

Non-Instructional Program Review Template

What is a Non-Instructional Program?

Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Non-Instructional Program Name

Please indicate the program name: Counseling and Student Success

Academic Year: 2025-2026

Name(s) of Submitter(s): Clementina Macias, Anissa Mitchell, Ilana Anderson

I. Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the area mission and how does it support the institutional mission?

The Counseling and Student Success Department at Barstow Community College (BCC) provides comprehensive academic, career, and personal counseling services that empower a diverse student population to achieve their educational, transfer, and career goals. The department's mission is to deliver equitable, student-centered guidance and support that enables students to make informed decisions, develop clear educational plans, and persist through their academic journey. Through individualized educational planning and holistic support, the department plays a vital role in the student experience at BCC supporting degree completion, transfer readiness, and workforce preparation. Counselors help students identify clear academic and career pathways, strengthen self-advocacy and critical thinking skills, and build the confidence necessary for lifelong learning and success in an evolving global society.

This mission directly supports Barstow Community College's institutional mission by promoting student access, success, and equity. By guiding students through structured pathways and removing barriers to achievement, the Counseling Department ensures all students especially those from historically underrepresented or disproportionately impacted backgrounds have the opportunity to thrive academically, personally, and professionally.

B. What is the area vision and how does it support the institutional vision?

The commitment to innovation and equity in student support services clearly aligns with BCC's institutional vision for transformational improvement. The department continually seeks new and effective ways to serve a diverse student population and adapts to emerging educational and community needs. This commitment reflects BCC's values, vision for the future, innovation, collaboration, kindness, integrity, inclusivity, equity-minded action, nurturing community, growth, and superior service. Through shared values, the Counseling Department not only supports student achievement but also contributes to a campus culture rooted in continuous improvement, partnership, and belonging, helping position BCC as the premier college of the California High Desert.

C. Please provide a short area description:

The Counseling Department offers a wide range of counseling and educational planning services.

Counselors provide one-on-one and group support for short-term and long-term academic planning,

Non-Instructional Program Review Template

career exploration, transfer preparation, and personal growth. Core services include verifying course and graduation requirements, assisting with course selection, and advising on prerequisite fulfillment and transfer eligibility, and additional supports for students on academic probation. The department's holistic approach recognizes the interconnectedness of academic, personal, and career development, ensuring that students are empowered to achieve their goals.

D. How does your area align to and/or support one or more of the following BCC Strategic Priorities?

Innovate to Achieve Equitable Student Success: The department offers innovative and individualized support that is responsive to student diversity, multicultural counseling, and evolving educational demands. By focusing on equitable access and outcomes, counseling services are integral to reducing barriers and closing achievement gaps especially for our marginalized and disadvantaged students.

Ignite a Culture of Learning and Innovation: Through ongoing professional development for counselors and the prioritization of evidence-based practices, the department fosters a culture where learning and innovation are valued and practiced daily.

Build Community: Counseling staff engage in collaborative relationships across campus and with community partners, helping to build a sense of belonging for students and supporting their holistic development. Something about serving as advisors or special populations?

Achieve Sustainable Excellence in all Operations: The department is committed to continuous quality improvement, leveraging data to inform planning, resource allocation, and service delivery in alignment with BCC's broader institutional effectiveness goals.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Non-Instructional Program Review Template

Customers

Demographics of internal and external customers – who do you serve?

The Counseling and Student Success Department serves the entire Barstow Community College (BCC) student body, which totaled approximately 3,688 students in Fall 2024 (Data Mart). BCC's student population reflects the diversity of the region and includes a wide range of backgrounds, cultures, and lived experiences.

As of Fall 2024, the student demographic breakdown was as follows:

43.61% Hispanic/Latino

21.15% African American/Black

19.82% White

9.25% Multi-Ethnicity

2.64% Asian

0.44% Filipino

0.44% Pacific Islander

2.64% Unknown/Declined to State

The Counseling Department is committed to providing equitable, culturally responsive support to meet the unique needs of this diverse student population, with special attention to students from historically underserved and disproportionately impacted communities.

Policies and Process Response

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; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

There have been many recent changes in policies that will impact the Counseling Department. A statewide effort to implement a student-facing Common Course Numbering (CCN) system by Fall 2027, required by law (AB 1111/AB 3290). Phase I rolls out Fall 2025, covering six high-enrollment, transfer-pathway courses: Public Speaking, Academic Reading & Writing, Critical Thinking & Writing, Statistics, American Gov't, and Psychology. There will be an impact in advising and planning. Counselors must guide students through course number changes, update academic plans, explain equivalencies, and prevent duplicate enrollment due to renumbering.

Vision 2030, launched by the CCC Chancellor's Office, sets a long-term roadmap to enhance equity, access, success, and systems improvement through policy reform, data-driven decision-making, and collaboration. Starting 2025–26, CCCC collects MIS data on transfer-intending students with current, comprehensive education plans (CEPs). Colleges are required to monitor and close gaps in CEP completion by September 2026. The Counseling department will need to increase CEP completion rates. In addition, there is a statewide push to expand Credit for Prior Learning (CPL) to recognize veterans, adult learners, apprenticeships with a goal of 250k credits awarded by 2030. Counselors will

Non-Instructional Program Review Template

assess, evaluate, and incorporate CPL into ed plans and will need to be trained in CPL review processes.

What in-house policies, procedures, and processes need to be updated, created, or deleted?

Policies and procedures will need to be updated or created to advise students with legacy numbers on transcripts. Update how courses are displayed in Student Educational Plans (SEPs) to reflect CCN. In addition, to ensure comprehensive education plans compliance for Vision 2030 the department will need to build follow-up protocols and assign counselor and Student Success Advisors ownership for SEP tracking. For CPL the department will have to develop a standard intake process to identify students eligible for CPL (e.g., military, work experience, AP/IB). Also, the department will need to ensure that required state-mandated and internal trainings on CCN, Vision 2030, CPL, SEP updates, and technology tools are completed. The department will also need to enhance how it communicates directly with students to ensure regularly scheduled emails, FAQ sheets, and drop-in webinars about CCN transition. Also, there will need to be proactive outreach to students lacking SEPs, especially those in priority registration or transfer cohorts. Lastly, develop flyers and awareness on CPL opportunities.

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.

The Counseling Department collaborates extensively with cross-divisional departments to provide integrated, student-centered support. Key partners include the Teaching and Learning Support Center (TLSC), Adult Education, Career and Technical Education (CTE), Career Services, Transfer Center, Admissions and Records, Financial Aid, Student Life, Welcome Center, Veterans Services, Special Programs, Basic Needs, The Mindful Space, Maintenance and Operations (M&O), Institutional Research, Dual Enrollment, ACCESS, Athletics, and faculty. These partnerships enable counselors to provide timely referrals, course recommendations, and holistic student support, ensuring that students are connected with resources that meet their academic, personal, and wellness needs. The department works closely with Institutional Research to gather and analyze student data, helping to identify trends and target interventions that improve student outcomes.

This cross-functional collaboration is vital to delivering wraparound services that address the full spectrum of student challenges ranging from academic planning and financial aid to mental health and disability accommodations. For example, collaborative case management allows counselors to coordinate support for students experiencing academic or personal difficulties, ensuring that interventions are timely, effective, and student-centered. These partnerships not only help students stay on track academically, but also contribute to their personal resilience, well-being, and sense of belonging all of which are critical to persistence, retention, and long-term success.

What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.

The Counseling Department actively supports a wide range of campuswide projects and events. For example, counselors participate in Dual Enrollment initiatives by conducting outreach and registration events directly at partner high schools. They work closely with Admissions and Records to facilitate smooth student registration, minimizing confusion and communication gaps. Additionally, the department collaborates with Special Programs and Services (SPS) to ensure students are informed about available resources and support services.

What other areas do you want or need to work with more and why?

While current collaborations with Student Services units are strong, there is a need for deeper engagement with the Office of Institutional Research. Strengthening this partnership would enable

Non-Instructional Program Review Template

the Counseling Department to more effectively assess its progress toward Vision 2030 goals, identify emerging student needs, and make informed, data-driven decisions. Closer collaboration with Institutional Research will foster a culture of inquiry and evidence-based continuous improvement, benefiting both daily operations and long-term strategic planning.

Staffing

Area Organization – state any changes in past few years

The Counseling Department has experienced several changes in senior leadership, including an interim Dean of Counseling and Student Success position held for multiple years and frequent turnover in the Vice President of Student Services role. However, as of June 2024, a permanent Dean of Counseling and Student Success was hired and has been actively collaborating with the department to address critical staffing needs and strengthen overall operations.

Please list any professional development that staff has participated in (Standard 3.2)

Counselors have access to professional development opportunities throughout the year. The Vision Resource Center provides equitable access to training and resources for all California Community College employees, supporting efforts to achieve the goals outlined in Vision 2030. Recently, some counselors have participated in a variety of professional development events, including: Vision Resource Center, UC/CSU Conferences, Webinars from the Chancellor's Office, Curriculum Institute, AB 1111, ASCCC Fall Pleanary, Counselor Conclave, CPL Summit, SEPI, COLEGAS, CCCEOPSA, 2025 "You See" Event. These opportunities help counselors stay informed on best practices, policy updates, and innovative strategies to better support students.

Please list any professional development staff would benefit from (Standard 3.2)

Continued participation in statewide conferences and training opportunities is essential. Targeted professional development focused on advising strategies for disproportionately impacted and academically at-risk student populations such as those on academic probation will enhance the department's ability to provide equitable and effective support. Ongoing investment in counselor training ensures that staff remain equipped with current knowledge and skills to meet the evolving needs of Barstow Community College's diverse student body..

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.

Yes, all counselors are evaluated in accordance with the BCFA contract. Additionally, classified staff in the Counseling and Student Success Department are evaluated annually, as is the department manager.

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?

The Counseling Department is actively working to fill all current vacancies. In Spring 2025, two new full-time counselors were hired to fill long-term vacant positions, and there is an ongoing search for a full-time Special Programs and Services (SPS) Counselor. As student enrollment continues to grow, it is imperative that the department increase staffing levels to meet the demands of Vision 2030, particularly regarding the timely completion of Student Educational Plans (SEPs) and other key benchmarks.

Despite recent hires, staffing shortages remain a critical issue. The lack of a dedicated full-time secretary creates operational bottlenecks, especially when the primary student-facing advisor is unavailable. While student employee positions provide some support, their inconsistent scheduling and limited expertise cannot replace the continuity and professionalism offered by full-time staff.

Non-Instructional Program Review Template

Increasing administrative support is essential to maintaining efficient, high-quality service for students, faculty, and other stakeholders

However, there continues to be a need to increase staffing levels. The absence of a dedicated full-time secretary creates operational bottlenecks, particularly when the student-facing advisor is unavailable. Student employee positions, while helpful, are inconsistently allocated and cannot substitute for the continuity and expertise of professional staff. Additional staffing, especially in administrative support, is necessary to maintain high-quality service delivery and to adequately support both internal and external customers. During the 2024–2025 academic year, the Counseling Department provided a total of 8,623 student counseling appointments across various modalities and locations.

Furthermore, in alignment with the Chancellor’s Office Vision 2030 initiative focused on advancing equity, access, and student success through policy reform and data-driven collaboration there is a pressing need to expand equity-centered support services. Adding a full-time Student Success and Equity Specialist will provide critical assistance to the Student Success and Equity Coordinator, enhancing targeted interventions and support for disproportionately impacted students. For the 2024-2025 academic year, 2,109 individuals attended Student Success and Equity events.

Increasing both counseling and administrative staffing is essential to fully support Barstow Community College’s goals and ensure all students receive the guidance and resources necessary to succeed.

Area Effectiveness Data and Analysis

Satisfaction Surveys

The Counseling Department does not currently administer its own satisfaction surveys. Instead, student satisfaction feedback is collected during counselor evaluation periods. Recognizing the importance of capturing ongoing student input, the Dean of Counseling and Student Success has established a monthly event called “Donuts with the Dean.” This initiative fosters equitable student success by providing a safe, informal space where students can share honest feedback directly with leadership. The feedback gathered during these sessions is carefully analyzed and shared with the Counseling Department, as well as the college President and Cabinet, to inform continuous improvement efforts.

Audits, project tracking, etc.

N/A

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects

Non-Instructional Program Review Template

will help to close these gaps?

The Counseling Department will collaborate campuswide to address equity gaps identified in Vision 2030 and the Student Equity Plan.

Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

All counseling services and resources align with the institution's established standards and goals.

Ongoing collaboration, support, and active engagement in campus-wide initiatives will foster innovation and help address any deficiencies identified at the institutional level.

Other Supporting Data (Qualitative or Quantitative)

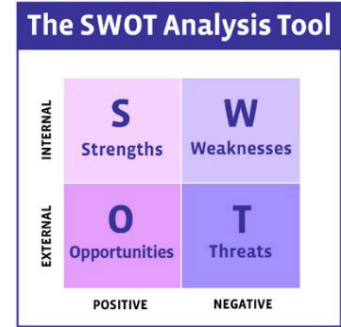
N/A

Non-Instructional Program Review Template

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS <ul style="list-style-type: none"> Strong rapport with students and a culture of support and collaboration among counselors. Variety of counseling meeting options (phone, virtual, in-person) enhances accessibility. Effective educational planning tools and resources available for students. Quick access to counseling services and personalized support, particularly for diverse student needs. 	WEAKNESSES <ul style="list-style-type: none"> Communication gaps regarding new processes and inter-departmental collaboration. Inconsistent quality and accuracy of educational plans and counseling notes. Limited availability of counseling services outside regular hours and inadequate front desk support. Insufficient onboarding and training for new counselors.
External	OPPORTUNITIES <ul style="list-style-type: none"> Potential to develop targeted workshops and strengthen relationships with faculty and community partners. Opportunities for more professional development and training programs for counselors. Increased community outreach and support for 	THREATS <ul style="list-style-type: none"> Risk of burnout among staff and limited resources to meet growing student needs. Misinformation being communicated to students from various sources, affecting trust in counseling services. Competition from other institutions and the impact of budget cuts on service delivery.

Non-Instructional Program Review Template

	underrepresented groups.	
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III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle

You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.

As you develop goals and outcomes:

- formulate **two to three goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).*
- indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)*
- indicate how each goal and outcome are **aligned** with the College's [Strategic Priorities](#).*
- indicate how each goal and outcome are **aligned** with the [Pillars of Guided Pathways](#).*
- List at least one **action/strategy** for each goal/outcome.*
- Explain how you will **measure** the goal/outcome.*
- List any **resources** that will be needed to achieve the goal/outcome*

GOAL #1

Work with enrollment services to ensure all new students are receiving reminders to make sure they meet with a counselor to complete a comprehensive educational plan and track SEP completion to meet Vision 2030 requirements.

Expected Service Area Outcome/Administrative Unit Outcome

A higher percentage of first-time students will complete a comprehensive educational plan (CEP) within their first two semesters after receiving targeted communications and support from Counseling and Enrollment Services.

A. This Goal/Outcome is

- ☒ New
- ☐ Continued
- ☐ Modified

If modified please list how and why.

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Non-Instructional Program Review Template

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

C. Relationship to Guided Pathways

- ☒ Clarify the Path
- ☒ Entering the Path
- ☒ Staying on the Path
- ☒ Support Learning

D. Please list actions/strategies for achieving this goal/outcome.

- Develop a communication plan with Enrollment Services (emails, portal notifications) to remind students to meet with counselors.
 - Create early-term reminder campaigns (first 2–3 weeks of term) to encourage appointments.
- Design SEP Completion Tracking Dashboards

E. Briefly explain how you will measure the goal/outcome.

1. % of new, first-time students who have a comprehensive educational plan (CEP) on file by the end of their first academic year or within two semesters will increase by 10%.
2. % of new students who received at least one reminder.
3. Cross-reference with new student enrollment data with comprehensive ed plan completion.

F. Please list resources (if any) that will be needed to achieve the goal/outcome.

Click or tap here to enter text.

GOAL #2

Incorporate career and transfer conversations into counseling sessions.

Expected Service Area Outcome/Administrative Unit Outcome

Students will demonstrate increased awareness of career options and transfer opportunities related to their academic goals after meeting with a counselor.

G. This Goal/Outcome is

- ☒ New
- ☐ Continued
- ☐ Modified

If modified please list how and why.

Click or tap here to enter text.

Non-Instructional Program Review Template

H. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

I. Relationship to Guided Pathways

- ☒ Clarify the Path
- ☒ Entering the Path
- ☒ Staying on the Path
- ☒ Support Learning

J. Please list actions/strategies for achieving this goal/outcome.

- Provide counselors with career and transfer conversation starters and referral sheets.
- Host internal workshop opportunities for counselors with representatives from the Transfer Center and Career Services on integrating these topics.

K. Briefly explain how you will measure the goal/outcome.

Review Ed. Plans to look if a career goal listed or referenced or does the major align with a transfer pathway (e.g., ADT, UC Pathway)?

More students will be referred to Career Services, Transfer Centers, and/or external career tools following counseling sessions.

L. Please list resources (if any) that will be needed to achieve the goal/outcome.

Click or tap here to enter text.

GOAL #3

Click or tap here to enter text.

Expected Service Area Outcome/Administrative Unit Outcome

Click or tap here to enter text.

M. This Goal/Outcome is

- ☐ New
- ☐ Continued
- ☐ Modified

If modified please list how and why.

Click or tap here to enter text.

Non-Instructional Program Review Template

N. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*

Choose an item.

Choose an item.

Choose an item.

Choose an item.

O. Relationship to Guided Pathways

- ☐ Clarify the Path
- ☐ Entering the Path
- ☐ Staying on the Path
- ☐ Support Learning

P. Please list actions/strategies for achieving this goal/outcome.

Click or tap here to enter text.

Q. Briefly explain how you will measure the goal/outcome.

Click or tap here to enter text.

R. Please list resources (if any) that will be needed to achieve the goal/outcome.

Click or tap here to enter text.

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

Click or tap here to enter text.

Non-Instructional Program Review Template

IV. Resource Requests

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Funding is needed to support a full-time Counseling and Student Success Secretary as well as a full-time Student Success and Equity Specialist. Currently, there are no departmental funds available to cover these positions.

What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- a. *Personnel/Staffing*
- b. *Technology Resource*
- c. *Facilities Resource*
- d. *Professional Development*
- e. *Other*

For all resource requests departments/areas should utilize the Budget Allocation Proposal form and submit with their program review.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
Goal 1 & 2	Personnel/Staffing: Full time Secretary	\$65,000	Yes	50% General Fund 50% SEA
Goal 1 & 2	Personnel/Staffing: Full time Student Success and Equity Specialist	\$65,000	Yes	50% General Fund 50% SEA
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Non-Instructional Program Review Template

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BUDGET ALLOCATION PROPOSAL

Date: <u>7/10/25</u>	Originator: <u>Dean Macias, Anissa Mitchell</u>
Program or Department Name: <u>Counseling and Student Success</u>	
Dean/Vice President/Supervisor: <u>Macias/Carboni</u>	
What are you requesting? (<i>Brief</i>)	<u>2 Full-time Positions (Secretary and Specialist)</u>
Amount Requested: <u>\$130,0000</u>	<input type="checkbox"/> One-time Funding <input checked="" type="checkbox"/> Ongoing Funding
Funding Source (if known):	<u>General fund 50%, SEA 50%</u>
REQUEST TYPE:	
<input checked="" type="checkbox"/> Personnel/Staffing <i>Complete Personnel/Staffing section below</i> <input type="checkbox"/> OTHER	<input type="checkbox"/> Technology Resource <i>Complete Technology section below</i>
	<input type="checkbox"/> Facilities Resource <i>Complete Facilities section below</i>
	<input type="checkbox"/> Professional Development <i>Complete Professional Development section below</i>

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input checked="" type="checkbox"/> A new classification (<i>Attach proposed job description, or detailed list of proposed duties</i>)
	<input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input checked="" type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	
<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is training required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Explain: _____
How will it be secured?	<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password
Have you completed and attached the Technology Assessment Form ?	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Explain: _____

BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		

1. Why is the request being made?

The request for a **full-time Counseling and Student Success Secretary and a full-time Student Success and Equity Specialist** is directly aligned with the Counseling Department's goals and the broader institutional objectives, particularly those outlined in Vision 2030 and the Student Equity Plan. Vision 2030 emphasizes comprehensive educational planning as a key measure of student success.

The Secretary position is critical to maintaining efficient daily operations, managing high volumes of student appointments, and reducing administrative bottlenecks. This support allows counselors to focus on direct student engagement, thereby increasing SEP completion rates and timely academic advising.

The Student Success and Equity Specialist role is essential to expanding equity-focused support services. This position will work alongside the Student Success and Equity Coordinator to design and implement targeted interventions for disproportionately impacted and at-risk student populations. Their efforts will help close equity gaps in academic progress, persistence, and completion, fully supporting the institution's equity goals under Vision 2030.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

Section II – Staffing Despite recent hires, staffing shortages remain a critical issue. The lack of a dedicated full-time secretary creates operational bottlenecks, especially when the primary student-facing advisor is unavailable. While student employee positions provide some support, their inconsistent scheduling and limited expertise cannot replace the continuity and professionalism offered by full-time staff. Increasing administrative support is essential to maintaining efficient, high-quality service for students, faculty, and other stakeholders.

Furthermore, in alignment with the Chancellor's Office Vision 2030 initiative focused on advancing equity, access, and student success through policy reform and data-driven collaboration there is a pressing need to expand equity-centered support services. This position will provide vital, day-to-day support to the Student Success and Equity Coordinator and equity initiatives on campus, allowing for deeper, more responsive engagement with disproportionately impacted student populations. By bolstering our capacity to implement targeted interventions, conduct culturally relevant outreach, and utilize disaggregated data to inform practice, this role will directly contribute to closing equity gaps and advancing the college's mission to serve all students equitably and effectively.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

BUDGET ALLOCATION PROPOSAL

Both positions contribute to improved data collection, analysis, and reporting key components of meeting state mandates such as Vision for Success goals, Student Equity and Achievement (SEA) Program requirements, and institutional accountability standards. Assessment of our Service Area Outcomes (SAOs) and Program Level Outcomes (PLOs) has consistently highlighted the need for more comprehensive, equity-informed data practices to inform continuous improvement efforts. The Specialist will also facilitate collaboration with Institutional Research and other departments to monitor and evaluate program effectiveness. By streamlining administrative processes and expanding equity initiatives, these roles directly improve students' access to resources, reduce barriers to success, and foster a supportive campus environment, aligning with institutional goals of inclusivity, retention, and holistic student support.

- c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

Review section III of the program review.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

(This question is not required for Personnel/Staffing requests.)

N/A

4. a) How will this resource improve student success or institutional services?

- **Full-Time Counseling and Student Success Secretary-**

- Student Success Impact: Reduces wait times for appointments by streamlining scheduling and managing high student traffic at the front desk. Improves the student experience by ensuring consistent, professional communication, follow-up, and service coordination. Helps maintain accurate documentation and timely updates to student records, and follow-up services critical to persistence and completion.
- Impact on Institutional Services: Enhances the operational efficiency of the Counseling Department, allowing for greater alignment with institutional productivity and service benchmarks. Provides consistent front-line support when the student-facing advisor or counselors are unavailable, preventing service interruptions to essential student services. Supports institutional compliance by helping manage documentation and reporting processes tied to initiatives like Vision 2030 and AB 705/1111.

- **Full-Time Student Success and Equity Specialist-**

- Student Success Impact: Provides targeted support for disproportionately impacted (DI) and at-risk students, helping address equity gaps in retention, persistence, and degree/transfer completion. Assists in implementing student outreach campaigns (e.g., SEP completion, probation follow-up, transfer milestones) tailored to underserved populations. Works one-on-one with students in non-counseling capacities (e.g., guidance on resources, time management, academic habits) to improve outcomes. The position will also help scale and strengthen programs like Shades of Sisters and RESET, which

BUDGET ALLOCATION PROPOSAL

- provide culturally responsive mentorship and wrap around support for students who have historically been underserved.
- Impact on Institution: Supports implementation of Vision 2030 and the Student Equity Plan by leading data-informed strategies to reduce equity gaps. The specialist will enhance cross-departmental collaborations with Counseling, Institutional Research, and other departments to track interventions and outcomes for DI groups. Strengthens the institution's equity infrastructure by advancing inclusive practices and supporting systemwide policy compliance (e.g., MIS SEP reporting, CPL outreach).

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

To assess the impact of the two proposed positions, the Counseling Department will collect and analyze both quantitative and qualitative data in alignment with the department's goals and Vision 2030 priorities. The following metrics will be tracked:

- Student Educational Plan (SEP) Completion Rates-To measure whether the additional staffing support increases the number of students completing comprehensive SEPs, particularly those in transfer or priority registration cohorts.
- Appointment Access and Wait Times-To evaluate whether the secretary position helps improve operational efficiency by reducing student wait times for appointments and increasing appointment availability.
- Student Utilization and Engagement Data-Monitor student engagement in support services led and supported by the Equity Specialist, such as follow-up for at-risk students (ex. SOS, RESET) or equity programming/services awareness through events.
- Cocurricular and Programming Expansion: The department will track and analyze data related to the growth in quantity, diversity, and attendance of equity-related programming and workshops. With the added capacity provided by these roles, the college expects an increase in the number and frequency of student-centered events, improved collaboration across departments, and greater visibility of support services.

This data will be reviewed regularly and shared with the Counseling Department, Institutional Research, and campus leadership to evaluate the impact of these positions on student success and institutional performance. Outcomes will guide continuous improvement and support the case for sustained investment in student-centered services.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. [Mission Statement](#)

The request for a full-time Counseling and Student Success Secretary and a full-time Student Success and Equity Specialist directly supports Barstow Community College's mission to provide equitable, accessible, and affordable education to its diverse student body, including local, military, distance education, and historically marginalized populations.

The Student Success and Equity Specialist will focus on identifying and reducing barriers for historically marginalized and disproportionately impacted (DI) students such as students of

BUDGET ALLOCATION PROPOSAL

color, first-generation students, low-income students, and those on academic probation. By developing and implementing equity-focused interventions and outreach strategies, this role ensures that BCC continues to meet its commitment to equity-minded practices and closing achievement gaps in support, retention, and completion.

The Counseling and Student Success Secretary will improve the department's capacity to provide consistent, timely support for all students, including those who may face barriers to access due to limited availability, unclear processes, or delays in communication. This includes military and distance education students who often rely on structured, reliable virtual access to student services. A fully staffed support team ensures these students have equitable access to counseling, SEPs, and critical academic planning services.

Both positions enhance the college's ability to serve its diverse student population through individualized support, culturally responsive engagement, and efficient service delivery. Whether assisting a veteran navigating prior learning credit, a dual-enrollment student needing SEP support, or a returning adult learner seeking degree completion, these positions ensure that all students receive the guidance and attention needed to succeed. By increasing service capacity and reducing gaps in equity and access, these roles help fulfill the college's broader mission of fostering student success and transformational educational experiences for all students regardless of background, modality of instruction, or academic standing.

2. [Strategic Priorities / Strategic Goals](#)

Strategic Priority #1: Innovate to Achieve Equitable Student Success

- The Student Success and Equity Specialist will implement targeted, equity-centered initiatives to help disproportionately impacted students persist, complete their academic goals, and successfully transfer or enter the workforce. This role directly supports high expectations paired with high-touch, individualized support, ensuring students are not only held to ambitious standards but are also equipped with the tools and resources to achieve them.
- The Counseling and Student Success Secretary will allow for improved access to counseling services by streamlining appointment scheduling, reducing administrative backlogs, and freeing up counselor time. This improves the student experience and ensures that services are designed with the student in mind, especially for high-need populations such as first-generation, military-affiliated, and distance learners.

Strategic Priority #2: Ignite a Culture of Learning and Innovation

- The Student Success and Equity Specialist will serve as a liaison between Counseling, Institutional Research, Special Programs, and student support initiatives. By analyzing data and coordinating equity-focused interventions, this role helps lead cross-departmental collaboration that drives shared progress on Vision 2030 and Student Equity Plan goals.
- Both positions increase the department's capacity to participate meaningfully in campus-wide initiatives, including guided pathways, credit for prior learning (CPL), and strategic outreach to underrepresented student groups. This engagement supports a culture of innovation grounded in partnership, student voice, and equity-driven decision-making.
- These roles will allow the Counseling Department to expand its involvement in community and educational partnerships, such as dual enrollment efforts, K-12 collaboration, and military/veteran services, further advancing collective institutional and regional impact.

3. [Educational Master Plan](#)

BUDGET ALLOCATION PROPOSAL

The positions align with and directly support several core goals and initiatives outlined in Barstow Community College's Educational Master Plan. These roles are strategic investments in building institutional capacity to meet the long-term educational, operational, and equity-focused objectives of the college.

- The Counseling and Student Success Secretary improves student access to timely services by supporting appointment coordination, managing communications, and reducing administrative barriers.
- The Student Success and Equity Specialist plays a pivotal role in achieving the plan's commitment to equity and inclusion by focusing on the needs of historically marginalized student populations.
- Both positions support the plan's focus on improving institutional structures and responsiveness by enabling the Counseling Department to better manage its growing responsibilities tied to state mandates, such as AB 705, AB 1111 (Common Course Numbering), and Credit for Prior Learning (CPL).

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

BUDGET ALLOCATION PROPOSAL

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION

(This section ***MUST*** be completed)

Budget Program Number: _____ ☐ Restricted ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____