



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

Academic Year: **ANNUAL UPDATE #1** **Date Submitted:**

Academic Year: **ANNUAL UPDATE #2** **Date Submitted:**

By:

Lead:

Members:

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1. Mission and Vision

A. Service Area/Administrative Unit Mission

Barstow Community College counseling department is an open-access learning environment that promotes self-advocacy, critical thinking, communication, personal and academic responsibility supporting students in achieving, short term and lifelong education goals and objectives. We accomplish this by supporting students throughout the matriculation process, providing comprehensive education plans, assisting in the removal of perceived obstacles, providing referrals to appropriate educational resources, and ensuring that students are moving toward timely degree completion.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

Three years from now the counseling department should have SARS in place, and be utilizing the data to modify our process. There will be a clerk receptionist greeting our students and directing them to appropriate resources and making sure that the counselors are aware of student appointments. The receptionist will work from a new counter top that matches the rest of the Student services area and provides adequate work space for projects. There will be student workers that enhance the provision of services. Students and counselors will be using DEGREE WORKS to create and modify Student Education Plans. There will be a full time counselor in the Special Programs and Services Department. Counselors will rotate to the CTE off campus site and be involved in several High School Outreach programs. In service training will be conducted in a meaningful manner.

C. Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

The counseling department through the use of the education plan, knowledge of the programs of study and use of available resources empowers students with the knowledge to make informed decisions about their education goals, assist them in removing obstacles, provide them with knowledge and pathways that enhance opportunities to succeed.

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2. Service Area/Administrative Unit Description and Overview

Assume the reader does not know anything about the Service Area or Administrative Unit. Describe the unit, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

Barstow Community College Counseling Department designs, maintains, and evaluates activities that support student development and success. Counselors provide educational, career, and personal counseling, support student advocacy, and recommend crisis intervention services; empowering students to achieve their educational goals. The Counseling mission statement: "Counseling promotes self-advocacy and critical thinking through empathetic interactions which effectively guide students toward their academic, career, and personal/social goals." The counselors are well trained and all have the educational background and experience which contributes to the effectiveness of the department.

To support student learning and success, the division employs six full-time counselors. While all counselors serve the general student population, one counselor specializes in Special Programs and Services predominantly responsible for counseling DSPS students; one counsels full time at Fort Irwin and four are general counselors. The four general counselors have additional duties as well, one is the Matriculation Coordinator; one the Articulation Officer, and one is responsible for counseling athletes and veterans, and one is designated to assist with transfer and outreach operations. In addition, there are three part time counselors. Each of the part time counselors has a 400 hour contract. Two of the part time counselors provide services in Special Programs and Services (EOPS, CALWORKS, VETA) and one is assigned to work exclusively at Fort Irwin. All of the full time counselors serve on shared governance committees. One counselor is President of the Academic Senate.

All of our counselors help students with access issues, goal setting, registration, development of education plans, course selection, and financial aid processes. Counselors seek to assist students in creating or revising education plans including military SOC agreements, reviewing assessment scores and their impact on course selection, developing plans for degree/certificate completion or transfer, and personal problem resolution. Students who need to develop an improved set of study strategies, need additional study skills, or are on academic probation are referred to tutorial services and/or encouraged to enroll in our Orientation 1 course which focuses on developing student success skills. Counselors dialogue with others on campus about the critical needs of students in their respective areas and disseminate ideas and information to their instructional colleagues primarily by serving on committees on campus. For example, as a member of the Basic Skills Committee, a counselor participates in the development of action plans and the evaluation of annual funding requests.

Counselors bring back information and training opportunities from the committees to their respective programs and services within Student Services. Counselors are also a part of the dialogue and dissemination of information at the Academic Senate, the Equity Committee, the Enrollment Management Committee, as well as the Curriculum Committee. A counselor is also part of the Financial Aid Appeals Committee, the Scholastic Standards Committee and the Military Education Advisory Committee.

Counselors are in contact on an as need basis with the tutorial specialist and make referrals for academic support, tutoring and supplemental instruction. Counselors within Student Services are in daily contact with each other making referrals to special programs, DSPS, EOPS, and CALWORKS and to our financial aid department..

The Vice President of Student Services meets with the Counselors on a monthly basis. This meeting includes Ft. Irwin Counselors, Special programs and Services counselors as well as the general and transfer center counselors. These meetings are conducted to convey information, discuss common issues and initiatives across programs, and to establish procedures relevant to the area. These meetings include Career and Technical Education representatives, a representative from the

Instruction Office, the Director of Enrollment Services, Director of Special Programs and Services, and other department representatives when appropriate. These meetings are used to discuss issues, plan resolution efforts, and share lessons learned. Items of concern include, financial aid procedures and requirements, Veterans GI Bill changes and procedures, matriculation requirements and enrollment procedures, degree and certificate requirements, catalog revisions and in general provide opportunity to coordinate and integrate efforts that may provide more support and address a student's need.

These meetings also serve as training sessions for all counselors. Counselors who attend specific training, such as UC and CSU generated workshops provide information to all other counselors. The Veterans counselor attends VA Regional meetings and returns with material that is shared with all counselors. The Director of Special Programs and Services shares information from State training and the DSPS counselor provides information dealing with that area. Our predominately military counselors provide sessions in evaluating military training, SOC requirements, and the Army's GoArmyEd portal for Tuition Assistance students. Our military counselors have developed degree templates for different Military Occupational Specialties and trained other counselors in their use. The military counselor attends the annual CCME (Council of College and Military Educators) Conferences to keep abreast of educational programs and services for veterans, active duty military and their family members. This information is made available to the counseling staff. Training is also provided to support and enhance counselor effectiveness through the use of technology. This training includes the use of Banner, Banner upgrades, degree audit software, and electronic education plans. Training is also provided in the use of College Source, which enhances the accuracy of evaluations and placement of transfer courses.

In addition to curricular changes and specific counseling and advisement issues, training is also provided in counseling support for online instruction, articulation and evaluation of transfer credit, and the use of technology to support and enhance counselor effectiveness. This has included the development and use of electronic education plans which meet Title 5 regulations.

Counseling also enhances student development and success by guiding students through many of the following processes:

- o Developing and guiding a student through an education plan that leads to the completion of degrees and certificates;
- o Assisting in the research needed for the development of transfer plans that will lead to the accomplishment of career goals; assisting in the financial aid processes which leads to increased self-advocacy;
- o Guiding students through the process for removal of academic or progress probation restoring good academic standing;
- o Transcribing military training evaluations which lead to promotion potential, quicker degree completion, greater employment opportunities after active duty completion;
- o Explaining various programs and referring qualified students to available resources i.e. EOPS, CARE, VETA, CALWORKS, CALVET, GI Bill,

The VTEA program assists students who are in a VTEA eligible vocational program of study to achieve their academic and personal goals. Counselors are essential in guiding VTEA students

toward completing their degree. Two counseling appointments are required to receive any services VTEA provides including book loans and bus passes. The first counseling appointment ensures that students understand not only the VTEA program requirements but to also encourage students to utilize other services the college provides. The second counselor visit is used to review the student’s progress report to ensure the student is meeting attendance and satisfactory academic progress requirements. Counselors review VTEA student’s academic progress to certify that they will meet their educational goals within two to two and a half years of their start date.

The EOPS/CARE Program is designed to provide academic support, financial assistance and encouragement for low income and educationally disadvantaged students. The EOPS/CARE program requires students to meet three times with an EOPS/CARE counselor within each 18 week session. EOPS counselors are essential in providing academic, vocational, and academic goals to empower EOPS/CARE students to not only achieve their educational goals, but also to grow in their life-long learning skills. The EOPS/CARE program requirements state that counselors must create a detailed educational plan for each student, explain all program requirements, review progress reports to ensure EOPS students are meeting attendance and satisfactory academic progress requirements, and to evaluate transfer requirements and career opportunities. In addition, EOPS/CARE counselors are utilized to provide orientation, probation, and educational workshops for EOPS/CARE students.

The Barstow College CalWORKs program acts as a liaison between the San Bernardino County and students who are currently receiving CalWORKs cash aid. The program works with the San Bernardino County in order to be in compliance with the Federal Welfare Reform. This program benefits students by allowing them to enroll in college classes while they are still receiving cash aid. Counselors are required to work with students to develop an Individual Educational Plan (IEP). IEP’s must be made under an approved short-term set of coursework in occupational and vocational areas to help the student learn the skills necessary to gain full time employment. During CalWORKs counseling appointments, counselors provide students with additional referrals to the Financial Aid, Child Care, and Tutorial Service programs on campus.

Results of the counseling department analysis indicate that counseling is a dynamic component of student success. According to the counselor evaluations received from students, they are generally satisfied with the counseling experience. According to the 2008 Campus Climate Survey 85% of respondents rated counselors very high in sensitivity, responsiveness, receptivity, and accessibility. Counselors are involved in the student’s progress from the admissions application through graduation.

The following table shows that counselors are indeed meeting with and guiding students. Each visit is documented by the completion of the “Counselor Contact Form”. Information is recorded indicating the purpose and results of the visit, the email, or the phone call.

<i>Number of Counselor Contacts*</i>			
<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013**</i>	<i>2013-2014</i>
<i>17213</i>	<i>17019</i>	<i>13569</i>	<i>11514</i>

**Includes Ft. Irwin **Decrease in number of days counselors worked*

The counseling department is able to show numbers and more numbers. These numbers have and are being used to show that the counseling staff is productive. There is not and has not been a way of using this data to improve processes or show that improved processes are leading to improved student success. Because of a thorough self-evaluation during the accreditation process, efforts are being made to tie these numbers to relevant analysis, which is leading to improved student service. The number of students that sign in to see a counselor should be matched with the number of those not seen indicating that increased staffing may be needed. Approximately fifteen percent of students who want to utilize counseling services are not seen. The length of time that students wait to see a counselor, the number of unanswered phone calls, timeliness of answers to email need to be tracked and analyzed with improvements following. Longitudinal studies which match stated student goals with outcome would be useful for improving how we match students and programs. With our current Banner limitations we are unable to track information that would be useful in initiating improvement. A tracking system (SARS), has been purchased and will be in use by Fall 2015. This system should make student tracking and data much more accurate. Analysis and use of this data for planning and decision making will be much improved.

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3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Outside of counselor contact information there is very little accurate data for evaluation. Contact information indicates that the counselors are engaging students however it does not show that having students make education plans affect the number of completions. The data does not show the wait time, it does not show the percentage of students that are not seen, it does not show how many students could have saved wait time if there had been someone to direct them to the proper resources, and it does not show the role that counselors have on student success. There are several studies that indicate counselor contact and individual education plans are a large influence on student completion rates. .

Counselor contacts, degrees and certificates awarded, Transfer rates
<http://www.barstow.edu/ie/FactBook/FactBook.2013-14.pdf>

2) Summarize the results of these measures.

The data shows that approximately 60% of student contacts are face to face which means that the students are coming to the counseling center rather than relying on other means of communication. During the 13-14 school year 8000 live contacts were recorded by counselors, during the 12-13, 8850 person to person contacts were recorded by counselors, during 11-12, 10943, and during 10-11, 10754. All of this student traffic is handled by a sign in sheet, no personal interaction, "sign in, sit down, wait". Students that could have a question answered and/or a service provided quickly must sit and wait as there are others ahead of them. The data on incoming phone calls is not retrievable, however counselor observation and student comment indicate that many calls to the counseling center go unanswered, which causes frustration and complaints to be made.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.

By completing the matriculation process prior to enrolling in and completing 24 units students will have successfully chosen a program of study.

Students will utilize their individual student education plans as guidance while registering in courses for their program of study.

b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

Students are now required to complete the matriculation process, (application, orientation, assessment, education plan) prior to receiving financial aid. This has made a great difference in the number of education plans completed. Veterans must complete the same process prior to receiving VA benefits. Within a short period of time all matriculated students will have a viable education plan that may be followed to program completion. We now track all of the above and education plans completed are considered in the institution funding process. Soon students will be able to access their education plans through a portal or generate a what if scenario by using Degree Works. More and more students are using the current education plan for guidance.

2) Describe any improvements made by your unit as a result of the outcomes assessment process.

What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)

The counseling department, with direction of A&R has changed the data elements that are tracked, changed the manner that these numbers are entered into the Banner System and have created a tracking procedure that is in line with the data reporting that is required by the state for funding implications. The Student Services department has purchased SARS, a tracking system that has great implications for data collection processes and more accurate reporting. This system allows students to make appointments with counselors from any computer. However when students arrive someone trained in the use of SARS will need to guide them to the appropriate sign in computer, and indicate to the counselor that the individual is waiting. This again indicates an need for a trained professional receptionist/clerk for the department.

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4. Policies & Processes

- A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

The Student Success Act: Local Shared Governance requirements; Financial Aid requirements; Veterans Benefits regulations;

- B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

With the student success initiative making funding of the local districts dependent upon the reporting of education plans, degree completions, certificate completions and other items that indicate students are progressing through the system in a timely manner many of our reporting requirements have changed, the tracking methods have changed. Financial aid regulations now require more frequent checks for program compliance which requires more reviews of education plans and what courses remain to be completed. Veterans Administration regulations now require more detailed education plans and more frequent review.

- C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

During this cycle the department is working on new education plan forms that will provide information required by outside agencies, on revising graduation checklists, sign in forms and reporting forms.

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5. Internal Factors (see Handbook for worksheet)

- A. Strengths

Well trained counselors; cohesive, empathetic team; good communication; willingness to collaborate; central location, good technology; working relationships with faculty and staff; knowledge of policies, procedures, and tools of the trade.

- B. Weaknesses

Lack of anyone to greet and direct students; record keeping; knowledge of the Banner System (lack of); follow through with students (time constraints); time to complete all necessary paper work for students; lack of outreach to departments, faculty, support staff;

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Expand services to the CTE location; expand the Veterans counseling programs and services; provide a friendlier reception/waiting area; research for and utilize more electronic guidance materials and programs; expand relationships with local resources; increase retention and graduation rates; make counseling a department with responsibility for teaching guidance/life skills courses; increase department involvement in all aspects of student life.

B. Threats

Local economy; retirements; growth in student needs; perception of other staff members. Outdated equipment and methods; change in assignments;

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7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

University of Ca. and California State University counselor workshops; CTE counselor workshops; Moodle online teaching; Kuder interest materials; Student services training on financial aid, Banner input, athlete education plans and eligibility requirements, Veterans Benefits;

B. What are the continuing education and/or professional development plans for the upcoming cycle?

SARS usage; Banner updates; CTE updates; Curriculum development; UC and CSU updates; EOPS changes. Implementation of the Degree Works program.

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8. Prior Goals/Objectives

Briefly summarize the progress your program/unit has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

The counseling department has trained student workers to answer questions, check appointments and refer students. This is a temporary solution and the department needs a classified position to provide these services along with assist with SARS.

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9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College’s [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This provides space for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program’s **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Reduce the student wait time and the confusion and anxiety that now exists for students showing up at the counseling center. Insure better tracking and data compilation in the counseling area.	<i>List all that apply:</i> <i>1a</i> <i>3a</i> <i>6a</i>	#1#1Procure and train a receptionist/clerk that will answer questions, check appointments, refer students to appropriate sections.	Install a counter and SARS computer, train incumbent to utilize banner and education software	Student knowledge of policies and procedures will be increased. Student satisfaction will be increased as measured by SARS survey questionnaire
			#2		
			#3		
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#2	Electronic monitored educational plans for all students to assist and track student progress on plans, changed plans or changed goals ie a Degree to a Certificate or just a few classes. In addition it would allow us to collect data on educational plans	<i>List all that apply:</i> <i>1a</i> <i>3a</i> <i>6a</i>	#1 Develop a process for obtaining a 100% -all students have an Ed Plan	Set up a Student Success Score Card team Set with other colleges a best practice for how we will get Ed Plans Start to research student tracking systems	Electronic educational plans Implemented for all students along with a data gathering system that will meet the challenge of the new Student Success Scorecard
			#2		
			#3		
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ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Expand counseling services to the State Street CTE location	<i>List all that apply:</i> 1 3a 6	#1 Provide counseling services to the students that attend classes in the CTE campus.	Procure and furnish space adequate for counseling, schedule counselors to area on a regular basis	Increased completions in the CTE programs; partnerships strengthened
			#2		
			#3		
<i>Additional Information:</i>					
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#4		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
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#5		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
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ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#6		<i>List all that apply:</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				
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10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1	Personnel/	60,000.00	yes	

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source