**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Counseling and Advising Department

Program Type:  Instructional  Non-Instructional

Program Mission Statement:

Academic Advising and Counseling at Bakersfield College is an on-going, intentional, educational partnership dedicated to student academic success. The college is committed to an academic advising and counseling system that guides students to:

* Discover and pursue life goals
* Support diverse and equitable educational experiences
* Advance students’ intellectual and cultural development, and
* Teach students to become engaged, self-directed learners and competent decision makers.

NEW Program Learning Outcomes (PLOs/Administrative Unit Outcomes (AUOs) – please list:

1. Increase the number of students who complete orientation by 15%.
2. Increase the number of students who complete counseling by 5%.
3. Increase the number of students who complete student educational plans by 5%.

Program Description: Describe how the program supports the Bakersfield College Mission.

Our department supports the college mission by establishing strong connections with our students whether it is in individual appointments, extended learning, in the classroom, or in workshop presentations. We promote the success of the students we interact with by assisting them with the development of career and educational goals, transferring those goals to an actual educational plan and intervening when they get off their developed path. We promote the successful completion of certificates, degrees, and transfer of all Bakersfield College students.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

Not applicable

**II. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning?

Our department increased the number of students completing orientation over the past three years by 3%, and increased the number of students completing the counseling component by 1%, the number of students completing student educational plans by 10%, and fully matriculated students by 10%. These increases are impressive given the fact that our counseling faculty decreased by 50% and we also had fewer classified educational advisors to assist students with creating those plans. (Counseling, AO, Spring 2014)

1. How did your outcomes assessment results inform your resource requests?

Bakersfield College realizes that there is a need for more counseling staff to meet student need and through SSSP budgets more counselors, educational advisors, and other staff will be hired in the 2014-15 academic year. (Counseling, AO, Spring 2014)

1. Instructional Programs only**:** How do course level student learning outcomes align with program learning outcomes?

Both course SLO’s and Program Level Outcomes are focused on student success. That focus is on increasing the number of students who receive our services. We have found ways to increase the number of students completing required matriculation steps despite the loss of staff.

1. How do the program learning outcomes align with Institutional Learning Outcomes?

Our department strongly aligns with the institution’s learning outcomes by establishing strong connections with our students whether it is in individual appointments, extended learning in our student development courses, or in a workshop presentation. We promote the success of the students we interact with by assisting them with the development of career and educational goals, transferring those goals to an educational plan, and intervening when they get off their developed path.

1. Describe *any significant changes* in your program’s strengths since last year.

The most significant change has been the hiring of one (1) educational advisor and two (2) FT counselors in the main counseling center. We are currently in the process of hiring six (6) more educational advisors and six (6) counselors who will be assigned to various offices on campus.

1. Describe *any significant changes* in your program’s weaknesses since last year.

Our department has faced numerous leadership changes over the past few years. Currently we have an interim Dean of Student success. The SSSP legislation has significantly changed matriculation that guided much of the work in our department. We have responded with the creation of work groups to make sure that these SSSP services to students will be provided and captured to be reported to the state chancellor’s office.

1. If applicable, describe any unplanned events that affected your program.

SB 1456, The Student Success Act, establishes the Student Success and Support Plan (SSSP) that updates, and clarifies mandated services of orientation, placement and testing, multiple measures, counseling and advising, and student educational plans. The legislation that is now law is effective Fall 2014. This law requires that ALL incoming new students complete all the mandated steps before they can register for classes. It also requires follow up services for all at risk students. Last spring, our department along with other faculty, staff and administrators formed work groups to develop our SSSP Plan that is due to the State Chancellor’s office by October 2014. The Program Level Outcomes for the mandated steps that the department is responsible for – Orientation, Advising and Counseling, Multiple Measures, Student Educational Plans and Follow Up Services, will be a natural outcome of the work group results and the SSSP Plan sent to the State Chancellor’s office.

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)

For the SSSP to be successful there must be an adequate number of staff to assist students with student educational plans and to assist in follow-up services for at-risk students.

The SSSP is currently hiring (6) FT counselors and 6 FT educational advisors to provide services to students.

1. Professional Development (Professional Development form)
2. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.

Counselors and advisors have been meeting in work groups to plan orientation, assessment and placement, counseling and advising and follow-up services for at-risk students.

They have also worked with academic departments to create certificate and degree templates to be installed in the DegreeWorks software and will participate in training to assist students’ usage.

Staff will also be participating in Fall 2014 in new MIS data codes and Accuplacer training.

1. Provide rationale for future professional development opportunities and contributions that your program can make.

Our staff will continue to provide professional development workshops in Early Alert to interested faculty.

1. Facilities (M&O requests can be submitted by completing the [M&O request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)

Has your area received any facilities maintenance, repair or updating in this cycle? Yes.

Some staff in our department received no desk telephones.

We need new carpet in the center and new chairs.

1. If yes, how has the outcome contributed to student success?

The new phone system has allowed us to provide more efficient service to our students.

Carpet and chairs will make the center an attractive and comfortable place to go to on campus.

1. If no, how will your facilities request contribute to student success?
2. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
3. Has your program received new or repurposed technology in this cycle?
   1. If yes, how has this technology contributed to student success?
   2. If no, how will your new or repurposed technology request contribute to student success?
4. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.
5. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

**IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

There are no significant changes in gender, age, and ethnicity. However, in our student development courses we have increased the completed student educational plan percentage by 4% compared to last year. We also increased by 4% the number of fully matriculated students. These increases may be due to a department goal of assisting students complete their educational plans as required by the new SSSP mandate.

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

Even though the number of course sections was about equal to the previous year, we increased the number of online course sections from 1 to 6.

1. Success and retention for face-to-face, as well as online/distance courses.

Overall our success and retention rates were similar to the previous year except in online courses. The retention rate dropped 8% but the success rate increased 12%, exceeding the college-wide success rate by 10%.

1. Other program-specific data that reflects significant changes *(please specify or attach).*

In 2013-14 approximately 72% of all first-time college students were provided counseling and/or advising services and 34% completed comprehensive educational planning (SSSP. 2014)

In an analysis of SARS Grid date the average wait time to see a counselor during the first week of Fall, 2014 was 32 minutes compared to the average wait time of 42 minutes for the Spring 2014 semester. This decrease in wait time was most likely due to adjunct counselors working during the Summer 2014 and the hiring of 2 (FT) counselors who began working in August, 2014.

**V. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| 1. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | (See information below) |

As of February 2014, many of these projects have already started and some of them have been completed as indicated:

1. Revise face to face orientation, offer more in person sessions and offer this orientation at high school sites (**Student Success College Goal, Student Success Act**). (Completed)
2. Pilot a case management system for first time probation students (**Student Success College Goal, Student Success Act**). (Completed)
3. Create a Wiki data and information management system to increase communication both within the counseling and advising departments and within the college as a whole (**Communication College Goal, Brain Trust recommendation**). (Completed)
4. Pilot a student mentor advising program (**Student Success College Goal, Student Success Act**). (Completed)
5. Develop an online advising program to increase and enhance the success of our online student population (**Actionable Improvement Plan #2 on 2012 Accreditation Self-Evaluation, Student Success Act**).
6. Develop an Advising Council (**Brain Trust Recommendation, Integration College Goal**).
7. Develop an Advising Syllabus (**Student Success College Goal, Student Success Act**). (Completed)
8. Create an assessment plan that takes these goals and projects into consideration (**Accountability College Goal, Student Success Act**). (Completed)
9. Develop a Task Force that helps define and models abbreviated and comprehensive student educational plans. (Completed)
10. New or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
|  | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development |  |

1. Annual calendar of matriculation activities (**Communication Goal**).
2. Develop and provide training for High School Student Success Liaison program (**Student Success Goal, Communication Goal, and Professional Development Goal**).
3. Complete DegreeWorks templates and integrate in to educational planning portion (**integration Goal, Student Success Goal**).
4. Provide online/evening services to students to develop CSEP’s (**Student Success Goal**).
5. Pilot Strong Interest workshop and career portal n Inside BC and expand career computer lab (**Student Success Goal, Communication Goal**).
6. Revise online academic success workshop using Moodle Classroom Management System (**Student Success Act**).
7. Investigate SARS-TRACK self-serve check-in system measuring students’ use of college services (**Facilities & Infrastructure Goal, Integration Goal**).

**VI. Curricular Review (Instructional Programs only):**

1. Review of Course Information:
   * Column A list all of the courses associated with the degree.
   * Column B list the Fall term the review process will be started for ongoing compliance.
   * Column C list the compliance due date.
   * Column D list any changes to courses with regard to distance education.
   * Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review to maintain ongoing compliance. \*\***

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| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| STDV 1 |  |  |  |  |
| STDV 2 |  |  |  |  |
| STDV 3 |  |  |  |  |
| STDV 4 | X | NOV ‘15 |  |  |
| STDV 6 |  |  |  |  |
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1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

The program information in CurricUNET is accurate.

Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

The program and course listing information in the current catalog is accurate.

1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes or No

**\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

Not applicable

**VII. Conclusions and Findings:**

Present any conclusions and findings about the program.

The counseling and advising depart6ment’s major focus in 2014-15 will be the implementation of the SSSP.

The services outlined in BC’s SSSP Plan ensure equal access for all students. All students, regardless of ethnicity, socioeconomic status or gender will be given the assistance they need to complete Basic Skills and ESL courses as well as certificate and degree completion and transfer. BC’s Student Success Stewardship Committee will monitor student success by an analysis of data to see if the benchmarks the college has set for our populations that fall into one of the disproportionally aggregated groups. These will not only be a part of BC’s EMP but will be included on BC’s scorecard.

The SSSP embodies BC’s strategic goal of *Student Success*, stated as follows: Bakersfield College will become an exemplary model of student success by developing and implementing best practices. Additionally, the SSSP will manifest BC’s strategic initiative of *Student Progression and Completion* – A commitment to reduce the time for students to complete educational goals. Finally, the SSSP is related to BC’s Core Values of *Learning, Integrity*, and *Diversity*.

BC’s Student Success Vision Statement - Bakersfield College is committed to providing holistic educational experiences that foster student learning and academic success. Through concerted institutional efforts and strategic initiatives, Bakersfield College seeks to support student learning and success through improving progression and completion toward their academic and personal goals.

Bakersfield College’s Approach to Student Success

1. Improving student achievement and learning outcomes for all students, thereby creating an educational environment in which all students have shared opportunities and resources to succeed.
2. Committing to student equity through the elimination of achievement gaps among various student populations as identified through the process of collecting, disaggregating, and analyzing data on student success, progression, and completion across all student groups, especially among at-risk student populations.
3. Identifying, addressing, and resolving barriers to student success, progression, and completion including institutional policies and protocols that inadvertently encumber students’ academic progression along their journey toward completion.
4. Developing an institutional culture in which data is frequently collected, reviewed, and assessed to inform and refine Bakersfield College’s student success priorities and resources.

The SSSP services fall into 2c of the new Accreditation Self-Study standards and the SSSP will be a primary document for that section. The 2013-13 Accreditation Self-Study lists as an Action Improvement Plan (AIP) that the Counseling and Advising Department will develop an online counseling program to assist online students.

The SSSP will inform Program Review especially as it relates to the review of the Counseling and Advising, Assessment/Placement and those academic departments that are a part of follow-up services. Program Review and individual assessment plans and analysis of data will drive improvements in the services we provide students.

**VIII. Attachments (place a checkmark beside the forms listed below that are attached):**

[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand alone certificates fill out the entire Annual Update.

**Certificate Form**

**Annual Update 2014-15**

**Name of Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a**  **stand alone program?** |
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Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for *addition*.
2. List certificates that are proposed for *deletion*.
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response.
4. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
5. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
6. Based on what you know about your area, what emerging/potential institutional factors (internal) and industry factors (external) will impact this certificate? How are you planning to incorporate these factors in your planning and evaluation of this certificate?