

# Bakersfield College

## Program Review – Annual Update

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

- [Faculty Request Form](#)       [Classified Request Form](#)       [Budget Change Request Form](#)  
 [ISIT Form](#)       [M & O Form](#)       [Best Practices Form \(Required\)](#)  
 Other: Counselor to Student ratios; District wide and statewide; counselor and advisor department liaisons and high school liaisons; student services newsletter from Spring

### **I. Program Information:**

Program Name:

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.

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 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 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:**

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

Our department worked to increase the number of students completing educational plans by 5% over last year's number, despite the fact that we had fewer counseling faculty and classified advisors to assist students with creating those plans.

Our department increased the number of students completing orientation 2% over last year, and increased the number of students meeting with counselors by 2% and fully matriculated students by 5%.

SS151 was re-designed using student development funds to become an interactive learning lab.

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 made efforts to seek counseling help with this 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 counseling services predominantly because of the fewer numbers of counseling faculty to see students in individual appointments and 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. 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 even 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. When we drill into the data we show 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 better meet the needs of students who were disqualified from Bakersfield College, we changed our policy to meet with that student population one by one 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.

b. How did your outcomes assessment results 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 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. These data show 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 4,250 students. Many of the matriculation components: orientation, preparing for placement tests, interaction with high school counselors, counseling and advising, student education plans, progress towards a

certificate, degree or transfer, and identifying and 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 we have the funding and staffing to accomplish these new requirements.

- c. Note any significant changes in your program's strengths since last year.

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 to 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, preparing for and taking placement tests, assisting with the creation of abbreviated and comprehensive educational plans, counseling and advising services, identifying at risk students and making 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.

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:

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**).

2. Pilot a case management system for first time probation students (**Student Success College goal, Student Success Act**).
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**)
4. Pilot a student mentor advising program (**Student Success College goal, Student Success Act**).
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**).
8. Create an assessment plan that takes these goals and projects into consideration (**Accountability College goal, Student Success Act**).
9. Develop a Task Force that helps define and models abbreviated and comprehensive student educational plans.

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.

- d. Note any significant changes in your program's weaknesses since last year.

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.

One of our weaknesses last year was that SS-151 was not conducive to student learning. Now that that room has been re-purposed with technology including a clicker base unit and clickers, we will be able to assess student learning for our in person orientations, New Student Counseling Workshops and other workshops that the department creates.

Our department lost two counseling faculty positions due to retirement last year.

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

This year we are facing a mid-year retirement of an educational advisor and Department Assistant 3, and an educational advisor is on family leave. The DSPS counselor has been on medical leave and the half-time counselor retired, which means counselors are seeing DSPS students as well as general population students (1015 DSPS students for the 2012-13 academic year).

### **III. Technology and Facilities Analysis**

- a. Has your program received new or repurposed technology in this cycle?

- i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?  
Late in Spring semester 2013, SS-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.

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 after each module in order to better engage students in their own learning. Professional development on the use of Moodle will be required.

- ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?  
The Student Success Act now requires that colleges identify students at risk and that we make timely and effective interventions early enough in the semester in order that students receive the services they need to increase their success. Our current Early Alert system is ineffective. We are asking that the college purchase the Beacon Early Alert and predictive Analysis system in order to identify students who are struggling in a timely manner and identify ways in which they can improve. Given this technology, student affairs faculty and staff and instructional faculty can work together to increase the success of individual students.
- iii. How might other areas use this technology?  
As noted above, this technology would benefit instructors and, ultimately all enrolled students, in each class taught at Bakersfield College, the Delano Center, or other off campus sites, including students in online courses.

(NOTE: Technology requests can be made by filling out the [ISIT Request form](#).)

- b. Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success? No

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

#### **IV. Trend Data Analysis:**

Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

- a. 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.

b. 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.

c. 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.

d. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded) N.A.

e. 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.

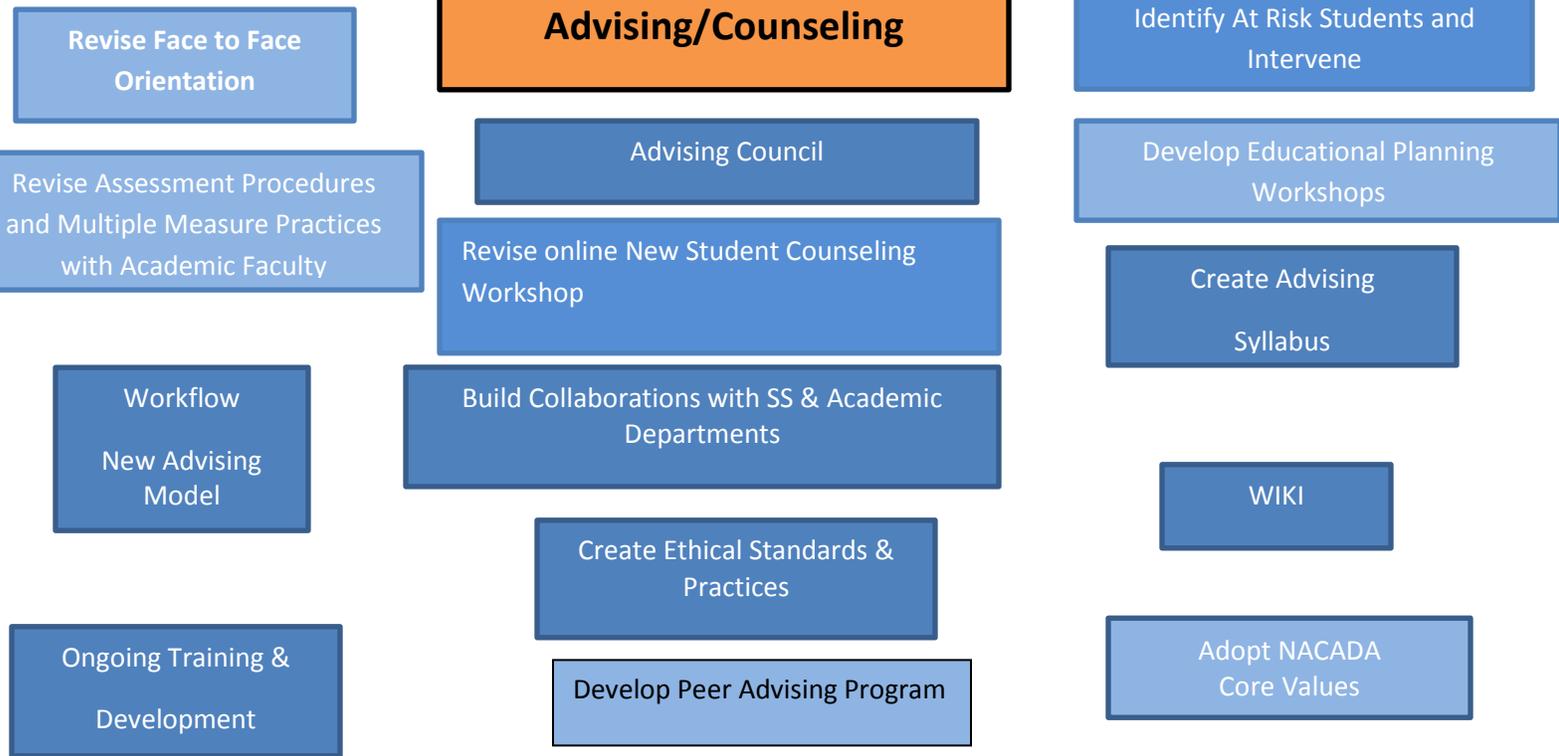
e have envisioned the Advising and Counseling Department to look like this:  
 Organization/Restructure

[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.]



**Student Success Legislation**

**Advising/Counseling**



Case Management System for 1<sup>st</sup>  
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 Program Goals:**

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 New Student Workshop and Probation Workshop.

Progress on Goal:

X  Completed: January 2013 (Revision of New Student Workshop)

X  Revised

Part 1: We simplified the information covered in the New Student Counseling Workshop based on student feedback. We, however, feel that it is more important to focus on individual counseling and advising sessions for new students as 85% of incoming Bakersfield College students enter below college-level. We feel they need the one-on-one attention and more intrusive semester planning.

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 is effective for all of our student population.

**Previously Established Goal 2:** *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 (Date)

X  Revised: Fall 2013 (Date)

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.

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

- a. 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)
<u>STDV B1</u>						<u>X</u>
<u>STDV B2</u>						<u>X</u>
<u>STDV B3</u>						<u>X</u>
<u>STDV B4</u>						<u>X</u>
<u>STDV B6</u>						<u>X</u>

- b. List courses that are proposed for addition.  
We are investigating creating curriculum for a possible dual enrollment course Freshman Transition course to be taught in area high schools.
- c. List courses that are proposed for deletion. None
- d. List any changes the program has made to online/hybrid/distance education courses. None

- e. Provide an update on the program's transition to adopting a [Transfer Model Curriculum](#) (AA-T or AS-T), if applicable.

Not applicable

### **VII. 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 and 1-12 month educational advisor and 1-10 month educational advisor to serve approximately 17,000 students as well as institute these needed reforms. We must have additional faculty, staff and resources to meet the needs of our students, the goals of the college and the District and comply with the legislation in order to maximize our funding.

We need the following minimum resources. These resources include:

- Increase staff to accomplish goals
  - Increase our 10 month educational advisor to 12 months.
- Administrative support
- Funding an Early Alert model
- Moddle training 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
- Continue collaboration with Academic Development started this summer with the Summer bridge program
- Create 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

- Creation of a Wiki online information system.
- Peer advising pilot
- Pilot Evening/Weekend hours
- Administrative attendance @ NACADA February 2014 Meeting

Our program plan for next year, as stated above, includes revising face to face orientation, offering orientations at the high schools sites, piloting a 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 students' needs and to do that we need to ask them what they want/need to be successful. This might be accomplished by collaboration with the Student Government Association in conducting a student needs assessment or by developing several focus groups. In creating a new departmental assessment plan we need to begin to collect relevant data such as evaluating our current services.

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.