

Bakersfield College 2018-2019

Program Review – Annual Update - Non Instructional

Program Name: Dean, Student Success & Counseling (title change)

Program Type (Administrative, Student Affairs, Academic Affairs, Other): Administrative

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:

This administrative unit provides direct support to one academic department (Counseling), as well as four additional student affairs area's (Testing & Placement, International, Student Health & Wellness, and Veterans Services). The dean's office ensures continuous operational services to promote student success, faculty support, and administrative efficiency.

Program Mission Statement:

Provide opportunities for BC's diverse student population to pursue their educational goals related to all disciplines. The Dean's office provides direct support to meet the Counseling Department, Testing and Placement Center (TAPC), International Programs, Student Health and Wellness, and Veterans Services instructional and administrative needs.

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.

Program Goal:

1. Promote innovation through interdisciplinary collaborations.

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)

- 1: Student Learning, 2: Student Progression and Completion, 3: Facilities and Technology, 4: Leadership and Engagement

Progress on goal achievement:

- Completed: 2018-19 (Date), Revised: _____ (Date), Ongoing: _____ (Date)

Status Update – Action Plan and link to Resource Requests:

Established collaborative relationships within institution for completion coaching communities for all pathways and affinity groups.

Established finish in 4 pathways in collaboration with CSUB.

Program Goal:

2. Support faculty and staff integration with institutional efforts.

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)

- 1: Student Learning, 2: Student Progression and Completion, 3: Facilities and Technology, 4: Leadership and Engagement

Progress on goal achievement:

- Completed: 2018-19 (Date) Revised: _____ (Date) Ongoing: _____ (Date)

Status Update – Action Plan and link to Resource Requests:

Ongoing professional development. Engagement with institutional framework such as pathways implementation through Winter and Summer Institute workshops, encouraging all direct reports to participate. Lastly, encouraged staff and faculty to participate in institutional projects or committees such as AIQ, Leading from the Middle, Guided Pathways Implementation Team, Articulation, Etc.

B. List new or revised goals (if applicable)

Program Goal:

1. Increase student success (degree and certificate completion) through leveraging technology

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)

- 1: Student Learning, 2: Student Progression and Completion, 3: Facilities and Technology, 4: Leadership and Engagement

Progress on goal achievement:

- Completed: _____ (Date) Revised: _____ (Date) Ongoing: 2018-19 (Date)

Status Update – Action Plan and link to Resource Requests:

1. Leverage technology (Starfish) to increase communication with students on the importance of momentum points.
2. Leverage technology (Starfish) to increase student completion of momentum points.
3. Leverage technology to increase the number of students who complete education plans (CSEP & ASEP) (SD 2.5, SD 2.6, SD 2.13)
 - a. Clarity in education planning leads to seamless completion
 - b. Education planning is also tied to our funding through SSSP and Equity as a key component of matriculation (ASEP = 5%; CSEP = 35%)

Program Goal:

2. Increase special students served (equity factors) - Focus work to increase number of students participating:

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)

1: Student Learning, 2: Student Progression and Completion, 3: Facilities and Technology, 4: Leadership and Engagement

Progress on goal achievement:

Completed: _____ (Date) Revised: _____ (Date) Ongoing: 2018-19 (Date)

Status Update – Action Plan and link to Resource Requests:

1. Incarcerated: Focus on inmate scholar’s success through, systematically increasing inmate scholar’s course offerings, ensuring completion of FAFSA, and ensuring completion of matriculation.
 - a. Collaborate with Office of Inmate Scholars’ to complete pathway templates for two-year completion through assigning a counselor to complete templates with IGETC GE (*funding formula & inmate education*)
 - b. Develop a process to deliver counseling services in the prisons not only through student development courses; to include ed planning, life skills development, career development, and transfer components through (*funding formula & inmate education*)
 - c. Refine and update process to deliver assessment within the prison for incarcerated students to ensure timely placement takes place (*funding formula & inmate education*)

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

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

Looking at the new funding formula and BC completion rates there is a lot of work needed through my area’s to scale and address various aspects. Two examples are:

- Testing and placement working with Counseling, Office of School Relations and Outreach, as well as Office of Institutional Effectiveness to ensure students are placed accurately and appropriately to ensure students successful completion of their program goals.
- Counseling leveraging technology to assist students in timely completion. Utilizing starfish “close to completion” report counseling should identify students who are close to completion and develop a plan for outreach.

	Metric	2013-14		2014-15		2015-16		2016-17		2017-18	
		#		#		#		#		#	
Awards	ADT	80		172		303		493		817	
	AA/AS	946		794		936		809		805	
	BS									7	
	CERT	1019		959		1186		1169		1921	
	Total	2045		1925		2425		2471		3550	

	Metric	2013-14		2014-15		2015-16		2016-17		2017-18	
		#	% Change prev. yr.	#	% Change prev. yr.	#	% Change prev. yr.	#	% Change prev. yr.	#	% Change prev. yr.
Assessment	Completed	4686	84%	4935	82%	5454	83%	5286	84%	5248	90%
	Exempt	2	0%	2	0%	0	0%	1	0%	0	0%
	Not Completed	995	16%	985	18%	1067	17%	609	16%	861	10%

Looking at the changes to SSSP requirements in ed planning there will likely be changes in counseling priorities. SSSP no longer requires an abbreviated student education plan. Focus on comprehensive education planning is going to be key to student completion. Counseling will leverage technology to template student education plans.

	Metric	2013-14		2014-15		2015-16		2016-17		2017-18	
		#	% Change prev. yr.	#	% Change prev. yr.	#	% Change prev. yr.	#	% Change prev. yr.	#	% Change prev. yr.
Ed Plan Completion Rates	Abbreviated	2,082	37%	1,627	27%	2,346	36%	2,407	41%	2521	41%
	Comprehensive	11	0%	676	11%	614	9%	474	8%	479	8%
	Both	408	7%	1,133	19%	1,613	25%	1,627	28%	1631	27%
	No Plan	3,174	56%	2,478	42%	1,945	30%	1,387	24%	1477	24%

2. Evidence of Program Dialog of data

- 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.

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

As student affairs areas we look at total student enrollment as our population.

- Gender – the number of female students has remained steady between 53-55% for the past five years. Whereas, the number of male students has remained steady between 44-46% overall. What is interesting to note is that the trend data shows that female students are entering BC more prepared on average than male students are and this percentage is steadily increasing.
- Age – based off a scale of: 19 and younger, 20-29, 30-39, and 40 and older. Interestingly enough although our outreach efforts and dual enrollment programs have been grown the highest rate of students in attendance at BC is in the 20-29 range at 44% of our student body. The second largest group is 19 & younger (attributing to the high school outreach and dual enrollment).
- Ethnicity – based off institutional research program review data the five-year trend from 2013-14 to 2017-18 has produced little change in campus ethnicity. The largest group of students remains as Hispanic/Latino, who make up 67% of our student population, with the next being White, who make up 19%. Where Hispanic/Latino has grown in the past five years from 63% to 67%, white has decreased from 24% to 19%. Lastly I would like to note that our African American student population has steadily increased by 391 additional African American students. This could be contributed to the high touch case management completed by a dedicated educational advisors as well as BC Umoja program.

4. 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](#).

Focus on inmate education - collaborating with the Inmate Education department to:

- Hire additional adjunct counselors
- Train and clear testing proctors to provide testing
- Have a counselor create ed plan templates to project enrollment needs

5. Please describe any recent achievements of members of your area who have won awards or distinctions, new projects your area has implemented, professional development work, professional conference presentations or recently published work.

- The classified staff in the Dean's office participate in college committees, campus-based conferences, and local professional development opportunities. These professional development opportunities ultimately enhance their ability to provide high-level service to students and faculty, as well as support for the dean.
- Additional professional development identified on respective program reviews (Counseling, International, Student Health & Wellness, & Veterans).

6. 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.

Co-lead for BC Guided Pathways Implementation Team 2016-17 & 2017-18

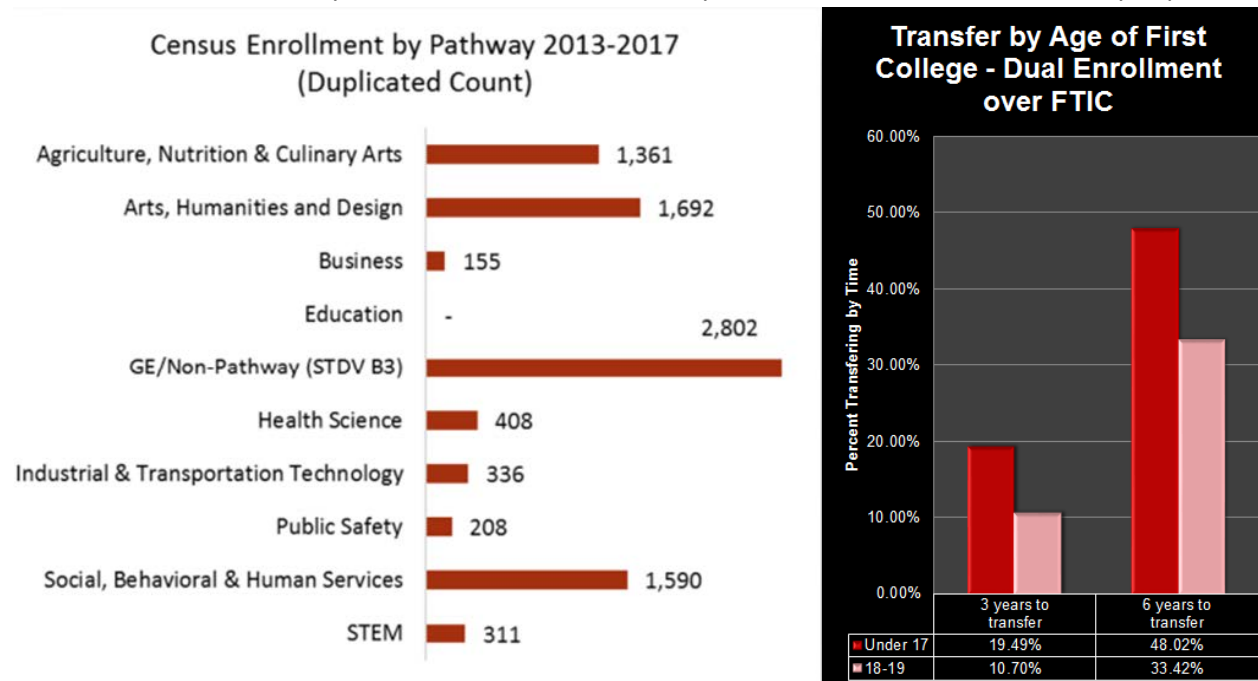
- Lead in developing and implementing completion coaching
- Lead for Spring 2018 Faculty Leads

Lead for implementation of Starfish 2017-18 & 2018-19

Participant/collaborator in Finish in 4 project

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

Dual enrollment: counseling offers the most amount of course offerings across all BC dual enrollment offerings. As can be seen in the below graphs in the 2013-2017 cohort 2802 students participated in the counseling dual enrollment course and student who participate in dual enrollment have a 10% transfer rate within 3 years and almost 20% within 6 years. Dual enrollment is extremely important to student completion.



Focus on **inmate education** - collaborating with the Inmate Education department to:

- Hire additional adjunct counselors
- Train and clear testing proctors to provide testing
- Have a counselor create ed plan templates to project enrollment needs

Rural Initiatives – hired a new counselor for early college and rural initiatives, and counseling and TAPC partnered with DSPS to ensure equitable services provided at all locations

Assessment Report - Annual Update

- A. List your Administrative Unit Outcomes (AUOs)
 - a. Students will experience improved timely access to academic advising and counseling through a redesigned guided pathways structure.
- B. How did your outcomes results inform your program planning?
 - a. The administrative unit had to collaborate with all areas of advising and counseling, (EOPS, DSPS, Delano, etc.) to ensure timely service to students. This was accomplished through the implementation of Starfish. Starfish is a web-based case management tool that provides strategic connections between students and counseling.
- C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes?
 - a. Engage: students learn how to be active members of their community, at all levels, through proactive engagement with counseling.
- A. List your Administrative Unit Outcomes (AUOs)
 - a. Increase faculty and staff awareness of Testing and Placement Center (TAPC) services.
- B. How did your outcomes results inform your program planning?
 - a. The administrative unit will collaborate with areas such as DSPS to provide training and awareness of services. The administrative unit will also support the TAPC in creating a manual for distribution to faculty on accommodated testing services.
- C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes?
 - a. Communicate: demonstrating effective communication on up to date changes to policies and procedures both through written materials as well as oral trainings.

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

N/A no requests at this time

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 _____

N/A no requests at this time

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.

N/A no requests at this time

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.

Moving forward Student Health and Wellness is working on strategic planning to better integrate services with key initiatives of the institution such as guided pathways, funding formula, strategic directions, and looking at equity gaps. Discussions have taken place to:

- Provide training to departments/pathways on identifying triggers for student crisis and how to address concerns (referrals, etc.)
- Developing partnerships with pathways for providing group therapy (in progress with Athletics, Health Sciences Pathway, & Veterans)

Overall, this administrative unit is functioning well and advancing the work of the institution through strategic directions as well as creating opportunities for students to achieve learning outcomes (SLOs, PLOs, and ILOs).