

Bakersfield College 2018-2019 Program Review – Annual Update

Program Name: **Counseling**

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world

Describe how the program supports the Bakersfield College Mission:

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Program Goals:

- A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. Program Goal:

- Create systematic changes in counseling center to ensure clarity of access to services and ensure student learning.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

- Facilities

Progress on goal achievement:

- The Counseling Center waiting room was redesigned. In lieu of circular tables, rows of chairs were placed instead.
- Starfish has a Kiosk tool that will streamline the check-in process. This will allow students to check-in at kiosk counters, instead of having to wait in line at the front desk to be checked-in. The product is still in the process of being configured before launching in the Counseling Center for use.

Status Update – Action Plan and any link to Resource Requests:

- Starfish Kiosk is still being configured. It has not been launched.
- Begin discussions with Counseling Center staff to begin streamlining the check-in process.

2. Program Goal:

- Update the Counseling Department SLOs.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

- Student Learning
- Student Progression and Completion

Progress on goal achievement:

- Previously, the Counseling Division had six Service Area Outcomes that were difficult to assess. The Counseling Division met to review the Outcomes in the Fall 2017 semester to streamline. They were pared down and rewritten. There are now three measurable outcomes.

Status Update – Action Plan and link to Resource Requests

- The Counseling Faculty will meet in the Fall 2018 semester to vote on and implement the Service Area Outcomes.

B. List new or revised goals (if applicable)

Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement:

Status Update – Action Plan and link to Resource Requests:

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

- During this cycle, Multiple Measures 4.0 was implemented. This significantly changed how the Counseling Faculty advised student of the courses they would need. In particular, it affected the Counseling Faculty and Advising Staff's outreach to the high schools. It was necessary to update student's abbreviated student education plan to ensure that student's register for the appropriate courses during priority registration.

2. How does your trend data (or other data your area collects) impact your decision making process for your program?

- A significant function of the Counseling Division is to ensure that student's complete Comprehensive Student Education Plans (CSEPs). The data provide by Institutional Research informs us of how many students have those CSEPs. Based on this data, it affects how the division can reach out to students to ensure CSEP completion. It informs the different activities that can be developed to ensure this goal.
- As the majority of the Counseling Faculty are tenure-track, they are in the process of the Mode A Evaluation cycle, student feedback and evaluator feedback can help inform what information should be discussed during the Faculty meetings.

3. Evidence of Department Dialog of data

- o **If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.**

The Counseling Faculty has not had the opportunity to discuss data.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

- The Counseling Division houses the Student Development (STDV) courses. These courses are Guidance courses that prepares students for college through instruction of college study skills, career exploration, and the policies and procedures that students need to be aware of to ensure their success. Built-in to these courses is the completion of the BC CSEP. When the Counseling Faculty and Advising Staff outreach to incoming first-time freshmen or continuing students who do not have CSEPs or those students who are undeclared, students are encouraged to register for an STDV course. For this cycle, there was a 4% decrease (287 students) fewer who enrolled in the STDV courses in the age group 19 and younger. There was also a 2% increase (97 students) in enrollment for students who are aged 30-39. Please see the image below:

Age	Student Development									
	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
19 & Younger	1,744	55%	1,772	59%	2,205	54%	4,843	71%	4,556	67%
20-29	1,142	36%	1,023	34%	1,484	36%	1,503	22%	1,596	24%
30-39	180	6%	150	5%	283	7%	299	4%	397	6%

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)

N/A

6. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

- Compared to other UC transferable, STDV courses have higher success rates than other courses, remedial or transferable. This evident in the ethnic groups disaggregated below (Please see the image below.) For example, African-American students successfully complete STDV courses thirteen percentage points higher than African-American students in college courses. Hispanic/Latino students successfully complete STDV courses eleven percentage points higher than Hispanic/Latino students in other college courses. In fact, the success rates range from one to thirteen percentage points higher.

Subject Ethnicity	Retention	Success
African American	85%	68%
American Indian	87%	70%
Asian/Filipino/Pac. Islander	93%	85%
Hispanic/ Latino	91%	79%
Two or More Races	85%	70%
White	91%	78%

Collegewide Ethnicity	Retention	Success
African American	79%	55%
American Indian	87%	72%
Asian/Filipino/Pac. Islander	91%	78%
Hispanic/ Latino	87%	68%
Two or More Races	85%	68%
White	89%	77%

- When one compares the success rates between demographic groups of those students who complete the STDV courses, there is a noticeable disproportionate impact. It is noticeable between the Asian/Filipino/Pacific Islander and the African-American ethnic group. There is a 17 percentage point difference between those two ethnic groups. Recently, STDV courses were developed for the Umoja cohort. Students who are a part of the Umoja cohort had access to Village. During this time, students practiced student skills to better be successful in their courses. It is a built-in support system.

Subject Ethnicity	Retention	Success
African American	85%	68%
American Indian	87%	70%
Asian/Filipino/Pac. Islander	93%	85%
Hispanic/ Latino	91%	79%
Two or More Races	85%	70%
White	91%	78%

7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.

- **Mark Edward Osea** presented at Kern County College Night the following topic: “If I Went to a Community College?”
- **Mark Edward Osea** was selected as Counseling Department Chair despite not having tenure.
- **Marisa Marquez** organized BC Transfer Day in September of 2017. She had over 50 universities participate, an increase of more than 10 campuses.
- **Marisa Marquez** was offered the Barnhart/Schulz Scholarship offered by WACAC for her work.
- **Marisa Marquez** co-presented with the UCOP and UCLA spotlighting BC to UC transfer.
- **Marisa Marquez** developed the BC to CSUB Finish in 4 Pathways.
- **Jonathan Schultz** is the club advisor for Freedom on the Outside (FOTO). Under his guidance, the club was voted Club of the Year Award. He also voted Club Advisor of the Year.
- **Victor Diaz** was voted by his instructional faculty and student service faculty peers to be the Vice President of the Academic Senate.
- **Jonathan Ward** successfully fundraised a trip for the students of the Umoja program to do a college tour of the HBCUs, with additional support from President Sonya Christian and Vice President Zav Dadabhoy.
- **Angelica Vasquez** was voted by her instructional faculty and student service faculty peers to be a BC representative to the Faculty Union.

8. The college has embarked on significant efforts such as Guided Pathways, affinity groups and completion coaching communities to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

- One of the significant changes was that the Faculty Counselors were now assigned to certain Learning and Career Pathways. Previously, counselors were “generalist.” This meant that when they met students on an appointment basis, they could see any student. However, Counselors work with students from certain pathways. For example, **Mark Osea** was the **STEM Pathways** counselor. He was only booked appointments to see STEM students. This allowed the counselor to specialize and become experts in their field.

9. Explain your role, if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

- The majority of the courses offered through Dual Enrollment are Student Development courses. In particular, STDV B3.
- The Counseling Department offers Student Development courses for Inmate Education and Rural Initiatives. There are Student Development courses offered at several rural area high schools, such as Wasco Independence HS, Arvin HS, Shafter HS, among others.
- Counseling services are also provided at the rural sites through BC’s satellite campus in Delano.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their impact on program effectiveness?

Facilities:

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

1: Space Allocation

2: Renovation

- 3: Furniture
- 4: Other
- 5: **Beyond Routine Maintenance**

The Counseling Center underwent asbestos abatement during the Summer of 2018.

Technology:

If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other_____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program’s current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

Counseling is the heart and pulse of student success at BC. Counselors, primarily, are the first point of contact for students. The Counseling Faculty and Advising Staff ensure that students are informed of the best options to meet their educational goal. Whether a student is wanting to transfer, earn a degree, and/or both, or earn a Certificate, it is the Counseling Faculty and Advising Staff that ensures that students are on track or directed to the path of academic success and completion. What should be noted is the data showing how many first-time freshmen made contact with Counseling.

Counseling										
Completed	4,103	72%	4,613	78%	5,289	81%	5,141	87%	4,796	79%
Exempt	1	0%	1	0%						
Not Completed	1,579	28%	1,308	22%	1,232	19%	755	13%	1,313	21%

Compared to the previous academic year, there was an eight percent decrease in the number of students that made contact with Counseling. This data supports the fact that there are not enough staff to ensure that all students are properly guided.

Bakersfield College’s student population for the 2017-2018 Academic Year is 34,522. There are 24 full-time counselors. This equates to a Counselor-Student ratio of 1:1438. In addition, it should be noted that in the main Counseling Center, where the Pathways counselors see the vast majority of students (students who are not Athletes, Veterans, DSP&S, EOP&S, CARE, or CALWORKs), there are only 11 full-time Counselors. There are approximately 5000 students in special populations. This means that 11 full-time counselors are expected to see approximately 29,522 students. This leads to an adjusted Counselor-Student Ratio of 1:2683. This ratio is far greater than the State average of 1:700.

With a portion of the College's funding is due to student completion, either through degree attainment or transfer, this only necessitates the hiring of more Counselors. The Counseling Faculty are the experts in student success, progression, and completion. With more counselors, there will be more opportunities for increased Counseling Contacts.