Basic Skills Initiative Funding Proposal

Name of the person(s) presenting the proposal:
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Department: Counseling, English, ESL and Math

Title of Proposal: Counselor Classroom Visitation Program

The following proposed BSI proposal supports the following Institutional and/or departmental SLOs:

Counseling Department SLO: As a result of counselor visitations to basic skills courses, students will be better able to identify specific support services designed to supplement/enhance student success (ex, counseling programs and services, tutoring, math lab, workshops, office hours; study skills classes, etc)

Planned Activities/Actions: Give a brief description of the activities/actions you plan to with your proposal take to support basic skills students.

Counselors will visit basic skills writing classes in the English and ESL departments and maintain a regular, weekly presence in the labs that accompany these classes, as well as the math lab. One classroom visit is proposed:

During the first six weeks of the semester, a counselor will visit the English and ESL classes to present on the fundamentals of being a successful student using a case scenario and will conclude by referring students to counseling services and student success workshops (brochures will be provided)

Instructors in the English and ESL classes will require students to complete the “counseling appointment” assignment, either as part of their overall course credit or for extra credit. The counseling department will provide the instructors with the “counseling appointment” assignment documents. The math department is invited to participate in using this “appointment” assignment as part of their curriculum as well.

Effective Practice and Strategy: Please describe how your proposal supports one or more of the BSI “best practices

B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.

Counseling in and of itself is not sufficient to significantly impact student success. According to research (Boylan and Saxon, 2002), effective counseling for remedial students must be:
• integrated into the overall structure of the remedial program;
• based on the goals and objectives of the program;
• undertaken early in the semester;
• based on sound principles of student development theory; and
• carried out by counselors specifically trained to work with developmental students.
Research Data: Please cite any research data or statistics which would support your proposal.

The offering of counseling and advising services in connection with colleges’ developmental education program has been correlated to improved first-term GPA and success in developmental courses (Boylan, Bliss and Bonham, 1997). In general, students in programs with a counseling/advising component are more likely to have higher pass rates than students from programs where a specific counseling/advising connection is lacking. This relationship is also highlighted by McCabe and Day (1998) who suggest that broad support services should include assessment, placement, orientation, tutoring, advising, counseling, peer support, early alert programs, study skills training, and support groups.

Campus-wide Impact: Please summarize how your proposal would impact the overall campus and student population (if possible, provide information on the actual number of students and/or faculty affected).

One of the key components for furthering the success of basic skills students is providing effective counseling services early in the semester (Boylan and Saxon, 2002). At the present time, we aren’t providing any concentrated outreach to basic skills students beyond providing counseling services brochures to basic skills instructors to distribute in their classes. With this proposed program, a counselor can provide direct service to 2525 students (101 classes X approx.25 students per class) within the first six weeks of the semester. Since the second part of the program involves an appointment activity where students will be asked to see a counselor as part of course credit, the importance of goal setting and course planning will be reinforced in the individual counseling appointments. In addition, counselors will be available in the math and English labs as well as the ESL dept on a “drop-in” type of basis for limited hours each week. Since students often don’t see out counselors until they facing academic difficulties, this is a way for all four departments to be proactive and get students connected with student services and resources before problems occur.

New, Change or Expansion: (Please indicate whether your proposed initiative, program, service is new to the SMC campus or involves a change or expansion of an existing initiative or program)

Change/Expansion: Until Fall 2003, the counseling department regularly arranged 15 minute visitations to all basic skills instructors who requested them. These visitations consisted of a brief presentation by the counselor, introducing students in the classes to counseling services and distributing a document outlining all of the available services and programs.

In Fall 2003, the visitations were eliminated due to severe budget cuts in the counseling department. The only outreach the counseling department has been able to provide has been the distribution of brochures which describe counseling services and programs and student success workshops.

The English, math, ESL and counseling departments all agree that a personal visitation by a counselor is more effective and desirable. Based on several discussions among these four departments, a classroom visitation program, combined with a follow-up counseling appointment and regular counseling hours in the tutoring labs is proposed, in order to create a more thorough and meaningful intervention. The counseling department is essentially taking their services “on the road” by going directly to the students, as opposed to waiting for the students to come to the counselors. The resulting partnership between student services faculty and basic skills instructional faculty will better serve all of our students.
**Start Date:** W.2008 – Planning/ Spr.2008 Implementation

**Current Measure of Effectiveness:** (If this is a change or expansion of an existing initiative/program or service on campus, please indicate how the current initiative/program/service is regularly evaluated)

None at the current time, counselor visitations aren't currently taking place.

**Projected Measure (Benchmark):** (Please describe how you will accurately assess the success of your proposed initiative)

1) Post (after visitations) student survey results will show a significant increase in knowledge/awareness of various available counseling services/programs. 2) Longitudinal research will show increased rates in persistence and retention among those basic skills students who experienced the classroom visitation and follow-up appointment as compared students at the same skill levels who do not.

**Date for Projected Measure** (assessment results):

1) Student awareness of counseling services/programs - End of Spring 2008
2) Persistence and retention of basic skills students - End of Fall 2008

**Responsibility:** Counselor Classroom Vistation Coordinator in cooperation with the chairs of Counseling, English, ESL and Math.

**Cost of Proposal:** Please provide a detailed cost estimate, using categories for various components of your proposal if applicable.

**Category Examples:**
- a) Personnel
- b) Equipment
- c) Supplies
- d) Benefits

**SMC Budget Codes:**

- 1000 Faculty/Staff
- 2000 Support Staff
- 3000 Benefits
- 4000 Supplies
- 5000 Other Costs

**Faculty/Staff:** Counselor Visitations to all English, Math and ESL basic skills courses: **Spring 2008**

1) English – 73 basic skills courses (includes Eng.81A, 81B, 84W, 21A)
   ESL – 28 basic skills courses (Includes ESL 10, 11 and 21A)
   Total: 101 classes total
   101 classes X 1 hour = 101
   101 X 62 (average pay rate per hr for part time faculty) = $6262.00
2) Weekly Counselor hours in Math, English and ESL labs:
   24 weekly hours X 18 weeks = 432 hours
   432 hrs. X $62 = $26,784.00

3) Counseling hours to see students for follow-up from presentation:
   101 classes X approx. 25 students per class: 2525 students
   2525 % 2 (each counseling appt. is ½ hour) = 1262.5 appointments
   1262.5 X .5 show rate = 631.25 Hours
   631.25 X .5 (because existing staff can probably see half of these students)
   315.5 X 62 per hour = $19,530.00

4) Coordinator for Basic Skills Visitation Project:
   *Reassign one full time counselor for Spring 2008 for the following tasks:
   • Work with MIS to create scheduling program for visitations
   • Schedule all visitations
   • Oversee visitation schedule and resolve any problems
   • Follow-up and work with instructional faculty as needed
   • Train and prepare counselors to do visitations
   • Do visitations and lab visits whenever needed
   • Provide visits to Counseling 20 courses for educational planning when needed
   • Prepare pre and post survey to measure effects of visitation
   • Create DVD on the practices of being a successful student for future distribution
   • Possibly create podcast for future use
   *To get this project up and running, we feel the release of one full time counselor is necessary for the first semester. For future semesters, perhaps only 75 or 60% release would be necessary to coordinate this effort.

   Cost of one tenured faculty member for Spring 2008= $47,000.00

Supplies:

1) Counseling Services Brochures:
   2525 Counseling Services brochures = Approx. $1000.00

Total Proposal Cost: $100,576.00