

Non-Instructional Program Review – Annual Update Template

Service Area/Administrative Unit

Service Area/Administrative Unit Name: Student Services

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Academic Year: 2022-2023

Annual Update #1 #2

An Annual Update must be submitted each year that a Program Review is not submitted.

I. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs)

- A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:
(These should be carried forward from your full Program Review, or from your Annual Update #1 if revised since your full Program Review)
- 1) Students will complete transfer level Math and English within first year.
 - 2) Students will utilize academic supports within their first semester.
 - 3) Students will be more aware of various transfer options within their first year.
 - 4) Students will take advantage of one social support opportunity per semester.
 - 5) Students will take advantage of their priority registration tier.
- B) Summarize the progress your unit has made on SAO/AUO measures over the past year:
- 1) While we continue to encourage students to enroll in Math & English during their first semester, this part of the goal has largely shifted to the Counseling Department as they are usually the student's first contact. To ensure students complete their courses (to include Math and English) SPS continues to provide support services to students and monitor their progress/success in courses. Previously this was done by requiring Progress Reports and gradebooks from students. It is now handled behind the scenes through the ARGOS dashboard which provides current course grades for SPS participants. When a student appears to be struggling, we are able to reach out and provide additional support and/or make referrals to appropriate areas to help eliminate barriers to completion (i.e. tutoring, mental health, basic needs, etc.).
 - 2) Previously, SPS required all new students to attend "Academic Support Hours" in the TLSC. This could include TLSC workshops, tutoring, library, NetTutor, or instructor office hours. The intention was to introduce students to the many academic supports offered on campus, specifically in the TLSC. Furthermore, academic hours were required of continuing students based on GPA and/or need demonstrated through the Progress Report. Unfortunately, many students were not completing this program requirement and were consequently dismissed from SPS. It was determined that requiring hours in this way had become more of a barrier than a support so academic support hours were eliminated as a requirement but we continue to refer students as needed based on individual need.

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- 3) To achieve this goal, SPS had created “Pathway Workshops”. Each student was assigned to a specific pathway (1st Year Experience, Student Success, Transfer, or Career) and required to attend a minimum of 3 workshops. Upon completion, students received additional program incentives for attending. Going forward, students will not be assigned to specific pathways but will still be required to attend a minimum of three workshops which must include one counselor led workshop, one Transfer Center workshop, and one workshop of choice (i.e. FKCE, TLSC, Mindful Space, or community led). Students must complete workshop forms with learning outcomes and will receive program incentives for each one they complete.
 - 4) SPS supports student social needs by hosting a variety of workshops, Safe Spaces, Small Groups, and Group Counseling sessions where students can interact with their peers as well as receive guidance from SPS team members or special guests. During the COVID closure, these were offered strictly online and participation increased. Since reopening the campus, SPS has started offering these social events/workshops in a Hybrid modality to serve the needs of all students on campus and online.
 - 5) To encourage students to utilize their priority registration tier, SPS provides incentives to those students who register early (prior to open registration). By doing so, students were able to register in the classes needed on their educational plan and were more likely to persist and achieve their educational goal on time. There are still many students not utilizing their priority so SPS will continue to promote this through Priority Registration events.
- 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?
By looking at our Area Outcomes, we have been able to assess the changing needs of our students as well as determine the best way to support them. Where we have seen barriers created (i.e. academic support hours or progress report requirements) we have changed and improved the process to better serve students. Where we have been successful (i.e. incentivizing priority registration, hosting/requiring transfer workshops, providing social supports online, etc.) we have expanded our services.
 - 2) What improvements have you implemented as a result of your analysis of these measures?
In reviewing our outcomes, we were able to determine what was working and what was not working. As a result, we have adjusted program requirements, shifted modality of services, and expanded our services and incentives. As an example, students are no longer required to provide progress reports (a perceived barrier) but we continue to monitor their academic success through ARGOS dashboard. When students were not attending events/workshops in person at the rate they had online, we shifted to hybrid modality to serve the needs of all. When food services were no longer available at BCC, we changed our incentives from physical meal vouchers to grocery cards (Kroger or WalMart). We also began providing free daily meals to all students in need- regardless of program requirement- through the Food Pantry services we offer. When students expressed need for hygiene items, baby items, warm clothes/blankets, or additional financial support, SPS shifted accordingly and began offering these services and supports to students.

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- 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 Section III “Resource Requests”*)

After reviewing the outcomes in SPS, we have learned that students need more individualized supports to be successful. This means that our programs need to readdress the requirements and services offered to ensure they align with these needs. Some improvements we will implement include the following:

1. EOPS/CARE/CalWORKs will implement 1 staff contact with an extended time frame to ensure students have equitable access to meet with staff to discuss overall progress.
2. ACCESS team will develop more tutorials in regards to students’ ACCESS policies, procedures and equipment.
3. The YESS Program will host more small groups focused on transitioning youth, financial aid, and mental health to address the needs of foster youth.
4. The VETS program will begin requiring 2 staff contacts per semester in order for students to review their additional supports like VA Educational Benefits, healthcare, mental health resources, and peer support.

II. Progress towards Achieving Goals

For Existing Goals, copy and paste each goal from your Program Review, or from your Annual Update #1 if revised since your full Program Review.

Existing Goal 1

Over three years, increase access and retention to special programs.

Progress

Objective 1

Cohorts established among the staff members but students can still choose their counselor from established SPS counselors. Peers counselors have not been hired since COVID but the SPS department would like to return to this effective practice and have begun the hiring process.

Group counseling sessions have been implemented and showed success. Decision made to make these sessions hybrid to serve students on campus and online. Going forward, these will not be required of students but will be offered as a workshop opportunity for students.

Reinventing program requirements led to many changes within the SPS program including:

1. Progress report requirement eliminated
2. Academic support hours offered as a support not a requirement
3. Program orientations and workshops being offered in hybrid modality
4. Implemented staff contact for EOPS/CARE/CalWORKs students.
5. Implemented one-on-one accommodation training with ACCESS team.
6. Providing a wider variety of incentives to students which are more specific to program and students need

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7. Offering phone and video appointments for counseling and staff contacts
8. Students able to schedule their own appointments

Objective 2

Combined SPS application and making application available online which is being sent to all SPS programs to screen eligibility.

All forms have been made into webforms and/or are available on the website for students use.

Outreach reports, as well as emails from Admissions and Records, are used to contact specific students that may qualify for one or more of our program(s) to apply for SPS. Once a student is identified, an email is sent to them with information on the program(s) and then followed up with a phone call.

Other outreach efforts, such as high school partnerships, have only very recently resumed but are largely staffed by the campus outreach team. SPS staff hopes to resume targeted outreach in the Spring 2023 semester.

Objective 3

Small groups continue to be a staple of the VETS and YESS programs due to the effectiveness in serving the specific needs of the student population they serve. Other SPS programs (CARE and CalWORKs) have offered small groups as well but they were not very well attended. For this reason, the focus has been shifted to hosting more intentional workshop series.

Resource Requested?

Choose an item.

Existing Goal 2

Support students in successfully completing transfer level Math and English 1A within their first year at BCC.

Progress

Objective 1

To encourage students to utilize their priority registration tier, SPS provides incentives to those students who register early (prior to open registration). By doing so, students were able to register in the classes needed on their educational plan and were more likely to persist and achieve their educational goal on time. There are still many students not utilizing their priority so SPS will continue to promote this through Priority Registration events

Priority registration for all SPS students which counselors were available via drop-in appointments. Students who registered during priority registration were provided program incentives.

Objective 2

While textbook vouchers are made available to students, they are encouraged to enroll in courses offering OER. More and more faculty are choosing this option as well which alleviates the need for a student to purchase a textbook.

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Objective 3

To support this objective the SPS team implemented required academic support hours of all new students and those with a GPA under 2.50. This requirement became a barrier for students and resulted in many being dismissed so this had to be revisited. SPS continues to encourage students to enroll in Math and English and refers them to tutoring or TLSC services as needed. Course success is monitored by grades in ARGOS and addressed during staff contact appointments.

Resource Requested?

Choose an item.

Existing Goal 3

Decrease number of total units attempted to complete degree.

Progress

Objective 1

All SPS students have a mandatory counseling contact each semester for early intervention. They are also required to attend group counseling sessions and are incentivized for workshop attendance. In the Spring, students will receive incentives specifically for attending transfer workshops.

Objective 2

SPS attempted to place students on pathways according to their career/education objective (i.e requiring specific workshops and program requirements of new students v continuing). However, this was changed due to low participation rates and may need to be reassessed for future semesters.

Objective 3

While there is still work to do regarding establishing support teams for students, referrals are made by staff members and counselors alike to campus and community resources including the Mindful Space for mental health as well as academic supports, basic needs, specific workshops, and more.

For those who are not meeting SAP, the staff take an intrusive role in monitoring and communicating as well as making referrals to support programs like REBOUND to help students overcome barriers to achievement.

Resource Requested?

Choose an item.

Existing Goal 4

Click or tap here to enter text.

Progress

Click or tap here to enter text.

Resource Requested?

Choose an item.

Existing Goal 5

Click or tap here to enter text.

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Progress

Click or tap here to enter text.

Resource Requested?

Choose an item.

For New Goals, complete the below information.

New Goal #1

Increase access and retention to special programs.

- a. Year one, focus on retaining current special programs students.
- b. Year two, increase level of students by 5%.

Objective 1

Year one, focus on retaining current special programs students.

Actions, Tasks

Create Cohorts/Support Team throughout time with SPS (Counselor, Staff, Student).

Hire students for Peer roles and assign to cohorts according to program.

Assign counselor to specific cohorts which are already assigned to staff.

Outcomes, Measures, Assessment

Pulling a report at the end of the semester to see how many students completed their requirements and will carry forward into the new semester.

Objective 2

Year two, increase number of students by 5%.

Actions, Tasks

Focus outreach to students at BCC who may qualify to include students at Fort Irwin, athletes, undocumented students, and those using Financial Aid.

Pull outreach reports from ARGOS and sending emails and phone calls to potential students.

Work with instructors and coaches to make visits to classrooms and/or special events to share information about programs.

Work with different departments to coordinate outreach efforts to specific groups (i.e. Welcome Center, Fort Irwin, Financial Aid, ASG, etc.)

Outcomes, Measures, Assessment

Pull report at the end of year to look at total number of students served in SPS and compare to prior year.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

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Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

Choose an item.

New Goal #2

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

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New Goal #3

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

New Goal #4

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

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Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

New Goal #5

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

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Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

III. Resource Requests: What does the area need to meet its goals and objectives?

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	In No, indicate funding source
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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