



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

(Refer to the [Program Review Handbook](#) when completing this form)

SERVICE AREA/
ADMINISTRATIVE UNIT:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
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8. Prior Goals and Objectives
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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.

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

The counseling department will empower students by providing excellent support for CTE, transfer, and basic skills completion.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

The Counseling department aligns to the College's Mission and Vision by:

- Providing our students, community, and military population with the educational tools to achieve personal goals and professional growth.
- Offers traditional and distance support services, programs, and pathways designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.

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

To support student learning and success, the division employs seven full-time counselors and 6 part time counselors.

General Counselors (Main Campus)

- Four general counselors and on 1 part-time counselor assist with articulation, transfer, and degree completion.

General Counselors (CTE)

- 1 Part-time counselor who assists students with degree and certification completion.

General Counselors (Fort Irwin)

- 1 full-time and 1 part-time counselor who assists students with degree and certification completion as well as SOC Agreements.

Special Programs and Services

- Two full-time and two part-time counselors specialize in working with students who receive services through the various Special Programs and Services, such as: ACCESS, EOPS, and Cal*Works.

B. Who do you service (including demographics)?

During the past five fall semesters, the number of female students has been greater than the number of male students. The number of female students continue to increase, widening the gap between male and female students served. In fall 2011, 43.7% of enrolled students were males while 54.6% were females; a difference of 10.9 percentage points. In fall 2015, female students made up 61.5% of the student population while the male students made up 37.8%, a difference of 23.7 percentage points.

Hispanic, White and African-American students make up the three largest ethnic groups on campus; 87.8% of the entire student population in fall 2015. Over the past five fall terms the Hispanic and White (non-Hispanic) student populations have seen an increase of 52.6% and 32.2% respectively while the African-American student population has only increased 1.7%. While there has been a 64.1% increase in Asian/Filipino students at BCC, this group accounts for just 3.6% of the student population in fall 2015.

While the 20 to 24 age group commands the largest proportion of the student population, on average, throughout the entire five-year period at 26.9%, students 19 years of age or younger came in at a close second with 26.7%. Students aged 30 to 34 saw the biggest increase over the five year period with a 48.1% increase while students 19 or less saw a decrease of 32.6% over the same period.

Students living within the Barstow CCD official service area made up the majority of the student population, accounting for 57% of the total headcount during the past five fall semesters. 24% of students resided in the Victor Valley CCD area while 3.2% resided in other areas of San Bernardino County. 12% lived in other areas of California while less than 1% were residents of Nevada (2015-2016, Fact Book).

C. What kind of services does your unit provide?

All counselors help students with:

- Advisement of student success steps, goal setting, registration, development of abbreviated and comprehensive education plans, course selection, and transfer.
- Creating and/or revising education plans by reviewing military SOC agreements.
- Reviewing assessment scores and using multiple measures for course selection, academic exceptions, and personal problem resolutions.
- Collaboration with other departments on campus about the critical needs in their respective areas by serving on committees on campus.

D. How do you provide them?

Counseling services are provided to students in a number of ways:

- Students who are taking classes on campus can be seen by counselors live on campus.
- We also provide phone and email appointments for students who do not have the means to come to campus.
- Counselors are also on site to serve the students at Fort Irwin and the CTE site.

3. Data

A. SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

1) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

- After completing the online orientation and student success steps, students will be able to identify various strategies to improve their chances for academic success.
- Face to face Orientations will be held for our new students each semester to increase the understanding of courses, educational plans, and programs of study.
- Counseling services will utilize multiple measures for High school graduates; new, first-time student enrollment into college.
- Focus on the development of articulation, processes and schedule to ensure college students can maximize their opportunities and complete their appropriate lower division requirements.

2) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

- The Enrollment Process: Students are required to complete a series of steps (Application, Orientation, Assessment, and Educational Plan).
 - Our previous program review stated that students were required to complete the matriculation process to receive financial aid. This is not actually true. The student success steps have a direct correlation to being eligible for priority registration.

- o Veterans are required to meet the same matriculation process, but will lose priority registration if these steps are not met. Veterans are required to have an Educational Plan completed before VA Benefits are awarded, due to verifying the appropriate courses needed for the program of study chosen.
- o Educational Plans are tracked through our SARS system with a code. There are reason codes to specify that a student has received or completed an abbreviated, comprehensive, or 45 unit educational plan or graduation petition.
 - o Degree works is in the planning phase and estimated implementation date will be Fall 2019. Once degree works is implemented, students will be able to view their Educational Plans through their portals or generate a scenario.

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

a. What did you learn from your evaluation of these measures?

We still have a significant number of students not utilizing their educational plan. The number of students registered does not equate to the number of educational plans developed.

By Reason Code Only
7/1/2016 - 6/30/2017

Attendance: Attended Not Attended Not Marked Cancelled

Reason Code / Course	Description	Number of Student Cont
ABEDPLN	Selecting classes for 1st semester	347
COMPEDPLN	Develop Education Plan	880
EDP30	Ed Plan Review at 30 completed unit	28
EDP45	Ed Plan Review	225
EDPCAL	CalWORKS	2
EDPCOM	Change Major	98
EDPDUP	DSPS Program Required Update	12
EDPEOP	EOPS	14
EDPEUP	EOPS Program Review Update	11
EDPFAA	Financial Aid Appeal	34
EDPFUP	Ed Plan other follow up services	812
EDPGRD	Grad Check	77
EDPSEC	Student Education Contract	1
EDPSOC	SOC Agreement	2
EDPTRF	Ed Plan Review for transfer	5

b. What improvements have you implemented as a result of your analysis of these measures?

This increase can be attributed to the outreach efforts by the Student Service Department. Phone calls and email notifications were sent out to students who were not enrolled full-time and/or have met with a counselor.

c. What improvements do you plan* to implement as a result of your analysis of these measures?

(*List any resources required for planned implementation in #10: Resources.)

Due to the low number of students without educational plans, we need to increase outreach efforts to encourage students to schedule an appointment with a counselor.

B. OTHER ASSESSMENT DATA

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

• Comprehensive Educational Plans completed for 2016-2017:	880
• Abbreviated Educational Plans completed for 2016-2017:	347
• Drop-in wait time:	20 minutes
• Degrees awarded (Fact Book, 2015-2016) AA, AS, Certificates:	337

2) Summarize the results of these measures.

The Counseling Department provides counseling services which assist the students in assessing, planning, and implementing their immediate and long range academic goals. According to the BCC Fact Book (2015-2016), the number of awards granted has decreased in the last 5 academic years by 5.9%.

3) Describe any improvements made by your unit as a result of other assessment data listed in #1:

a. What did you learn from your evaluation of these measures?

Counseling appointments must be made at least two times in a semester in order to ensure student success.

b. What improvements have you implemented as a result of your analysis of these measures?

We have been running reports from SARS and Admissions and Records to monitor student progress.

c. What improvements do you plan to implement as a result of your analysis of these measures?*

(*List any resources required for planned implementation in #10: Resources.)

We plan to implement surveys during counseling appointments to ensure that students are satisfied with overall service.

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)

There have been a number of significant changes to our SOA, such as: the loss of the BOG Waiver if students who are in 2nd level probation, the use of Multiple Measures in placement, the development of new Educational Plans, AP/BP changes, and changes in County and Special Programs procedures.

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

The most significant change is the loss of the BOG Waiver if the students are in the 2nd level probation. As Counselors, we need to let the students know the possible ramifications of poor grades in classes affecting their financial aid. We have to do more intrusive counseling to strategize ways for students who are failing in classes to improve their situations.

The use of Multiple Measures in placement allows Counselors to use the last Math and English class grades in High School in order to place them in Math and English courses in college. This has greatly accelerated the Math and English sequence for most students, which has improved student success. The development of new educational plan has allowed us to streamline the process of helping students complete their goals. On one side of the educational plan, students are given all of the options of courses they can take for their major and, on the other side, they are given an out a timeline of completion. Some of the changes in the AP/BP, County, and Special programs procedures include: the County has allowed us to use the new educational plans for their clients and the requirements for EOPS students number of contacts for probation has increased to four.

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?

The new process that need to be updated would be the Academic Renewal form. The requirements to allow students to receive academic forgiveness are much more stringent than most colleges. The creation of new educational plans for new majors will need to be updated. More process need to be created in assisting students who are Academic Dismissal.

5. Internal Factors (see Handbook for additional information)

A. Strengths: *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

Counseling strengths:

- Professional Development, Familiarity with Technology, Workshops, Outreach to surrounding community and local High Schools, Committee Representation, Shared Governness.

B. Weaknesses: *The program or department's internal/vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

Counseling weaknesses:

- Geographic location, demographics, online student data, lack of counseling training, updates and timeline for projects.

6. External Factors (see Handbook for additional information)

A. Opportunities: *Current trends and events occurring outside the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

- DACA students are able to apply for college and have assistance while attending college.
- CTE provides certifications to students to be able to work in the job market within their community.
- Foster Youth in the community have an opportunity to be a part of Barstow Community College with priority registration (all steps of the Matriculation Process completed) and financial assistance.
- Greater contact with Cal State Universities and University of California schools for better transfer opportunities.

B. Threats: *Current trends and events occurring outside the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

- Under privileged adults need to bring in income, rather than go to school
- Poor city transportation

7. Continuing Education/Professional Development

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

- 2015-17 - University of California, California State University, Articulation, Veterans, SARS, Athletic, and CTE.
- 2016-17 – University of California, California State University, Articulation, Veterans, ETS, ASSIT, City-Family-2-Family, SARS, Foster Youth, Athletic, and CTE.

- 2016-17 - University of California, California State University, Articulation, Veterans, ETS, ASSIT, Suicide Awareness, City-Family-2-Family, SARS, Foster Youth, Athletic, and CTE.
- Current Cycle - 2017-18 - University of California, California State University, Articulation, Veterans, ETS, ASSIT, City-Family-2-Family, Starfish and Men of Color.

B. How did this benefit your department and the College?

Counseling department was benefited by:

- Local, regional, state, and federal updates.
- Best Practices, Policies Procedures, state-wide initiatives
- Transfer updates to the UCs, CSUs, and Private Universities
- Training new systems such as, Starfish, Degree Works, SARS.

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

Profession Development for Upcoming cycle:

- Conferences: University of California, California State University, Articulation, Veterans, ETS, ASSIT, Family-2-Family, Starfish, Foster Youth, Athletic, CTE, Cal*Works, EOPS, CARE.
- Trainings: LGBTQ, Assist Next Gen, Starfish, SARS, Common Assessment Initiative, and Kognito.

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.)*

If the department does not have prior goals and objectives, please explain.

In our last program review we stated that our solution was temporary and needed improvement. Since our last review the following has been implemented:

- SARS has been implemented along with training in all Student Service Department areas.
- 3 Classified Student Success Advisors have been added to our team and placed throughout student services.
- Student Ambassadors have been added to our team to assist with frontline student services and inquiries.

Goals / Objectives:

- Goal 1: This goal was not measurable due to not having a technology system in place to monitor wait times.
- Goal 2: This goal was not measured due to not having a technology system in place to track degree progress.
- Goal 3: Assignment of our Counseling Department was placed at the CTE site.

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,

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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	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Increase student education plans by 5% each year for 3 years, compared to 2016.	<i>List all that apply:</i> Strategic Priority 1- Educational Success Strategic Priority 2 Marketing & Outreach Strategic Priority 6- Evidence Based Decision Making	#1 Expect that incoming students will all have educational files in the system.	Use SARS Codes to track the number of students that have counselor appointments and have completed an abbreviated or Comprehensive Educational Plan.	New PLOs. Has not been implemented yet.
		#2 Expect that incoming students will have appointments with counselors to create educational plans.	Reports will be run off Banner to see how many students do not have educational plans.	New PLOs. Has not been implemented yet.
		#3		
<i>Additional Information:</i>				
#2 Track at least 90% of counseling satisfaction services surveys starting with 2017 as baseline data.	<i>List all that apply:</i> Strategic Priority 1- Educational Success Strategic Priority 2 Marketing & Outreach Strategic Priority 6- Evidence Based Decision Making	#1 Student satisfaction from Counseling services will increase.	Surveys will be created to gauge student satisfaction.	New PLOs. Has not been implemented yet.
		#2 Increase the awareness of the different services available to students.	Surveys will also show how much students are aware of the services at the college.	New PLOs. Has not been implemented yet.
		#3		
<i>Additional Information:</i>				
#3 Track number of EDP45 students assisting towards transfer.	<i>List all that apply:</i> Strategic Priority 1- Educational Success Strategic Priority 2 Marketing & Outreach Strategic Priority 6- Evidence Based Decision Making	#1 Develop preparedness for students to transfer.	Collaborate with the transfer center and the Step program.	New PLOs. Has not been implemented yet.
		#2 Increase the number ADT degree completion.	Schedule appointments with students that have 45 units or more completed.	New PLOs. Has not been implemented yet.
		#3		

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	<i>Additional Information:</i>			

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.A.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

Annual Update #1	Academic Year: <input style="width: 90%;" type="text"/>
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1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

B) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

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

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan to implement as a result of your analysis of these measures?*

*(*List any resources required for planned implementation in #3: Resources.)*

2. GOALS AND OBJECTIVES *(Taken From #9--Action Plan--of FULL Program Review)*

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		SARS Codes	
		#2		Banner Data	
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #1 in this box)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		Survey	
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #2 in this box)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1	SARS	
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #3 in this box)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
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1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

B) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

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

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan to implement as a result of your analysis of these measures?*

*(*List any resources required for planned implementation in #3: Resources.)*

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		SARS Codes	
		#2		Banner Data	
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #1 in this box)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		Survey	
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #2 in this box)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1	SARS	
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #3 in this box)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

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