselors can help students with their personal concerns that are affecting academic success. Services include short-term individual counseling, crisis consultation, and referral to local social service and counseling resources.

We also have a counselor who serves our incarcerated student population. This unique situation requires all registering, correspondence and coursework to be completed by mail. Each semester a student is registered and an educational plan is updated with the goal of completing a General Studies Social Science degree. Lassen College serves 21 correctional institutions and hundreds of students through this program.

Currently, our adjunct part time counselor spends some of her time with our veteran population, or dependents receiving veteran benefits. She makes sure that the students' needs are met, is available for priority registration, certifies schedules, and maintains accurate records of the active veteran students.

In the 2012-13 school year, the English departments from Lassen High School and Lassen College met at a Closing the Achievement Gap meeting to determine how they could best serve students transitioning from high school to Lassen College. Because counselors create bridges between programs and people they were asked to participate in the fall with both math departments as well.

In October 2009, due to the increase in LCC's incarcerated student population the Assessment Technician was hired as a full time employee. She assesses students on campus, by using the COMPASS test. Due to our very remote location, the Assessment Technician also travels to our local and outlying high schools and provides the Accuplacer COMPANION test, a paper pencil test. Remote testing through the ACT COMPASS Program is also utilized. Our Assessment Technician also supports our incarcerated students by preparing assessment materials to serve students at 21 institutions. As part of our preparation for this NIPR, we conducted a program evaluation with a survey of students. Of the 123 students surveyed, 101 of them had taken the assessment test at Lassen College. The majority of the students surveyed felt that the assessment was accurate of their ability in each subject area (Appendix 1, #8).

We use Datatel to document all of our contacts with students. We document assessment results, personal counseling, assistance in completing university applications, graduation evaluations, academic advising, etc. (Appendix 2). For example, the counselors had 4371 contacts with students regarding academic advising in 2012-13. This data really puts things in perspective when you compare it to the staff of the counseling department at the time. This

data is useful in providing supporting evidence for NIPR's, Transfer Center Report, Articulation Report, etc.

The LCC Counseling Office has had a Lead Counselor for many years. In January 2013, the Lead Counselor position was removed from the department. The Lead Counselor provides leadership for the department, completes tasks that support the department, and represents the department in meetings.

B. Counseling Evaluation

A total of 123 students returned the student surveys that were completed in several classrooms as well as in the counseling office. In general the responses were favorable. When asked how often the student sees a counselor in a semester the majority of students reported 1-3 times and the comments were positive (Appendix 1, #4). When asked if the counseling services were adequate the response and the quality of their service with the counselor was again favorable with the majority responding as satisfactory to superior (Appendix 1, #6, #7). Students were also given the freedom to make comments on strengths and weaknesses of the counseling department. Some of the comments referring to our strengths were, "very helpful," "they want to help," "meets my needs promptly," and "they make you feel comfortable, they are knowledgeable." Some of the reoccurring comments referring to the department weaknesses were, "People telling me different things, confusing as I don't know which one is correct," and "there are only a few counselors, so the wait causes me to get impatient." It should be noted that surveys of this type are quite subjective and may reflect one moment when a student was either very pleased or very frustrated. That being said, for the most part, the feedback received was very positive.

The counseling, financial aid, and assessment offices focused on supporting our students in the outlying areas which included Herlong, Westwood, Modoc, Surprise Valley, and Big Valley. There has been an increase in the number of high school students served in these areas. The counseling office needs to track the number of students served at each school from year to year. It is important that Lassen College continue its presence at these schools so students are aware of the opportunities available to them. It is also important to continue to work on getting CCC Apply in place so applications for these students in remote locations do not have to fax or scan their applications into LCC's Admissions and Records. It would remove one more barrier to registering an off campus student.

The counseling office will continue to require education plans of those that are mandated and requested by appointment. We suspect there will be an increase of appointments to complete education plans with the implementation of the Student Success and Support program. Since

education plans are currently managed by hand the counseling office will need to find a way to accommodate the increase of plans to be completed with a limited number of staff.

Personal counseling is another service the counseling office provides to support our students. We can efficiently provide short term counseling to our students. However, it is more difficult to fully address our student's long term needs. Services in Lassen County are limited and make it nearly impossible to serve a student's needs sufficiently.

Our incarcerated students register at the same time as on campus students. This creates a large influx of additional registration duties during an already peak time. There is also written correspondence that is received from this population. As a student they are entitled to a timely response to their questions just as any other student would. Because of the nature of this population, and the inability to automate the registration process, this population requires a lot of additional time consuming processes.

It has been a few years since any counselor has received training on veteran issues and mandates regarding this specific population. The counselor who is assigned to working with veterans needs to receive formal training in order to meet program requirements.

Closing the achievement gap is a very important task as the Common Core Curriculum moves to implementation in 2014-15. If we, as a community, want to stay up with the rest of the state curriculum alignment between high schools and Lassen College will be critical. Counselors serve a vital role in this process.

The College continues to participate in validity studies. During the fall 2012, Lassen College collected faculty ratings and student survey responses along with compass scores that contributed to course placement decisions. We are anticipating the establishment of the common assessment system (AB 743).

Datatel can provide important data for the counseling department. It is important for the counseling staff to continue to document contacts in Datatel so we can monitor progress or explore better ways to serve certain populations if we see lack of progress. Datatel can also, if programmed correctly, allow students to register online for courses with pre-requisites. This takes another manual process out of the hands of counselors resulting in more efficient time spent with students.

The Counseling Department is interested in having the district hire a Lead Counselor. It is vital to have a counselor represent the department's needs and complete tasks with a counselor perspective.

C. Counseling Planning Agenda

1. Assign certain populations to specific counselor (i.e. International students, Reg-to-Go students, athletes, DSPS students, etc.) to see if assignment of counselor benefits the students
2. Continue outreach to local high schools
3. Track the number of students served from each high school each year
4. High schools complete an evaluation of Lassen College services and suggest services they would like us to provide
5. In coordination with administration, the programmer, and counselors will have CCC Apply and an online educational plan system in place by the end of fall 2013 (duplicate)
6. Work with MAA Coordinator to establish support for students with long term issues
7. Look at options for addressing the time consuming tasks associated with the incarcerated population
8. Veteran's Counselor needs to attend conferences/trainings regarding program mandates and new regulations
9. Continue to attend Closing the Achievement Gap meetings
10. Maintain budget to reflect the increases in test supply costs due to the increase in the number of off campus testing
11. Continue to use Datatel to report student contacts
12. Program pre-requisite checks in Datatel
13. Hire a Lead Counselor

II. Student Success and Support Program

A. Student Success and Support Program Description

The State of California determined that due to the recession which resulted in budget cuts, 47% of students could not get the classes they needed to complete their degree. They also discovered that of 77% of students that started college below the transfer level only 41% received a certificate, degree, or transfer preparation. With the concern of reduced resources and low completion rates they developed The Student Success Initiative.

Completing an educational plan is one component of the Student Success and Support Program. Each fall the counselors visit the English and speech classes to discuss the importance of developing an educational plan. Athletes and students requesting a financial aid appeal also

complete educational plans. All of our educational plans are developed by using a form and are completed by hand.

Another component of the Student Success and Support Program includes the use of multiple measures which are comprised of college placement tests, ACT and/or SAT scores, Advanced Placement scores, high school and college transcripts, and Early Assessment Program (EAP) test results, etc. In spring 2013, the Counseling staff decided to include the EAP test results as an additional measure. Counseling staff utilize multiple measures to determine course placement advice to ensure that no single test score or assessment measure is used to place students into courses.

Per Title 5 Matriculation regulations, Lassen College continues to use California Community College State Chancellors Office's (CCCCO) approved assessment instruments to recommend placement into English, English as a Second Language (ESL), Reading and Mathematics courses. By obtaining this approval, the College ensures that there is no disproportionate impact on any populations, that all tests meet specific standards regarding content validity, criterion/consequential validity, reliability, bias, and cut score validity. The College participates in validation studies for all new tests to the State Chancellor's Office as required, and submits tests for approval every six years. The State Chancellor's Office then forwards validation documentation to the Center for Education Testing (CET) at the University of Kansas for psychometric review of validation data and the Center recommends approval to CCCCCO Assessment Workgroup, a statewide review panel. Lassen College's Admissions policies are in accordance with California Education Code, California Code of Regulations Title 5 and Board Policy and Procedure.

Another component of the Student Success and Support Program is to educate and provide students with support services (i.e. assessment, orientations, educational plans, etc.) in hopes of increasing the degree completion rate. Lassen College has many of these support systems in place but we can annually explore ways of making them better.

B. Student Success and Support Program Evaluation

In 2012-13, the counselors completed 420 educational plans (Appendix 2) and our department survey reflects that 96 of the 123 surveyed have completed an educational plan (Appendix 1, #3). We suspect with the new mandate that the number of students requesting an educational plan will increase. The opinion of the counseling staff is that many LCC students do not have a clear career goal identified so it makes it difficult to design a comprehensive educational plan. The online educational plan program will require students to identify a degree goal and monitor progress toward degree completion.

In 2010, orientations were conducted by one counselor with an additional counselor attending toward the end of the session to assist with scheduling of classes. With a reduction of staffing in the counseling office an online orientation was completed and posted on our website in fall 2011. The online orientation was used, with the exception of Reg-to-Go students who received a face-to-face orientation. Since fall 2011, 1,111 students have completed our orientation (Appendix 1). In response to our survey, 79 students reported they completed the orientation. Of those 79 students, 26 reported they completed it online and 44 reported they completed it in person (Appendix 1, #9). The online orientation offered flexibility to students, especially those out of the area. However, it is the opinion of administration, staff, and counselors that the online orientation may not be the most effective manner to present important information.

The area of assessment is also included in the Student Success and Support Program. The goal of this program is to develop a common assessment. At the state level, additional funding is required to complete this task so there is no estimated date to implement the common assessment at this time. LCC will continue to monitor the progress. Meanwhile, in the fall of 2012, the counselors decided to add the EAP test results as an additional measure. Currently, Lassen College is working with our local high school to close the achievement gap in the area of math and English. Both the college and local high school math departments provided input to develop a course equivalency chart so students and parents can be aware of the knowledge required to be at the transferrable level (Appendix 3).

The rigor of the test validation process conducted by the Center of Educational Testing (CET) at the University of Kansas for all System Office approved placement instruments effectively minimizes the potential for bias and complements the College's open enrollment/admissions process. Evaluations for cultural bias are conducted at the state level, according to Section 55524 "Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges" guide. Lassen College uses only Chancellor Office approved testing instruments. The cut scores for the COMPASS English, Writing and Math were validated in 2008.

Lassen College actively participates in ACT's COMPASS Validity Study, collecting data that will assist in evaluating our assessment and course placement process. These studies will ensure that our testing instruments continue to meet California Community College Student Success/Matriculation requirements.

C. Student Success and Support Program Planning Agenda

To meet the mandates put forth by the Student Success and Support Program:

1. LCC administration, programmer, and counselors will be expanding our Datatel system to provide online educational plans

2. Update the online orientation to be more interactive
3. Offer face-to-face orientations
4. Online and face-to-face orientations will be revised to include a career component to better prepare students when completing an educational plan
5. Continue, until new mandates are established, to use assessment results and multiple measures to determine course placement
6. Continue to participate in validation studies
7. Implement common assessment tests when established

III. Articulation

A. Articulation Description

It is the purpose of Lassen College to support student success by creating, establishing, and maintaining articulation agreements with universities to reduce barriers for students when transferring to another institution. The goals specific to articulation are to reduce the loss of credit or repetition of coursework from one institution to another, complete the educational goal in a timely fashion, and assure that students have the proper instruction and preparation to be successful at the next institution.

Articulation Officers can develop articulation with Universities of California, California State Universities, and regionally accredited Independent Colleges and Universities. With each college the Articulation Officer can work on articulating general education, “course to course,” and major prep agreements. General education requirements need to be submitted to the UCs and CSUs on an annual basis for approval. “Course to course” articulation is between the individual “sending” and “receiving” colleges and universities. Since SB 1440’s implementation in September 2010, submission of courses to be articulated with the CSUs under each AA/AS degree for transfer must also be submitted and approved by C-ID (Course Identification Numbering System).

Articulation can also include high school articulation in which was formally called 2+2, now referred to as the Transitions Program. In 2011, the Articulation Officer worked with Modoc High School to articulate their Welding I course to our WT 36 and 37. The counselors have worked with our Senate President regarding the language in Administrative Policy 4235. The goal is to reduce the barriers for students posting the Transitions credit on their transcript. The policy formally stated that students needed to complete 6 units at Lassen College before they could apply for their 2+2 credit. The new policy will not require students to take the 6 units before completing the paperwork to earn their 2+2 credit.

B. Articulation Evaluation

By fall 2011, all community colleges were to have at least two transfer model curriculum degrees approved under SB 1440. LCC met the minimum of two degrees requirement and since November 2012, has submitted and approved a total of 8 Degrees for Transfer.

In 2011, we lost a full time veteran/general counselor and fall 2012, we lost another counselor to instruction. The district hired a temporary and part time adjunct counselor for spring 2013 and hired the temporary counselor for a full time position starting fall 2013. With such transition of staff in the counseling office there has been little time to fully tackle “course to course” articulation.

In 2010-12, LCC had 17 course agreements with 4 high schools. In 2012-14, we have only 12 course agreements. It is difficult to increase the amount of high school/community college articulation regarding the Transitions Program, or 2+2, due to the many budget cuts resulting in an elimination of many vocational courses. However, we still hope to with the articulation that we currently have and address support to those students in other ways.

C. Articulation Planning Agenda

1. Continue to provide funds to travel to appropriate conferences and meetings for articulation personnel
2. Continue to support the Transitions Program
3. Monitor courses submitted to C-ID
4. Work with faculty to get appropriate courses C-ID submitted, re-submitted (if necessary), and approved
5. Work with staff, administration, and Curriculum Committee to develop new Degrees for Transfer
6. Continue to maintain the annual general education submissions to CSU and UC, revising curriculum to meet the general education area requirements for additional courses approved

IV. Transfer Center

A. Transfer Center Description

The overall goal of the Transfer Center Program at Lassen College is to assure compliance with the Transfer mandates of the California Community Colleges as outlined in Title 5, section 51027, and providing the necessary services to students transferring to a four year institution. The Transfer Center currently consists of a full-time Transfer Center Assistant and a Transfer

Center Director/Counselor at 25%, hired in August of 2011. However, we inform all counselors about transfer issues, requirements, and regulations so they can provide accurate information when working with a student interested in transferring to a university.

The Transfer Center provides the following services to students:

- Visitations to local universities (CSU Chico and UNR)
- Annual College Day
- Annual classroom presentations to students regarding transfer center services, activities, and education plans
- Assistance with completing university application
- Assistance with university/department communication in preparing student for transfer

Annually the Transfer Center, in coordination with EOPS, organizes a day trip to our local universities (CSU Chico and UNR). The students are able to take advantage of campus tours, ask questions of the department(s) of interest, and meet with admission officers.

Lassen College's Transfer Center offers an Annual College Day. Public, private, in-state and out-of-state universities attend. Our students as well as the local high schools are invited to attend. The students are able to gather information regarding admission requirements, degrees, and campus specific information.

Each year the counselors provide presentations in our English 50, 1, 9, and Speech classes to notify them of Transfer Center activities and resources that are available to them such as the importance of completing an educational plan, assisting with communication with the universities, and completing applications.

B. Transfer Center Evaluation

Due to Lassen College's remote location, the distance to four year institutions provides a barrier for many of our transfer students. CSU Chico is located approximately 100 miles and 2-2 ½ hours away with mountainous road conditions. The ride to UNR (University of Nevada, Reno) is not so mountainous but is still 90 miles away requiring a 1-1 ½ hour drive and may be difficult to travel during inclement weather. The goal of the Transfer Center and EOPS (Extended Opportunities, Programs and Services) is to reduce that barrier and provide transportation for students to attend the Transfer Day activities. These visits not only give the student the exposure to the university programs and environment but also help them to identify and explore the resources required to make a seamless transition. Each year we have anywhere from 10-20 students attending these university visits. In our 2012-13, student survey (Appendix 1, #11), of the 123 students who completed the survey, 51 were interested in attending the field trips.

The goal of the Annual LCC College Day is to further reduce any barriers incurred due to our remote location. Students who were unable to attend the university visits are able to access representatives from CSU Chico and UNR on that day. Students can also meet with universities out of our area and out of state. However, due to our remote location our College Day is not always well represented. The Transfer Center will explore ways to increase university participation. The Transfer Center may need to offer online conversation opportunities with university Admission Officers (i.e. College Week Live) to reduce the barrier between universities and our rural students.

Each year, as the result of our presentations in the classroom, we have students requesting educational plan appointments, asking for application assistance, and expressing interest in attending College Day and college visitations. Currently, the counselors feel that the classroom presentations are the best manner in which to present transfer center activities and resources. However, our survey results indicate that some of the students are not aware of our transfer center services (Appendix 1, #11). Once CCC Apply is in place we will have the ability to email students important information about transfer center activities, deadlines, and available resources.

C. Transfer Center Planning Agenda

1. Continue to provide and coordinate visitations to CSU Chico and UNR with EOPS
2. Explore using College Week Live for students to gather information about universities
3. Continue to provide LCC College Day
4. Explore ways to increase university participation for College Day
5. Continue to provide classroom presentations to students regarding transfer center activities and resources
6. Use email to inform students of transfer center activities, deadlines, and available resources

Outside Compliance Issues (Audits, State and Federal Reports, etc.)

I. Counseling

A. Counseling Description

Counseling complies with Title 5 section 51018, which states that a functioning counseling program should include but not be limited to academic, career, personal counseling and coordination of on and off campus services. In January 2012, the Board of Governors approved the Student Success Initiative. In relation to general counseling, the Initiative mandates that each student be required to declare a course of study, that a system wide registration priority be put into place, that colleges measure and identify strategies to increase degree completion rates, and streamline matriculation activities to create a seamless process to assist in attaining the student's community college goal.

B. Counseling Evaluation

The counseling office has been very successful in meeting with all students who need an educational plan developed, as evidenced by 420 students we met with this year (Appendix 2). Per the data collected in response to the Student Learning Outcome under the Student Success and Support program our degree completion improved from last year. However, we could do a better job in serving students in the area of career exploration and streamlining matriculation activities. We will be in better standing once Lassen College moves to an online application, registration process, and education plan development. A career exploration component will be included in the online interactive orientation. Additional career supports will be explored.

C. Counseling Planning Agenda

1. Support online application, registration process, and education plan
2. Develop online interactive orientation to include career exploration
3. Explore additional career exploration services

II. Student Success and Support Program

A. Student Success and Support Program Description

The Board of Governors approved the Student Success Task Force recommendations in January 2012. The Governor signed the Student Success Act September 2012. The mandate expands on

what used to be called Matriculation. The requirements now include completing an assessment, orientation, early identification of a career goal, completion of an educational plan, and maintaining good academic status (under 100 degree applicable units, no academic progress or probation status). Maintaining good academic standing allows students to earn priority registration.

B. Student Success and Support Program Evaluation

See “Program Goals and Objectives, Student Success and Support Program Evaluation”

C. Student Success and Support Program Planning Agenda

See “Program Goals and Objectives, Student Success and Support Planning Agenda”

III. Articulation

A. Articulation Description

Articulation is a process that is addressed by many outside compliance issues. WASC (Western Associations of Schools and Colleges), our accrediting commission, establishes under Standard 2.14, that, “Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.” They determine the guideline to meet this standard is to develop articulation agreements to minimize the loss of credits through transfer.

The most recent outside legislation affecting articulation is Senate Bill 1440. This is the bill that requires development of 60 unit AA/AS degrees for transfer. This process requires that courses to be used in these degrees are submitted to C-ID (Course Identification Number System). The most recent guideline requires Articulation Officers to prepare, submit, and receive approval of each course used in the transfer degrees proposed to the Chancellor’s Office under the SB 1440.

The articulation office is also responsible for maintaining the college’s curriculum information in ASSIST, the statewide system for maintaining articulation agreements. Such agreements are established with colleges/universities outside of the state but there is no formal website to house this information at this time.

The Chancellor’s Office requires that an Articulation Report be completed annually.

B. Articulation Evaluation

The Articulation Officer over the last two years has submitted 87 courses to C-ID. Some of those courses have been submitted a few times for corrections. Of the 87 courses submitted, 34 are approved, 3 are conditional (approved based on some changes to be made), 34 are in the review process, 11 are not yet in the review process (due to C-ID reviewers), and only 5 have not been approved. Over the last two years 8 transfer degrees have been approved. LCC is in the process of submitting two more degrees to the Chancellor's Office in hopes of approval for fall 2013.

The articulation office has completed the annual report for the Chancellor's Office consistently and on time since it was mandated several years ago.

C. Articulation Planning agenda

1. Continue to collaborate with staff, administration, and Curriculum Committee to submit courses required to propose transfer degrees to the Chancellor's Office.
2. Complete and submit Annual Articulation Report to the Chancellor's Office

IV. Transfer Center

A. Transfer Center Description

LCC Transfer Center is required to meet Title 5, Section 51027, requirements which states the program will recognize transfer as one of its primary missions, place priority emphasis on the preparation and transfer of underrepresented students, and develop a transfer plan describing the activities provided to students. The plan should include, but not limited to, develop transfer agreements, provide accurate and current transfer information through counseling services, monitor progress of transfer students to the point of transfer, refer the student as necessary for support services (i.e. tutoring, counseling, diagnostic testing, etc.), assistance with application completion, provide resources such as college catalogs, etc. Additional mandates included under Title 5, is to provide facilities to support the Transfer Center, adequate staffing, and work with an institutional research specialist to provide ongoing effectiveness of the LCC's transfer center efforts. Each community college district is required to submit an annual report to the Chancellor's Office describing the goals, targets, and expenditures of the transfer center operations.

B. Transfer Center Evaluation

In compliance with Title 5, the Transfer Center staff has completed the Annual Transfer Center Report and submitted it to the Chancellor's office on time since it was first mandated several years ago.

At LCC the Transfer Center Counselor is also the Articulation Officer. This arrangement creates a good combination when working on transfer agreements. In conjunction with administration, our curriculum committee, and staff LCC has developed 8 AA/AS Degrees for Transfer. These degrees provide our students with a great advantage so they can compete equally for admissions at the California State Universities. The first of these degrees were awarded in the May 2013 graduation and eight were awarded.

The Counseling/Transfer Center is prepared to refer students to support services, materials to assist in the transfer process (i.e. Assist website, catalogues, etc.), etc. when necessary. The Counseling/Transfer Center department has weekly meetings to communicate on a regular basis regarding transfer issues, new regulations, and/or available resources.

The current LCC Transfer Center staff is not aware if a formal Transfer Center Plan exists. To meet compliance issues, LCC Transfer Center staff will take the steps necessary to develop an Advisory Committee, work with our newly hired institutional researcher, and develop a plan for the program.

C. Transfer Center Planning Agenda

1. Develop a LCC Transfer Center Advisory Committee to meet Title 5 mandates
2. Continue the Annual Transfer Center Report and submit it to the Chancellor's Office
3. Work with newly hired Institutional researcher to determine program effectiveness
4. Develop a transfer center plan

Student Learning/Administrative Unit Outcomes (when appropriate)

I. Counseling

A. Counseling Description

2012 SLO: Demonstrate communication and technology competency skills through the use of Web Advisor and web registration.

B. Counseling Evaluation

SLO target: There will be a 5% increase of students registering on Web Advisor.

SLO findings: In fall 2012, LCC had 17.9% of students register by using Web Advisor. In spring 2013, LCC had 12.5% of students register by using Web Advisor. Our goal was not met.

C. Counseling Planning Agenda

1. 2013-14 SLO: By spring 2014, Student Services will work with the programmer to get course pre-requisites entered into Web-Advisor
2. Work with programmer to make Web Advisor more user-friendly and intuitive, so that registering online is not so challenging for students
3. Add a hands-on “how to register on Web-Advisor” instructions to the new student orientation

II. Student Success and Support Program

A. Student Success and Support Program Description

SLO's were developed for the counseling department. In 2012-13, the SLO that refers to the Student Success and Support Program is: Demonstrate personal responsibility for completing LCC processes which will assist students to attain their goals.

B. Student Success and Support Program Evaluation

With the approval of the Student Success Initiative the counseling department decided to change our SLO's to include more specific language referring to the mandates put in place by the initiative. As of May 2013, our new SLO that relates to matriculation is:

In support of student success, students will navigate our registration process and schedule an educational plan as a result of attending an orientation.

The results provided for the 2012-13 SLO are as follows. In 2010-11, 30 students earned an AS, 102 earned an AA, and 98 students earned a Certificate of Achievement. In 2011-12, 30 students received an AS, 122 students received an AA, and 105 students earned a Certificate of Achievement. In 2012-13, preliminary numbers indicate that 40 students earned an Associate of Science, 140 earned an Associate of Arts Degree, and 103 earned a Certificate of Achievement. We partially attained our goal in that there was an increase in degrees issued from last year to this year, but a small decrease in the number of Certificate of Achievements issued.

C. Student Success and Support Program Planning Agenda

1. The counseling department will report on their 2013-14 SLO goal
2. In coordination with administration, the programmer, and counselors will have CCC Apply and an online educational plan system in place by the end of fall 2013
3. The online educational plan will help students identify when they are close to a degree or certificate completion
4. The CCC Apply program will provide counselors a uniform way to notify students when they need to complete a Petition to Graduate form

III. Articulation

A. Articulation Description

In 2011-13, the Student Learning Outcome's developed for the counseling office did not address articulation issues.

B. Articulation Evaluation

The LCC Counseling Office priority for 2013-14 school year determined that the Student Learning Outcome's should focus on transfer, counseling, and Student Success and Support Program issues. Articulation is very important and will be considered each year when prioritizing the departments focus for the year.

C. Articulation Planning agenda

1. Annually evaluate if the department needs to include a Student Learning Outcome specifically addressing articulation

IV. Transfer Center

A. Transfer Center Description

In 2010, two Student Learning Outcomes were developed for the department. However, there was not a specific Student Learning Outcome developed to address the area of transfer.

B. Transfer Center Evaluation

The Transfer Center Director developed a Student Learning Outcome for 2013-14, specifically addressing transfer issues. The 2013-14, SLO states: "Students will be able to identify transfer center resources available and navigate the resources that are appropriate to their success." Classroom visits and orientations will make our students aware of our Transfer Center resources.

C. Transfer Center Planning Agenda

1. Establish a target for the 2013-14 Student Learning Outcome and provide the results in WEAVE
2. Evaluate Student Learning Outcome each year and develop a new one, if necessary

Personnel and Support Services

I. Counseling

A. Counseling Description

In 2011-12, the counseling staff was represented as follows:

Position 1 - Full time counselor:

DSPS Counselor	percentage unknown
CALWORKS Director	percentage unknown
Lead Counselor	percentage unknown
General Counselor	percentage unknown

Position 2 - Full time counselor:

EOPS	75%
Incarcerated population	20%
General Counseling	5%

Position 3 – Full time counselor:

Veteran Counselor	percentage unknown
General Counseling	percentage unknown
Student Success	percentage unknown

Position 4 – Full time counselor:

Transfer Center Director	25%
Articulation Officer	25%
General Counseling	50%

In 2012-13 we lost Position 3 due to staffing reduction and in December 2012 we lost Position 1 due to employee deciding to move to an instructional faculty position. Due to the loss of counseling staff, the district increased the number of hours of one of our adjunct employee to work with the veteran population and general counseling. In January 2013, the district hired a

full time temporary position through June 2013. Since this employee was only hired as a temporary position no official counseling tasks were assigned. In January the EOPS Counselor was hired as the EOPS Director for another 10% of his load. In April the district hired a full time permanent counselor to start in the 2013-14 school year. As a result of all of the changes, the district for 2013-14 school year has:

- One full time EOPS/EOPS Director/incarcerated counselor
- One full time Articulation Officer/ Transfer Center Counselor/general counselor,
- One full time counselor specific duties still pending , and
- One part time adjunct counselor to work with the veteran population.

B. Counseling Evaluation

With the decrease in counseling staff and the increase of duties due to the Student Success and Support program and the requirements set forth in articulation for the transfer degree process the district may need to re-evaluate the duties that are expected of the counselors and identify if additional staff is needed. Due to the limited number of hours one of our adjunct employees can work in a year it would be in the best interest of the district to increase the part time counseling pool.

In 2010-11, the incarcerated counselor was assigned 67% of their time to coordinating services with the prisons, register, and respond to correspondences. Considering the number of incarcerated students Lassen College serves each semester the district needs to hire another counselor to address this number of students and workload required.

C. Counseling Planning Agenda

1. Reasonably assign counseling duties as a result of increased state mandates and decrease in staff
2. Increase number of part time counseling staff
3. Hire another counselor to be assigned the incarcerated population

II. Student Success and Support Program

A. Student Success and Support Program Description

The counselors and Associate Dean of Student Services are currently in the process of determining each counselor's program responsibilities. The Student Success and Support Program is included in the discussion.

The programming of our registration program has relied on people outside of the district. This creates difficulties when we have tasks that need to be completed to meet our timeline.

In fall 2011, the counseling office housed three counselors and used adjunct counselors at high peak registration times. As of spring 2013, there is one full time permanent counselor and one full time temporary, hired as a full time permanent counselor for fall 2013, and one part time adjunct counselor. Since the orientation was provided online that did not take any of us out of the office to perform those activities.

B. Student Success and Support Program Evaluation

It is critical to assign a team of people to manage the requirements of the Student Success and Support Program. One of those team members should be a counselor who can create, implement and/or supervise the support services offered in the counseling department, a “lead counselor”.

As of the summer of 2013, LCC has hired our own programmer which will prove to be critical as we move to an online application and educational plan system.

It was reflected in our survey that one of the weaknesses students identified was waiting too long to see a counselor (Appendix 1, weaknesses). The newly hired Outreach Coordinator will be performing the orientations so the district’s counseling services are not further compromised. Work study students could be used to provide support with planning, scheduling, and supporting the Outreach Coordinator.

C. Student Success and Support Program Planning Agenda

1. Assign a counselor a percentage of time to be involved with a team to meet the requirements of the Student Success and Support Program (formally matriculation)
2. The programmer will need to enter pre-requisites into Web Advisor to allow online registration to be more effective
3. Newly hired Outreach Coordinator to provide face to face orientations
4. Work Study students could be used to support the Outreach Coordinator providing orientations

III. Articulation

A. Articulation Description

In 2009-10, Tina Bishop was the Articulation Officer for 20%. Brian Gosney was the Articulation Officer for 25% of his assignment in 2010-11. From 2011 to present Alison Somerville has held the position of Articulation Officer for (25%).

B. Articulation Evaluation

With staffing issues this year it has been difficult to spend much time on articulation. Additional requirements have been put into place. Starting in June 2013, all core courses offered in one of the new transfer degrees must have C-ID approval. In addition to this new requirement, Articulation Officers need to work toward course-to course-articulation. The Articulation Officer also assists with any articulation required for the Transitions Program.

C. Articulation Planning agenda

1. Increase the percentage of the Articulation Officers duties to 40% due to the additional C-ID requirement for transfer degree development

IV. Transfer Center

A. Transfer Center Description

Please see the changes that have occurred over the last four years in the Transfer Center:

2009-10 :	20% Colleen Baker, Transfer Center Director
	100% KC Mesloh, Transfer Center Technician
2010-11:	25% Brian Gosney, Transfer Center Director
	100% KC Mesloh, Transfer Center Technician
2011 –present:	25% Alison Somerville, Transfer Center Director/Counselor
	100% KC Mesloh, Transfer Center Technician

B. Transfer Center Evaluation

The Transfer Center Technician has held this position for 20 years. She has provided the consistency for this program over the years to the benefit of the students and the district. With

a Transfer Center Counselor planning to remain in this position for years to come and a long standing Transfer Center Technician we will bring the program up to compliance. The current staffing appears to be adequate at this time. If the Transfer Center begins to expand its services, it will be necessary to re-evaluate the percentage of time a counselor spends in this program or if additional assistance is needed.

C. Transfer Center Planning agenda

1. Annually evaluate if Transfer Center staffing needs are adequate and meeting compliance issues

Facilities/Equipment

I. Counseling

A. Counseling Description

The Counseling Department is located in the center of the Vocational Tech/Student Services Building. The counseling office is comprised of four offices dedicated as counseling offices and two classified workstations located at the entrance to the counseling office. One station houses the transfer center assistant and the other station houses the administrative assistant to the counseling department. There is also one student worker station located in the same area as administrative assistant to counseling.

Equipment is adequate for the Counseling Department except for two areas. One of the counseling offices is currently lacking a computer, phone, and desktop printer. All three of these will be needed to adequately supply that counseling office which is often used by adjunct counselors. The two computers supplied for student use in the Counseling Department Office are outdated. Two new computers are needed.

Furniture, equipment and computers are listed below as follows:

Staff furniture, equipment and computers

2 Staff desks

4 Cubicle workstations/counter tops

5 Faculty and staff computers

2 Student computers

5 small desktop printers

1 Office printer/scanner/copier/fax

5 Desk phones

11 Large and small file cabinets

5 Bookcases

1 Work study desk

1 Table for students to wait and research on the student computers

6 Faculty and staff chairs

1 Work study chair

13 Chairs for students

Various office supplies (staplers, tape dispensers, hole punches, etc.)

B. Counseling Evaluation

The Counseling Department location and size is adequate to meet the needs of the faculty and staff of the department for the students that utilize the counseling department. The Counseling Department struggles with maintaining a comfortable environment due to heating and cooling issues. In the summer, the only source of cooling, a swamp cooler, is located in only one counselor's office. If the door is closed the rest of the office is not able to be cooled adequately. The Counseling Department faculty and staff and students who visit the Counseling Department would greatly benefit from centralized air conditioning. Heating is an issue for the department as well due to the fact that the only heating source is located on the north wall of the Counseling Department. Two of the counseling offices do not have any walls that connect to the North wall. Therefore these two offices do not receive any heat during cold weather periods. This creates uncomfortable environments for two of the faculty counseling offices. It is recommended that heating be placed in each of these offices to make them comparable to the rest of the Counseling Department.

Privacy and confidentiality are essential for the counselor and student. Recently, upgrades in sound deadening and walls that reached the ceiling were added to improve this. One area is still lacking which is located on the West wall between two of the counselor's offices. There is currently a six inch gap that exists between the partition walls and the permanent west wall that spans from about seven feet from the floor. This allows for conversations to be easily overheard between these two offices. It is recommended that this be fixed to improve privacy and confidentiality.

C. Counseling Planning Agenda

1. Eliminate the gap between two counselor offices to improve privacy and confidentiality. (\$1000.00)
2. Install centralized heating and air to the Counseling Department. (amount to be determined)
3. Supply adjunct counseling office with computer, phone, and desktop computer. (\$1100.00)
4. Two new student computers. (\$1500.00)

II. Student Success and Support Program (including Assessment)

A. Student Success and Support Program Description

The Student Success and Support Program is located within the Counseling Department Office and Assessment is located next door to the Counseling Department in the Vocational Tech/Student Services building. Assessment was relocated from the Learning Center in fall 2012. The new Assessment Office has been a great improvement in location and atmosphere since its separation from the Learning Center.

Furniture, Equipment, and Computers for the Assessment Office are listed below:

Staff furniture, equipment and computers

1 Staff desk

1 Staff chair

1 Staff computer

6 Student computers and desks

7 Computer chairs for students

1 small staff desktop printer/scanner/copier fax

1 Desk phone

2 File cabinets

1 Bookcase

1 Scantron machine

Various office supplies (staplers, tape dispensers, hole punches, etc.)

B. Student Success and Support Program Evaluation

Housing the Student Success and Support Program documents and files in Counseling is the most logical place on campus.

Facilities for Assessment are more than adequate to meet the needs of the one classified member who runs assessment and for the students that visit assessment except that cooling is an issue during hot months of the year. Installation of centralized air conditioning is recommended.

Equipment for Assessment is fairly new but several items are outdated or are inadequate. Seven new computer chairs for students are recommended to replace the worn and uncomfortable chairs that are in Assessment. An ergonomically designed staff chair is recommended to replace the uncomfortable chair that is being used. The staff desk in Assessment is small and inadequate to meet the needs of the current staff member. It is recommended that a larger desk be provided.

C. Student Success and Support Program Planning Agenda

1. Purchase seven student computer chairs. (\$500.00)
2. Install centralized air conditioning in the Assessment Office. (amount to be determined)
3. Purchase one new staff desk (\$500.00)
4. Purchase one new staff chair (\$150.00)

III. Articulation

A. Articulation Description

Articulation is included in the Counseling Department. Please see the Facilities/Equipment for counseling under description.

B. Articulation Evaluation

Articulation is included in the Counseling Department. Please see the Facilities/Equipment for counseling under description.

C. Articulation Planning agenda

N/A

IV. Transfer Center

A. Transfer Center Description

The Transfer Center is included in the Counseling Department. Please see the Facilities/Equipment for counseling under description.

B. Transfer Center Evaluation

The Transfer Center is included in the Counseling Department. Please see the Facilities/Equipment for counseling under description.

C. Transfer Center Planning Agenda

N/A

Budget

I. Counseling

The counseling budget was sufficient because we were short staffed. However, if we want to hire another counselor to adequately meet the needs of our incarcerated population , Student Success Support Program and other counseling needs, we will need to make sure we have enough money for the counselor and benefits.

II. Student Success and Support Program

The State funds that supported Matriculation are to maintain the Student Success and Support Program.

III. Articulation

The budget for Articulation has been adequate for the last two years. However, with the increase of C-ID and Degree for Transfer requirements the Articulation Officer will have to review the annual budget each year.

IV. Transfer Center

It appears at this time the budget is adequate for the services we are providing. However, each year the Transfer Center staff will evaluate if additional services are needed to support transfer students.

Appendix 1

Student Services Program Evaluation (Counseling)

Student Services Program Evaluation
Spring 2013

TOTAL EVALUATIONS RETURNED – 123 Counseling

Personal Background Information: *(Please check all that apply to you)*

Enrollment

13 New (1st semester in any college)
46 Continuing (completed 12 – 29 units)
53 Continuing (completed 30+ units)
15 Transfer from another college

Enrollment Status

100 Full time (12 units or more)
10 Part time (6-11 units)
6 Part time (1-5 units)

Age

3 13-17
72 17-21
time
23 22-29
this time
12 30-39
Student
16 40+

Educational Pursuit

88 AA/AS Degree
13 Certificate
49 Transfer
3 Personal Interest

Marital Status

100 Single
10 Single w/ children
4 Married
7 Married w/ children

Employment

9 Employed full time
24 Employed part
75 Not employed at
11 Work Study
4 Cal Works Student
1 Disabled
1 Retired

Questions:

1. Are you aware of the services and resources available in the counseling area? 95 - Yes 12 - No

2. Which of the following services are you aware of or have you used?

	Aware of	Used
Career Planning	<u>74</u>	<u>13</u>
Transfer Services/Assistance	<u>83</u>	<u>27</u>
Educational Plan	<u>67</u>	<u>77</u>
Orientation	<u>69</u>	<u>51</u>
Graduation Evaluation	<u>65</u>	<u>24</u>
Assessment	<u>72</u>	<u>40</u>

Comments:

“Haven’t heard of any of the other services”

“I work in Student Services, so it’s part of my job to know about all this.”

“I don’t know all the services at this college but I do know that I can just walk through the door and the counselors can help.”

“I’ve emailed with graduation questions, but never got a reply.”

“Not aware of last three.”

“No tutoring offered!!”

3. Have you completed an Educational Plan with a counselor?

96 - Yes

25 - No

Comments:

"Helps a lot"

"A.S. in Graphic Design"

"Helpful"

"EOPS Student"

"She helped me get the right class"

"Was never brought up"

"Used because of baseball"

"Still need to come in for my first step"

"Had to, to maintain financial aid"

"It was helpful"

"Got OK'd for my schedule when registering"

"_____ has been great when dealing with my Ed Plan and making sure I'm on track for graduation. Super helpful"

"Ed Plans were somewhat confusing. I have been to the counseling office many times, and still am not 100% sure of what classes to take."

4. How often do you see a counselor each semester? (Circle the appropriate number)

0 - **13**

1 - **34**

2 - **32**

3 - **31**

4+ - **14**

Comments:

"_____ was a great counselor, now I have _____ who is also a great counselor and always has time for me or my son."

"No need to at this appointed time"

"I visit _____ who is awesome."

"It's required with EOP&S."

"It was more last semester. I haven't really been in the office at all this semester."

"My counselor is great."

"Several times before school began"

"Very helpful with classes I need."

"They are not always available so I have to come another time, which I forget to do."

Please answer the following questions using this scale:

5=Superior 4=More than satisfactory 3=Satisfactory 2=Needs improvement 1=Unsatisfactory

0=Not Applicable

5. Were you able to access a counselor in a reasonable period of time?

5-**38**

4-**36**

3-**32**

2-**7**

1-**2** 0-**7** (N/A)

Comments:

"I usually had to go back because issues."

"It's too busy at the start of the semester."

"Took like 25 minutes."

"Only by asking"

"Insufficient knowledge of degree seeking"

"Depends on how busy, but I always get in on time."

6. The counseling services were adequate to meet my needs. 5-41 4-40 3-25 2-7
1-2 0-8 (N/A)

Comments:

“_____ goes the extra mile for you and I am very pleased to have her as person that looks out for my educational goals.”

“Nice.”

“The Gunsmith Program seems pretty streamlined for counseling.”

“_____ is the only counselor I will see because she is nice and knows what she is doing.”

7. Please rate the overall quality of the service you received in counseling. 5-39 4-46 3-24 2-3
1-2 0-6 (N/A)

Comments:

“Always nice, not always accurate”

“Yesterday, _____ met with my son and me to transfer him from Feather River College to LCC in the fall. She was very helpful.”

“A bit confusing”

“Very nice”

“Depends on the counselor”

“They are all wonderful.”

8. Did you complete Assessment Testing at Lassen College? Yes- 101 No- 21

- If yes, how accurate would you say the assessment test was in determining your *actual* ability in:

Math: Tested lower than ability - 32 Tested at ability - 61 Tested higher than ability - 5

Writing: Tested lower than ability - 17 Tested at ability - 71 Tested higher than ability - 7

Reading: Tested lower than ability - 16 Tested at ability - 62 Tested higher than ability - 13

Comments:

“I need to retake math.”

“Good.”

“I don’t do testing. It is the worst way to determine a person’s skills.”

9. Have you completed a New Student Orientation? Yes - 79 No - 42 If yes: Online - 26
In person - 44

- If yes, do you feel the orientation was helpful? (online) 5-1 4-5 3-10 2-5 1-3
0-11(N/A)
- If yes, do you feel the orientation was helpful? (in-person) 5-11 4-16 3-15 2-4 1-4
0-11(N/A)

Comments:

“Did not help at all - Spend more time to help find classes right for the student.”
“Never took one that I can recall.”
“Boring”
“I don’t know, because it wasn’t anything I couldn’t figure out by myself.”
“I was still confused where classes were.”

10. Do you find a need for career planning? Yes - 51 No - 67

- **If yes**, would you attend any of the following? (Check all that apply)
25 - Career assessment/inventories
31 - Workshops (career exploration, resumes, job search) 1-2 hours
26 - Careers exploration classes 8 - 1 unit class (17 hours) 8 - 3 unit class (51 hours)

Comments:

“Please! Please! Please!”
“I really don’t need it as I am retired. I do think it’s a good idea if it is well done.”
“Some sort of job placement or hiring prospects would be very useful.”
“Would not attend any”
“I did not know about career planning.”

11. What transfer services would be helpful?

- 60 - Application assistance 51 - College/University Field trips
78 - Assistance in identifying and meeting admissions requirements to college/universities
2 - Other _____

Comments:

“Trips to universities would be helpful.”
“_____ is a great help.”
“Be sure of what is and what isn’t”
“Evaluations to suggest universities that would be good for a person”
“Help with transfers to other community colleges.”

12. Please list any strengths and/or weaknesses of the Counseling Department?

Strengths:

“They are very patient.”
“Helpful and friendly counselors”
“Very nice, they use their resources.”
“Very helpful”
“Meets my needs promptly”
“All”
“They want to help.”
“_____ is a welcome new counselor”
“It’s good on getting times available”
“The counselors are very positive and want to help a lot.”
“Counselors are nice, especially _____.”

“Helpful people”
“Proficient, professional, charismatic”
“Your counseling staff is awesome.”
“They are all helpful and care about your success.”
“Counseling does a superior job!”
“The counseling staff is very nice and polite to the students. They’re always smiling. I like that.”
“Some counselors are very thorough and helpful.”
“Very nice and helpful”
“I feel like they know me when I go in to talk with them.”
“They make you feel comfortable, they are knowledgeable.”
“Know what’s best for students.”
“None”
“DSPS was very helpful.”
“I go to the veteran’s counselor and she is always very good about me meeting all my requirements as a veteran.”
“Helpful, knowledgeable”
“Very helpful”
“They are helpful in getting the right classes.”
“Saw me on time”
“Quick appointments”
“Your personnel are helpful and respond quickly to requests.”
“Very helpful”
“Good people/very nice and helpful”
“Kind/understanding. I remember one time, _____ let me cry!”
“Not as far as I’ve seen with exception of two counselors that appear no longer here”
“Meet with students as soon as they can”
“No wait”
“Friendly, quick to get students in”
“I think they know what they are talking about and are very helpful”
“Very supportive”
“Very personal in getting what you need”
“Answered any questions that I had and gave good information.”
“_____ is a very helpful counselor; the others could take some notes from her.”
“Very helpful”

Weaknesses:

“No weaknesses”
“Not always accurate”
“Sent to a different counselor each time I changed my Ed Plan – it got confusing when I couldn’t work with the same person”
“None”
“None”
“People always telling me different things. Confusing, as I don’t know which one is correct.”
“Very confusing – given incorrect information”
“Often, one counselor tells a different thing than another, leaving student confused”
“Clarify units better”
“Don’t know about a lot of the programs. Would be nice if they were announced”

“Some counselors need to be student evaluated because they don’t always know what the student needs or is asking about”
“Sometimes it takes a long time to get in.”
“None”
“Sometimes I felt like I was more confused leaving their office about my educational goals”
“Nice and helpful people”
“Long wait times”
“They need to reach out to students more”
“There are only a few counselors, so the wait causes me to get impatient”
“They have very long meetings.”
“There are none.”
“Keep students on educational goal, not just enroll them in classes”
“None”
“Long waits sometimes”
“Sometimes the wait is really long.”
“Do not return phone calls in a timely manner or at all when messages are left on voice mail!”
“Listen more; asking specific questions; interview skills”
“When you first walk in to see counselors, the set-up is to sign in and sit down. There isn’t enough room. Some people don’t ask what you need help with.”
“A better online service would help.”
“I don’t know of any.”
“Wasting my time when I’ve already given them the information.”
“Not all on same page when it comes to planning out classes I needed. Almost each counselor had a different opinion on my course schedule.”
“They’ve mixed me up with my sister a bunch of times, which caused all my classes to be dropped, so that kinda sucked.”
“Maybe need a counselor or two more.”
“Not a lot of knowledge on degree subjects. Lots of hick-ups in system. Not organized in lots of paperwork.”
“Not being able to make appointments.”
“Confusion with Ed plan when speaking with a different counselor.”
“Help international students better.”

Appendix 2

Student Contact Data

Count of Student ID	Contact Years Date												Grand Total
	2009						2010						
Contact Type	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
AC - Academic Counseling/Adv	365	1342	358	198	680	593	669	214	162	247	891	440	6159
EP - Student Ed Plan	2	15	43	120	98	20	5	51	262	374	271	29	1290
OR - Orientation	55	116			34	50	70			20	75	65	485
PT - Placement Testing	320	237	49	94	227	69	106	28	152	164	217	146	1809
VE - Vets Counseling	2	15	8	3	11	8	20	8		8	18	15	116
Grand Total	744	1725	458	415	1050	740	870	301	576	813	1472	695	9859

Count of Student ID	Contact Years Date												Grand Total
	2010						2011						
Contact Type	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
AC - Academic Counseling/Adv	360	1207	158	225	888	946	831	248	193	261	1180	893	7390
EP - Student Ed Plan	36	346	95	338	299	138	5	15	40	18	9	2	1341
OR - Orientation	109	142		1	25	39	104		3	65	35	20	543
PT - Placement Testing	315	277	22	88	282	262	171	53	31	101	98	88	1788
VE - Vets Counseling	7	20	13	3	12	2	29	16	9	17	25	15	168
Grand Total	827	1992	288	655	1506	1387	1140	332	276	462	1347	1018	11230

Count of Student ID	Contact Years Date												Grand Total
	2011						2012						
Contact Type	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
AC - Academic Counseling/Adv	303	854	241	539	894	515	740	232	170	632	976	511	6607
EP - Student Ed Plan	3	8	47	239	228	37	16	34	45	23	4	7	691
OR - Orientation		128	59	24	43	28	73	4	7	23	134	58	581
PT - Placement Testing	79	217	159	179	155	35	104	24	59	112	205	215	1543
VE - Vets Counseling	7	32	21	19	39	23	48	31	26	24	26	11	307

Grand Total	392	1239	527	1000	1359	638	981	325	307	814	1345	802	9729
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Count of Student ID	Contact Years Date												Grand Total
	2012						2013						
Contact Type	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		
AC - Academic Counseling/Adv	329	840	175	454	645	275	467	125	102	633	326	4371	
EP - Student Ed Plan		15	40	52	13	1	7	15	10	266	1	420	
OR - Orientation	79	85		1	22	29	28	1	7	68	24	344	
PT - Placement Testing	85	163	27	23	66	54	63	15	91	87	48	722	
VE - Vets Counseling	1	31	12	8	14	15	33	9	24	30	17	194	
Grand Total	494	1134	254	538	760	374	598	165	234	1084	416	6051	

Appendix 3

Mathematics Class Comparison

Mathematics Class Comparison

Lassen High School Course	Lassen Community College Course	Level
CAHSEE Math	Math 101 – Basic Mathematics	Basic Skills
Algebra Readiness	Math 102 – Pre-algebra	Basic Skills
Algebra I	Math 51 – Elementary Algebra	Basic Skills
Algebra II	Math 60 – Intermediate Algebra	Non transferrable Associates Degree applicable Lowest level math class meeting math competency requirement for an associate degree Pre-requisite to all transferrable classes
Pre-Calculus	Math 7 – Trigonometry	Transfers to a four year university
	Math 8 – College Algebra	Transfers to a four year university
	Math 40 - Elementary Statistics	Transfers to a four year university
AP Calculus	Math 1A - Analytical Geometry and Calculus I	Transfers to a four year university
	Math 1B –Analytical Geometry and Calculus II	Transfers to a four year university