Bakersfield College

Program Review – 3-Year Comprehensive Review

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

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

[ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [M & O Form](http://committees.kccd.edu/bc/committee/programreview) X [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Program Information:**

Program Name: Counseling and Advising Department

Program Type: X Instructional X 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 mission of Bakersfield College.

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:**

1. Provide recent data on the measurement of the PLOs/AUOs, as well as a summary of findings.

You see listed above the former PLO’s for the Counseling and Advising Department. These PLO’s will change significantly for the next year because of the shift in focus required by both student success legislation and the institution’s scorecard.

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 will be 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. This spring, our department along with other faculty, staff and administrators are forming 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.

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 7%, and increased the number of students completing the counseling component by 10%, the number of students completing student educational plans by 13% and fully matriculated students by 13%.

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.

In analyzing the statistics, several factors contributed to an increase in the number of student educational plans: 1) This increase may have been due to the fact that now in order to keep priority registration, continuing students in all categories MUST have a student educational plan on record and students after being notified of this change made efforts to seek counseling or financial aid or CTE advisors to help with the development of their plan;

2) The department chair coordinated with other departments who have an educational planning component in their curriculum to make sure that their students were cleared in Banner for these matriculation steps; and

3) We have moved to online orientation and online counseling workshops for new students because of the fewer numbers of counseling faculty to see students in individual appointments and/or teach student development courses.

While we have increased the **quantity** of students served, we are concerned with the **quality** of those services that are delivered online or through large format workshops and we have not assessed for the quality of our services and programs or assessed how these changes impacted student success in terms of retention or completion.

Approximately 70% of Bakersfield College students come to college underprepared for college level work. We also have a large percentage of students who are the first in their family to attend college. By moving away from individualized services we are concerned that many of these students are at risk to fail because they may not be getting the critical information they need about the importance of their placement scores and help with creating a first semester schedule of courses that fits their skill level. Most BC courses lack skill prerequisites and students are registering for classes that they are unprepared for.

In an analysis of the data in our online SARS tracking system where we record student appointments, the data showed that we provided the face-to-face counseling portion of matriculation to 122 students in our New Student Counseling Workshops in 2012-13. When we drill into the data it shows that 59% of those students returned to counseling shortly after the workshop in order to make an individual appointment. It is clear that many students are not getting what they need from these large group workshops and we suspect that students unprepared for college level work and those who lack mentors to help them transition from high school to college, need more individual one on one time in order to be successful in college.

In order to better meet the needs of students who were disqualified from Bakersfield College, we changed our policy to meet with that student population in one-on-one student appointments instead of in a workshop setting. In this way, we can help the students create an individualized written plan specifically outlining what courses they need to take and what behaviors they need to follow to be successful in the future. Also, meeting with students one on one will help create a relationship with those students which nationally has proven to increase their success. As part of the SSSP Plan we will be revising our probation and disqualification policy, procedures and support.

1. How did your outcomes assessment results during the past three years inform your program planning?

Because our department continued to lose faculty counseling positions through retirements, we chose to promote online new student counseling workshops and large format new student counseling workshops to meet the matriculation needs of new students. Because of the student success legislation we are required to not just provide the services, but to provide students the services designed to promote their success in college as measured by retention and completion.

Our future program planning will include a complete revision on how and what we deliver to our new students as well as a new assessment plan to measure how effective those services are in terms of student retention and success. This data will require that we constantly fine tune our programs with the goal of increasing student success.

1. How did your outcomes assessment results during the past three years inform your resource requests this year?

In an analysis of student data from the State Chancellor’s office , underprepared students who enter college three levels below college-level who have five (5) or more student affairs contacts were as successful in completing a certificate, degree or transfer as students entering the college with transfer level skills. This data shows that we need to make an effort to reach out to those students who come to us unprepared for college-level work. At Bakersfield College that is 85% of our incoming student population. Our proposed pilot case management program for first time probation students is a step in the right direction, but we ultimately want to reach out to assist students before they come on probation. For that we need more faculty and staff.

Due to the sweeping changes to matriculation required by changes to Title V (i.e. The Student Success Act) we need to replace counseling faculty positions lost over the past nine years. Part of the Scorecard for Bakersfield College required by the Student Success legislation will be the ratio of counselors to students. The state average is approximately 1 counselor for every 900 students. Currently at Bakersfield College we have one of the highest ratios in the state; 1 counselor for every approximately 1,600 students. Many of the matriculation components: orientation, preparing students for placement tests, interaction with high school counselors, counseling and advising, student education plans, progress towards a certificate, degree or transfer, and identifying interventions with at risk student populations fall under our domain. As the California Community College move towards an allocation model that depends upon the delivery of these services in order to increase the success of our students, it is imperative that with have the funding and staffing to accomplish these new requirements.

1. Describe how the program monitors and evaluate its effectiveness.

Our program has not monitored nor evaluated its effectiveness with regard to student success. Our focus has been on increasing the numbers of students who receive our services and student satisfaction with those services. Our future program planning will include a complete revision on how and what we deliver to our new students as well as a new assessment plan to monitor and measure how effective those services are in terms of student retention and completion. This data will require that we constantly fine tune our program with the goal of increasing student success.

1. Describe how the program engages all unit members in the self-evaluation dialogue and process.

All counseling faculty and educational advisors in the Counseling and Advising Department came together to discuss the program review document and completed the majority of the document in group sessions.

1. What have the program’s SLOs, PLOs, or AUOs revealed or confirmed in the last three years?

Our PLO’s revealed that despite losing faculty counselors and advising staff, we found ways to increase the number of students completing required matriculation steps. While we may have increased the overall number of students completing the steps, we have not tested whether the changes to online services or large format workshops served to increase the success of the students served.

1. List other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements, etc…).

For our future assessment plan we will need the following data:

* Total numbers of new students and their ID numbers that file admission forms
  + Breakdown of the total numbers of students that file admissions forms by month and high school
* Total number of students and their ID numbers that have completed orientation by type of orientation completed ;
  + Online orientations
  + In person orientations
  + High school orientations
* Total number of students and their ID numbers who have completed assessment
  + By month
  + Percentage of those students that completed pre-assessment practice
* Total number of students and their ID numbers who completed academic advising and the abbreviated ed plan
  + By month
  + By format (as yet to be determined)
* Total number of students and their ID numbers who received the follow up services
  + By month
  + By type of follow up (as yet to be determined)

1. Discuss the strengths of your program.

The majority of the members of this department attended a weeklong nationally accredited institute (NACADA) in summer 2013 with the goal of redesigning and clarifying our purpose, mission, goals and outcomes. As a result of that experience, our department is joining this national movement where counseling and advising are learning-centered and academically focused, student focused, and mission focused. Counselors and advisors are facilitators of student learning and teach students to become active in their own success. We feel that academic advising and counseling is integral to the mission of Bakersfield College. In using this level of advising, our efforts are focused on helping students make sense of their education as a whole, rather than a series of isolated experiences or matriculation items on a checklist. In an October 2010 report by the Center for Public Education, National School Board Association, they found that there were three main predictors of college success: high school rigor evidenced by taking Advanced Placement or IB courses; the level of math completed in high school and **meeting with a college academic advisor before students enter college.** The strength of a college’s academic advising program is an important factor in persistence and as members of the study concluded, “the lesson to colleges is clear: policies to encourage these (advising) relationships can go a long way toward making sure students are on a pace to earn a degree. “ The research also showed that students who were low achievers in high school had only a 47% persistence rate but if they met with a counselor or advisor often, their persistence rose to 67%. Our department knows that in order to better meet the needs of first time students, we need to meet with them not only one on one, but multiple times throughout the year.

Last year sweeping changes were made to matriculation and ultimately how the California Community Colleges are funded. What we use to call “Matriculation” services are renamed Student Success Support services and require that colleges do a much better job of preparing students before they enter the classroom. These services call on colleges to focus their efforts on orientations, prepare for and take placement tests, assist with the creation of abbreviated and comprehensive educational plans, provide counseling and advising services, identify at risk students and make early interventions to ensure students are successful. These services are housed in Student Affairs and the majority of them within the Counseling and Advising Department. To ensure that Bakersfield College responds in a timely and effective manner to these demands we need the staff, faculty and funding to create the curriculum, technology, and ultimately create the interactions and interventions as well as delivering them to the students to ensure our students are successful.

Some of the changes you see below are, in part, responses to the recommendations listed in the student services section of the *Bakersfield College Special Brain Trust Report,* January 2013, pages 25-40.

Our vision is to develop an advising model that meets students’ needs to enhance their success in college. These steps include the following projects and we have indicated in parentheses the college goal, Brain Trust recommendation or actionable improvement plan number associated with each project. 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**) (This work has already begun)
2. Pilot a case management system for first time probation students (**Student Success College goal, Student Success Act**) (This work has already begun)
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**) ((This work has already begun)
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**) ((This work has already begun)
9. Develop a Task Force that helps define and models abbreviated and comprehensive student educational plans. (This work has already begun)

The Bakersfield College Counseling Department trained a graduate student from Fresno Pacific University during the summer of 2013. This intern was able to assist with advising students the week before and after the fall semester started and assisted with an early start student development course targeting college freshman athletes.

Despite losing two full-time counselors to retirements last year, we were able to increase the sections of Student Development B1 and B6 at Arvin High School and Paramount Academy (high school) with the training of adjunct faculty teaching those courses.

1. Discuss areas for improvement in your program.

To improve our program, we need to create a robust assessment plan that focuses on student success data and analysis.

We need to revise orientations, multiple measures guidelines, advising and counseling practices, the creation of abbreviated and comprehensive educational plans to focus on increasing student success as measured by increased retention and completion. We need to clearly identify and communicate specific pathways for students once they have identified an educational/career goal and hold them accountable for following their developed ed plans. In creating their ed plans and following them we hope to prove that the students are more successful in terms of retention and completion.

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

Our department has faced numerous leadership changes and vacancies over the past 15 years. Last year the Director over counseling resigned in September 2012 and our department chair vacated her position after Fall 2012 due to a lack of support. We were without either a director or a department chair until late last Spring semester.

The Student Success Program and Plan legislation has significantly changed the former matriculation plan that guided much of the work in our department. We have responded with the creation of faculty, staff and administration work groups to create a plan for Bakersfield College. Once the plan is adopted, our department will need the faculty, staff and resources to make sure that planned services to students will be provided and captured to be reported to the state chancellor’s office.

**III. Technology and Facilities Analysis**

1. How do you assess the effectiveness of technology used in your program in meeting [college strategic goals](http://www.bakersfieldcollege.edu/collegecouncil/BAKERSFIELD%20COLLEGE%20STRATEGIC%20FOCUS%202013-14.pdf)?

In analyzing usage data it was found that students were spending 10 minutes (instead of the recommended 2 hours) in completing the new student online workshop. We will need technology assistance to revise this workshop into modules to include interactive quizzes and other interactive exercises after each module in order to better engage students in their own learning. Professional development on the use of Moodle will be required. While we have not assessed the effectiveness of our New Student Counseling online workshop, a recent analysis of success data shows that students who complete the Counseling matriculation step that this workshop fulfills are approximately twice as likely to be successful as those who do not complete this matriculation step.

1. Justify your technology request.

(NOTE: 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))

It is too early in the planning phase for the Student Success and Support Program Plan development to state precisely what our technology needs are will be. Part of the Student Success legislation requires that colleges and Districts use technology to leverage the services they provide to students especially in the areas of student educational planning and early alert-type communications for students at risk of failing.

1. How do you assess the effectiveness of the facilities used by your program in meeting [college strategic goals](http://www.bakersfieldcollege.edu/collegecouncil/BAKERSFIELD%20COLLEGE%20STRATEGIC%20FOCUS%202013-14.pdf)?

Late in Spring semester 2013, Student Services- Room 151 was refitted with terminals to allow our department to provide New Student Counseling Workshops. We have not assessed the effectiveness of SS-151 yet because we recently received a clicker base unit that will allow us to use the clickers in that room for assessment. That piece of technology was purchased with department Foundation funds and SS-151 was altered in order that we can use the clickers with our students. Additionally, both financial aid and the academic development department are using SS-151 for their own workshops and often Advising and Counseling cannot use the room when it is needed. Priorities for room utilization need to be created.

1. Justify your facilities and M & O request.

(NOTE: Facilities and M&O requests can be made by filling out 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))

No requests

**IV. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last five years, including:

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

In our Student Development course enrollment, the data points to a decrease in the numbers of African American students enrolling and completing our courses by 2% and a slight increase in the number of Hispanic Students and a decrease in the number of White students. These changes are slight and might be a result of the changing ethnicities of our student population overall. There are few changes compared to last year in gender and age. It is to be noted that our student development courses are designed primarily for first-time freshman students and 90% of the students that enroll and complete our courses are between the ages of 19 and 29.

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

There is a decrease of 27% in student enrollment last year compared to the year before due to a decrease in the number of full-time faculty teaching and a decrease in the number of student development sections offered. This may be due to the loss of 9 full-time counseling faculty to retirements or reassignments in the past 10 years. Additionally, classified staff and educational advisors are no longer able to teach student development courses because of a Human resources mandate.

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

Despite fewer sections of Student Development courses offered last year compared to the year before, we have shown an increase in retention and an increase in success based on our face-to-face sections; we only had 2 sections of Student Development B1 offered online and this is too small a sample size to discuss this data. Overall, our department has an excellent success rate of 83.3% compared to 67.9 % college wide and we have one of the highest retention and success rates in the state compared to similar educational planning courses (see attached documentation).

The Counseling and Advising Department has become more efficient in providing counseling to first-time students because we have moved from individual appointments to face-to-face and online New Student Counseling Workshops. While we have been able to increase the percentage of students completing this required matriculation component (quantity), this may not be the most effective method to ensure that students enroll in the appropriate courses (quality). This is especially true for at risk students who score below college-level and does not support the college and district goals of increased student success.

* 1. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)

Not applicable

* 1. Other program-specific data *(please specify or attach)*

Please see the attached documents listing the statewide average counseling to student ratio in California Community Colleges and the counseling to student ratio in the Kern Community College District.

We have envisioned the Advising and Counseling Department to look like this:

Organization/Restructure

Identify At Risk Students and Intervene

**Advising/Counseling**

**Student Success Legislation**

**Revise Face to Face Orientation**

Revise Assessment Procedures and Multiple Measure Practices with Academic Faculty

Create Advising

Syllabus

Revise online New Student Counseling Workshop

Advising Council

Develop Educational Planning Workshops

Workflow

New Advising Model

Model)

Build Collaborations with SS & Academic Departments

Create Ethical Standards & Practices

WIKI

Adopt NACADA

Core Values

Ongoing Training &

Development

& Adapt Ethical Stand

Develop Peer Advising Program

Case Management System for 1st time Probation Students

While the new legislation drives funding, it is success of all Bakersfield College students that is at the heart of this redesign. The Advising Council will enable us to collaborate and build relationships with not only other Student Affairs units, but to interact more closely with Academic Departments, something that is needed on this campus and was pointed out in the *Bakersfield College Special Report* by the College Brain Trust, January 2013. The focus on training and development of current counselors and advisors will ensure consistency in advising practices and provide a training framework for newly hired staff and faculty. Adopting core values and a standard for ethical practice ensures shared values and practices within the college community. Because we believe that counseling and advising are teaching, we are creating an advising syllabus to give to students to both explain what our function is and to delineate what is expected of the student in college. Too often we take for granted that students know what it will take for them to be successful in college. In this syllabus we will communicate clearly and effectively what it will take for them to be successful at BC and reach their career and academic goals.

Lastly, student success takes an entire college community to implement. The Student Success Act and changing legislation demands that the entire campus understand how integral academic advising is to student success before students actually enter college and these steps include:

* what success looks like in a mandated orientation session;
* the creation of an abbreviated education plan based on placement scores and career/academic goals;
* Interventions and support while students move through college;
* Creation of a 2-3 year comprehensive educational plan that includes transfer planning; and
* Encouragement to complete their goals.

**V. Progress on Previously Established Program Goals, Future Goals and Action Plans:**

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

|  |
| --- |
| **Previously Established Goal 1:** *(state goal)Based on assessment, update online New Student Counseling Workshop and online probation workshop.*  Progress on Goal:  X Completed: January 2013 X  Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)  Comments on Goal 1:  Part 1: We simplified the information covered in the New Student Counseling Workshop based on student feedback. We need to revise the way we deliver services to all incoming new students based upon the Student success legislation. We do not have the faculty or staff to conduct individual advising sessions for new students. We need to research best practices that take into account online and group techniques that show promise to increase student success as measured by retention and completion.  Part 2: We no longer offer Group Probation Workshops due to possible FERPA violations. We are going to pilot a case management system for first time probation students beginning in the Spring 2014 semester. Once we assess the efficacy and effectiveness of this program, we will make significant changes to our probation policy and practices. We do not feel that an online workshop alone is effective for all of our student population. We are also revising the online probation workshop using the Moodle platform so that it is more interactive.  Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) will be advanced upon completion of this goal? (select all that apply)  X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development  **Previously Established Goal 2:** *(state goal)*  Progress on Goal: *Identify education/career goals and evaluate how you will reach those goals.*  Progress on Goal: *We provided and continue to provide professional development and best practices to full-time counseling faculty and adjunct faculty that teach student development courses.*  X Completed: Spring 2013 X Revised: Fall 2013  Comments on Goal 2:  Comments on Goal 2: Our data from ODS reports show that the retention and success rates for our student development courses are much higher than the state average for similar educational planning courses (see attached documents). We are doing a great job but we want to identify what it is specifically that we are doing to cause our rates to be so high and that is our focus for this year.  Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) will be advanced upon completion of this goal? (select all that apply)  X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program goal must include an action plan.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Newly Established Program Goals and Action Plans**  If the program is establishing more than two (2) goals, please duplicate this section.   |  |  |  | | --- | --- | --- | | Goal #1 | Assigned to | Timeline for Completion | | 1. A. Revise current online and on campus orientations and add a high school site orientation. 2. Market orientations 3. B. Increase the number of students who complete orientation by 15%. | Steve Watkin, Marisa Marquez  Steve Watkin  Sue Granger-Dickson | Fall 2014  Fall 2014  Spring 2015 |   Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) will be advanced upon completion of this goal? (select all that apply)  X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development  Action Plan for Goal 1: On campus new student orientations, online orientation and high school orientations are being revised Spring/summer 2014 and should be complete by Fall 2014. We expect that these revisions and marketing efforts will increase the numbers of students who complete orientation by 15%.   |  |  |  | | --- | --- | --- | | Goal #2 | Assigned to | Timeline for Completion | | 1. Increase the number of students who complete counseling by 5%. | Kathy Rosellini | Spring 2015 |   Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) (see pages 6-11) will be advanced upon completion of this goal? (select all that apply)  X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development  Action Plan for Goal 2: To be determined based upon the SSSP |
|  |

|  |  |  |
| --- | --- | --- |
| Goal #3 | Assigned to | Timeline for Completion |
| 1. Increase the number of students who complete educational plans by 5%. | Barbara Braid | Spring 2015 |

Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) (see pages 6-11) will be advanced upon completion of this goal? (select all that apply)

X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development

Action Plan for Goal 2: To be determined based upon the SSSP

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

1. Discuss how the department reviews, revises, and creates new curricula. Include:
   1. The process by which department members participate in the review and revision of curriculum.

All counseling faculty met in a large computer classroom and completed the curriculum review of all the Student Development courses as well as putting them into CurricUNET.

* 1. How the department ensures that course syllabi are aligned with the course outline of record.

The department chair of Counseling and Advising collects and reviews syllabi every semester from full-time and adjunct counselors.

1. List each of the courses offered within the discipline’s academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course | **2013-2014**  **(2019-2020)** | **2014-2015**  **(2020-2021)** | **2015-2016**  **(2021-2022)** | **2016-2017**  **(2022-2023)** | **2017-2018**  **(2023-2024)** | **2018-2019**  **(2024-2025)** |
| STDV B1 |  |  |  |  |  | x |
| STDV B2 |  |  |  |  |  | x |
| STDV B3 |  |  |  |  |  | x |
| STDV B4 |  |  |  |  |  | x |
| STDV B6 |  |  |  |  |  | x |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

1. List courses that are proposed for *addition* within the next three years.

Not applicable

1. List courses that are proposed for *deletion* within the next three years.

Not applicable

1. List any changes the program has made to online/hybrid/distance education courses.

None

1. Provide an update on the program’s transition to adopting a [Transfer Model Curriculum](http://www.c-id.net/degreereview.html) (AA-T or AS-T).

Not applicable

1. List *degrees and/or certificates* that are proposed for *deletion or addition* within the next three years.

Not applicable

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as committees, presentations, and departmental activities.

Counseling faculty and counseling staff currently sit on the following college wide committees: Program Review (2 members), College Council (2 members),FCDC (2 members), Academic Senate (1 member), ISIT (1 member), Curriculum (1 member), Student Equity (2 members), EODAC (1 member) and the Accreditation Steering Committee (2 members)

Counseling faculty regularly present workshops for faculty and staff during FLEX weeks and at committee meetings and workshops.

All counseling faculty and advising staff are currently working in a variety of work groups to create the SSSP Plan.

1. Instructional Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making. The Department Chair trains each new adjunct faculty member.

Adjunct faculty are invited to attend all counseling and advising department meetings (2 per month during the semester). Regular counseling and advising updates are regularly sent to all full-time counselors, advisors and adjunct faculty.

**VIII. Program Funding Sources:**

Identify any non-KCCD general fund sources

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Title of Account/Grant/Categorical Funding** | **Start Date** | **End Date** | **Percentage of Program Budget Covered** | **Positions funded wholly or in part** |
| Foundation Accounts |  |  |  |  |  |
| Grants |  |  |  |  |  |
| Categorical Funding |  |  |  |  |  |

**IX. Conclusions and Findings:**

Present any conclusions and findings about the program.

We are excited about our plans for the coming year. But, the reality is that we now have only 4 full-time counseling faculty, a Transfer center counselor and an International Student Program Counselor and 3-12 month educational advisors and a part-time educational advisor to serve approximately 17,000 students as well as institute these needed reforms. Full-time faculty counselor’s contract does not include summer hours. In order to meet the needs of new and continuing students at our college as outlined by the SSSP (Student Success and Support Program), we must have additional faculty, staff and resources.

While we have not yet completed the SSSP, as of this date, March 3, 2014, we estimate that at a minimum we will need:

* Increased staff (counseling faculty, educational advisors, front counter staff) to accomplish goals
* Administrative support
* Funding and training for an Early Alert system
* Technology support to revise New Student online Counseling Workshop
* Space to house all Advisors/Counselors under one roof: one stop shop (Actionable Improvement Plan, 2012 Accreditation Self-Study)
* Collaboration with local high schools
* Access to data; create reports
* Access to technology to reach students
* Student/Parent orientation, collaboration with Financial Aid
* Continued collaboration with Academic Development started this summer with the Summer bridge program
* Creation of an online advising model; hire someone to staff it. This corresponds to the 2012 self-evaluation accreditation report, Actionable Improvement Plan Number 2-Standard IIA, to increase online counseling to better support online students with the goal of increased retention.
* Dedicated Veteran’s counselor/At Risk counselor
* Counseling Summer Coverage Plan
* Increase career resources available to students
* Funding and training of Student Peer advisors
* Funding to Pilot Evening/Weekend hours
* Integrate and collaborate with Achieving the Dream initiatives
* Integrate with other areas providing advising and educational planning to students: athletics, Allied health, CTE, and financial aid.

Our program plan for next year, as stated above, includes revising on campus and online orientations, offering orientations at the high schools sites, piloting a student peer advising program, piloting a case management system for first time probation students, increasing the number of full time and adjunct counseling faculty and educational advisors, and researching the best way to counsel and advise incoming freshmen students. We also need to make sure that we are meeting the legislation of the student success act and are promoting practices that increase student success as measured by retention and completion rates. In creating a new departmental assessment plan we need to begin to collect and analyze relevant data to see that the interventions we propose actually increase student success.

In January 2013, the RP Group published a multi-year study entitled, “Student Support (Re) Defined: Using Student Voices To Redefine Support,” where students were asked what factors were the most important to their success, paying attention to what African American and Latinos cited as critical to their achievement. Students named six factors that were critical:

* Students have a goal and know how to achieve it;
* Students stay on track-keeping their eyes on the prize;
* Students feel somebody wants them to succeed as a student and helps them succeed;
* Students actively participate in class and are involved in extracurricular activities;
* Students feel that they are part of the college community; and
* Students’ skills, talents, and abilities are recognized; they have opportunities to contribute on campus and feel that their contributions are appreciated.

Key findings of this three year study are that having direction is the “top driver of achievement and top success factor” and are “impacted significantly by counselors.” At the recent Student Success conference in Sacramento, student panel members stated over and over again how important counselors were to their success. Yet if we do not have the staff to assist all students at the college, the college is missing an opportunity to impact students positively and their future success. Counseling and Advising are integral to all of these factors as we are the first department to interact with students prior to their enrolling and attending classes on campus. We need to increase both full-time faculty and classified educational advisors to better meet the needs of new and current Bakersfield College students. By creating an advising syllabus we can teach students how to succeed in college. We need to increase our staff so that we can provide comprehensive support, especially to our underserved, often at risk population.

With the resources we have asked for in this review, we believe we can contribute in a meaningful way to increasing the success of every single future and continuing student at Bakersfield College. Give us the resources and not only will we make it happen, we will collect the data to prove it.