

Bakersfield College

Comprehensive Program Review

Program Information:

Program Name: Counseling

Program Type: Instructional Student Affairs Administrative Service Other

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:

Our department supports the college mission by establishing strong connections with our diverse student population. We promote student success through assisting them with the development of career and educational goals, transferring those goals to a comprehensive educational plan and intervening when they get off their developed path. By means of individual appointments, classroom settings, outreach efforts, partnerships with community organizations (such as KHSD, Foster Youth Initiatives, Homeless Center Initiatives, etc.), we help identify where students are, providing them with the resources to learn how to think critically and foster connections to thrive in a rigorous and competitive academic setting. Additionally, we promote the successful completion of certificates, degrees and transfer of all Bakersfield College students through individual appointments, extended learning – both in the classroom and in workshop presentations.

Program Mission Statement:

Academic counseling and advising at Bakersfield College is an on-going, intentional and educational partnership between Bakersfield College and its students that are dedicated to student academic success. Bakersfield College is committed to an academic counseling and advising system that helps students:

- Discover and pursue life goals
- Support diverse and equitable educational experiences
- Advance students' intellectual and cultural development
- Teach students to become engaged, self-directed learners, and critical thinkers

The Counseling Department is committed to: promoting student success by assisting students with educational planning, career and education counseling, and developing strategies for navigating higher education.

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.

Progress on Program Goals, Future Goals, and Action Plans:

- 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 goals, please duplicate this section.

Current Program Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments
1. Provide online/ evening services to students for matriculation completion (SEP, workshops, etc.).	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: <u>Ongoing</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Workshops such as: CSEP, Career Planning, Transfer Planning, and Counselor participation in Outreach and School Relations evening orientations occurred. Students have received online counseling. Delano site is included in master plan.
2. Replicate the access to workshops for the Delano site.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: <u>Ongoing</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Ongoing workshops are now being held on the Delano campus. One-day events for transfer, career, probation etc. a few times a semester.
4. Develop the counseling website to be utilized as an interactive tool between counselor/ advisor and student. For example: instruction videos, virtual counseling and surveys	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	All workshops held in Counseling department are posted on the website for student rsvp. Working on tutorials and training materials still.
5. Strengthen campus community involvement between Counseling and student organizations/ clubs/SGA/outreach programs.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: <u>Ongoing</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Assigned counselor liaison to SGA and student clubs. Counselor attends regular SGA meetings and sits on advisory board for some clubs. Lastly held semester-ly volleyball matches between counseling and SGA to strengthen involvement and collaboration.

6. Create a Counselor/ Advisor Training Guide. Use this guide as a quick reference tool- from Admission to Graduation.	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Not begun
7. Create an instructional guide and video for staff, faculty, and students on creating a CSEP via DegreeWorks.	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: <u>Summer 2017</u> (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Moving to a new degree planning system
8. Upload and update DegreeWorks Templates.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: <u>Summer 2017</u> (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Moving to a new degree planning system.
9. Provide online/ evening services to students for matriculation completion (SEP, workshops, etc.).	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: <u>Ongoing</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Workshops such as: CSEP, Career Planning, Transfer Planning, and Counselor participation in Outreach and School Relations evening orientations occurred. Students have received online counseling. Delano site is included in master plan.

B. 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 must include an action plan.

Future Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Action Plan	Timeline for Completion	Lead person for this goal
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1. Update the Counseling Department SLOs	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<ol style="list-style-type: none"> 1. Create a survey to take a temperature of how the Counseling Center Faculty feel about the current SLOs. 2. Solicit suggestions for modified or new SLOs. 3. Finalize the departmental SLOs. 4. Vote on the departmental SLOs. 	Summer 2018	Counseling Faculty and Dean
2. Standardize assessment of the Counseling Department SLOs.	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<ol style="list-style-type: none"> 1. Departmental discussion of how to assess the new SLOs. 2. Create Pilot Assessment of SLOs. 3. Implement Pilot Assessment of SLOs. 4. Revise the SLOs Assessment. 5. Finalize SLO Assessment 	Fall 2018 Fall 2018 Spring 2019 Fall 2019 Spring 2020	Counseling Faculty, Dean, and Support Staff
3. Create systematic changes in counseling center to ensure clarity of access to services and ensure student learning.	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<ol style="list-style-type: none"> 1. Coordinate efforts with all counseling center staff to streamline check in process 2. Set up intake area for better traffic flow and clarity for students 3. Redesign waiting area 4. Setup workshop space for student waiting to provide services such as career development and transfer services 	Spring 2018 Spring 2018 Summer 2018 Summer 2018	Counseling Faculty, Dean, and Support Staff

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

The Counseling Department has learned to multi-task. We know how to adapt our services and teaching styles to work with different levels of students. We also know no one individual has primary responsibility for any one task. We staff informational tables on campus during key time periods to best communicate to a mass number of students. We have assigned liaisons from the Counseling Department to local high schools and campus departments. We have developed mobile skills to enhance the ability to go to presentations. To enhance better department relationships, we are participating in friendly noon time volleyball games on campus. The Counseling Department meets with the Office of Outreach and School Relations by frequently participating in events hosted by the Outreach team, such as Renegade Rocks, New Student Orientation, and attend a variety of Community College Counselor conferences to keep abreast with current transfer information and policies that impact students.

Year Program Analysis:

Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:

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

The student demographics for the Counseling Department are the demographics for all BC students. We see all students regardless of declared program goal or academic major. All students are required to receive counseling and may receive it through a variety of domains or office locations.

- Gender – the number of female students has remained steady at 54% each year over the past three years. Whereas, the number of male students has decreased by 1% 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. The first group of age 19 and younger has increased by 10%. The number of students in the age range of 20-29 has decreased by 7.0%. The number of 30-39 and 40 and older age ranges have also decreased slightly by 1-3%. This shows that our outreach efforts in the high school is producing higher numbers of younger students starting right out of high school. This information is useful to analyze what programs the Counseling Department should be offering at the K-12 level to support the transition from high school to college. Dual enrollment is another area that must be taken into consideration as well.
- Ethnicity – based off our scorecard the three-year trend from 2014-15 to 2016-17 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 20%. Where Hispanic/Latino has grown in the past three years from 65% to 67%, white has decreased from 22% to 20%. It is important to note that headcount has increased over the past 3 years which is proportional to the growth.

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

- Unduplicated headcount is up by 6200 students since 2014-15 that's an 18.9% increase. It is important for the institution to look at their efforts in dual enrollment, outreach, and inmate education as contributing factors to the increase in headcount.

3. Changes in achievement gap and disproportionate impact.

- Completion of matriculation steps has increased in many areas however the proportion fully matriculated and completing ed planning is still low. In fact completion of abbreviated ed planning has decreased by 6% since 2014-15 however we must take into account that completion of comprehensive ed planning has increased 5%. It has been mentioned already that our headcount has increased and needs to be taken into consideration with all trends. When looking at the increase in headcount dual enrolled students as well as inmate scholars are a significant contributor to the increase. When it comes to ed planning with the increased enrollment of dual enrolled students it should be noted that not all dual enrolled students participate in ed planning. A deeper dive to look at the number of dual enrolled students and the correlation to the completion rates for ed planning is needed.

Ed Plan Completion	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
Abbreviated	10,435	43%	10,850	43%	9,272	35%	9,405	33%	9,356	29%
Comprehensive	161	1%	173	1%	1,707	6%	2,684	9%	3,493	11%
Both (Abbrev. and Comp.)	3,944	16%	5,247	21%	7,623	29%	9,471	33%	10,799	33%
Other Ed Plan					29	0%	21	0%	17	0%
Exempt	172	1%	161	1%	186	1%	180	1%	201	1%
No Ed Plan Completed	9,834	40%	9,097	36%	7,628	29%	7,049	24%	8,777	27%

4. Success and retention for face-to-face as well as online/distance courses.
- Collegewide trend data has proven that students who have completed an abbreviated ed plan are retained at 86% and 89% if it is a comprehensive ed plan. The data has also proven that students who fully matriculate retain at 88%.
 - The collegewide trend data for success is slightly lower than retention. It shows that students who complete ed planning are 74% successful and students who fully matriculate are 71% successful.
 - In either case it is important to note the importance of students completing ed planning and fully matriculating. Students who do are more more likely to complete and be successful.

Ed Plan Completion	Retention	Success
Abbreviated	86%	67%
Comprehensive	89%	72%
Both (Abbrev. and Comp.)	89%	74%

5. Any unplanned events that affected your program/.
- N/A
6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).
- N/A
7. Reflect on any changes you would like to see in your program in the next 3 years.
- Research in regards to dual enrollment and how to increase completion of ed planning.
 - Clarity in transfer pathways especially ADTs to CSUB.
 - Increased participation of intake services for assisting students enter their path.
 - Major change workshops to help students stay on the correct path.
 - Collaboration with academic support services for workshops to ensure student learning.
8. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

Full Name of Degree or Certificate	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
N/A						

Resource Request and Analysis:

Resource Request	If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?

Positions:

Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.

- 1: Classified Staff
- 2: Faculty

Classified:

- We are requesting again this year for the 3rd time to increase our 19 hour Department Assistant II position to a full-time (40-hour DA II 12 Month) position.
 - The justification for this increase is in the number of students served through this position. This position was designed to support probation and early alert at 70% probation and 30% early alert. At only 19 hours a week this position cannot support both programs let alone even one of them.
 - Probation on average has upwards of 4000 students to serve. Although there are a significant amount of students only on Probation 1 which does not require a student to see a counselor it does however require that they complete the online probation student success seminar before the student can be cleared to register for the next term. Each and every student on probation regardless of level of probation are required to complete the student success seminar. Once the student successfully passes the quiz in the seminar then the DA II reviews to see which level of probation the student is and either instructs student of next steps or manually clears students in banner so that they can register. Students could end up waiting upwards of 3-4 days to be cleared with this process due to the limited hours the DA II is in the office.
 - Not to mention the other duties the DA II holds. Managing the probation phone line, scheduling student appointments with the counselor, scheduling appeal appointments with the Program Manager, overseeing the duties assigned to the student workers (such as calling students, etc.), managing the online student success seminar to ensure operating properly, and managing the probation website to ensure accurate information is always available, just to name a few.

Faculty:

- 2018-19 - 1 replacement + 3 new Counselors
 - Replacement for Barbara Braid retiring May 2018

Additional staffing in the next three year cycle will be reported within our an annual updates.

<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<p><input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development</p>	<p>The Counseling Faculty and Staff have an effective Professional Development Program. When requests are made taking staffing requirements into consideration, the Dean will promptly approve requests. This has allowed the Counseling and Advising team to attend various conferences, such as:</p> <ul style="list-style-type: none"> ● CSU Community College Counselor Conference 2016 ● UC Community College Counselor Conference 2016 ● IEPI Evaluator Conference in February 2017 ● UC Ensuring Transfer Success Conference 2017 ● Guided Pathways Conference in June 2017 ● Curriculum Institute in July 2017 ● Hobsons University in July 2017 ● 3CBG Conference in March 2017 <p>In addition, the Counseling Faculty and Staff have been active in providing professional development trainings and seminars. Some informational topics that members have presented on are:</p> <ul style="list-style-type: none"> ● FLEX Training for Early Alert ● FLEX Training about the Transfer Process ● High School Counselor’s Conference
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<p>Facilities: <i>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.</i></p>	<p> <input type="checkbox"/> 1: Space Allocation <input checked="" type="checkbox"/> 2: Renovation <input checked="" type="checkbox"/> 3: Furniture <input checked="" type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance </p>	<p>Renovation & Furniture</p> <ul style="list-style-type: none"> ● 2017-18 Front desk remodel included new office furniture ● 2017-18 Advisor area remodel to come <p>Needs for 2017-18:</p> <ul style="list-style-type: none"> ● For safety reasons new flooring is needed in the entire center - tile if available. There are several places that the floor is duck taped together which is a tripping hazard. We were supposed to get new carpet squares during 2016-17 but due to finding asbestos under the carpet the project was postponed. ● For security and liability concerns we need windows installed office #26 and #29 doors. Neither office have windows in the walls or doors therefore when meeting with students their doors cannot be shut. <p>Additional renovation & furniture needs:</p> <ul style="list-style-type: none"> ● Requesting two high top tables for new intake process to streamline student check in with more clarity and flow. These tables will be placed to the side of the waiting area on the wall between offices #42& #43. ● Walls need painted especially considering the fact that we have remodeled the front area, will be getting new flooring, and remodeling the advisor area. Counseling is a mandatory component of matriculation and for students wanting to up date their ed plan or change their major they must see a counselor or advisor. Therefore the counseling center has more traffic by students, new and current, than any other office on campus and it is not inviting with its outdated carpet and stained walls. ● With painting new chairs for the waiting area are desperately needed. Over the years we have removed several broken chairs therefore chairs from other areas have been donated leaving the center with mix matched old stained and torn chairs. Having the center in this condition does not send a good message to students. ● Split offices #42 & #43 into two offices each allowing for more counselor office space to accommodate the growing need for additional counselors. <p>Removal needed:</p> <ul style="list-style-type: none"> ● Round tables in the counseling center waiting area need to be removed and new waiting area chairs need to be set up airport style in rows back to back
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<p>Technology: <i>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?</i></p>	<p><input type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>Needs:</p> <ul style="list-style-type: none"> ● 2 kiosk stations for student self check in through starfish ● An additional triage computer at front counter. Currently there are 4 stations, 3 for checking in students, & one for document imaging, we would like to have at least 4 computer stations set up for triaging student needs at all times but 5 stations would be preferable and more beneficial for breaking students down by needs and providing clarity in our check in process. ● 6 laptop computers bolted down on the 2 high top tables requested for intake process ● 4 clicker devices for presentations (NSW & orientations)
<p>Resource Request</p>		<p>Discuss How Effective Request is for Student Success?</p>
<p>Other Equipment: <i>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.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>N/A</p>
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<p>A budget development form was not received this year therefore used 17-18 form and added a line for 18-19 requests. All requests are to ensure alignment with institution mission increasing departmental functionality for student success.</p>

Conclusions & Snapshot:

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 Comprehensive Review.

It is evident that the Counseling Department remains strongly aligned with the mission of the institution and more importantly the Institutional Learning Outcomes. We promote “critical thinking, communication skills, acquisition of competence and skills, and engagement with the community and larger world” not only through the student development courses we teach but our services in individual counseling, workshop preparedness, and outreach efforts.

We realized that to achieve learning outcomes and other objectives of the department, institution, and state mandates (SB 1456), we had to hire new staff. Over the past three (3) years we have hired one (1) new program manager, eleven (11) new counselors, five (5) replacement counselors, eight (8) new educational advisors, and four (4) full-time temporary counselors. It is important to note that although we have seen an increase in counseling and advising staffing within the past 3 years, BC has also seen a significant increase in headcount. Therefore, BC is still not aligned with the statewide counseling ratio. The statewide counselor-to-student ratio is approximately 1:700, while, BC's ratio has increased instead of decreasing within the past two (2) years, it was approximately 1:1100 and now it is approximately 1:1350. That is two percent (2%) higher than it has been the past 2 years.

It is important to note that although we have hired a significant amount of staffing within the past three (3) years a significant amount of the positions have been assigned in areas outside of the main counseling center such as EOPS, DSPS, Outreach, etc. As noted previously the main counseling center is where all students may be seen. Many departments on campus that have counseling and advising services do not have drop in services, outside of the main counseling center, therefore students who are in need and cannot wait for an appointment will report to the counseling center regardless of special population status. Thus, it is not unusual for a student to have an appointment with a general counselor after meeting with a specialized counselor.

To accommodate the growing student population at BC we must increase our counselor population.

As noted in previous years "to fulfill the requirements of SSSP, BSI and Equity, we are requesting [three (3) additional full-time counseling faculty positions along with one (1) replacement counseling faculty position]...to better serve our students." Please note that the increase of additional counseling faculty still will not bring BC closer to the statewide counselor-to-student ratio but instead help the counseling staff keep up with the enrollment growth, bringing our counselor-to-student ratio to 1:1200.

With the importance on providing clarity to students, to ensure they get on the correct path, remain on their path, and ensure student learning we have listed several facilities and technology needs. Most of the items requested are items that have been requested for several years now, all of which, if fulfilled would assist us in promoting student success at BC. Besides the basic need of revitalization of the center (carpet, chairs, etc.). As mentioned in previous years "the backbone of student success is students knowing their major/career goals and understanding their transfer options."

All items listed in this plan will contribute to the mission of the institution and highlight the new framework for how we accomplish it through providing students more clarity of access to services and ensure student learning.