**BSI FUNDING REQUEST FORM: SECTION I FISCAL YEAR: 2009-10**

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| **Priority Number**  (Only for Budget- Dependent Items) | **Dept./Area** | **Description**  (Please briefly describe the proposed activity/item) | **Meets BSI Long-Term Goal(s)**  **(A, B, C, D)** | **Meets BSI Expenditure Item(s) and Corresponding Effective Practice(s)**  ***(Specify Items/Practices)*** | **Total Cost** | **Ongoing (OG)**  **or**  **One-Time**  **(OT)**  **Expense** |
|  | Student Services / Counseling  In conjunction with  identified course instructors,  ESSC,  Math Lab, and Academic Support Center | **Identify and hire an adjunct (part-time) counselor to work closely with Basic Skills students and faculty in Math and English. (See effective practice B.3.3)**  **Specific Basic Skills classes will be identified (i.e. ENGL 301/ 302, 321/ 322, MATH 360, 351, 261). The counselor will be available to students and instructors from those classes:**   * **Meet with faculty to discuss needs** * **Meet with ESSC/Math Lab/Academic Support Center staff to coordinate** * **Conduct class visits early in the semester** * **Conduct Early Alert process with faculty members early in the semester and at midterm** * **Be available for referrals from classroom instructor** * **Be available for drop-in counseling by students using Math Lab and ESSC (office space needed in proximity)** * **Help present study skills, math anxiety etc. workshops** * **Promote educational planning and early registration** * **Attend counseling meeting(s); meet with counseling “buddy” (assigned as a “bridge” to general counseling staff and campus resources)** | **B:**  **Program**  **Components**  ***“…promote ongoing, structured follow-up activities and collaboration between counseling and developmental English, ESL, study skills, and math instruction.”*** | **Expenditure Category C:**  **Advisement and Counseling Services**  ***Item #1 – Conduct a study of organizational structures, student need, staffing patterns, and available programs and processes with the intention to implement solutions to growing counseling needs.***  **This pilot will provide data for the study, and begin to address Item #2**  ***Item #2 – Implement solutions to address growing counseling needs, which may include but are not limited to, review and revision of current counseling practices and provision of additional professional development hours.***  **Effective Practices:**  **A.4.1: Students are required to receive early assessment and advisement for sound educational planning.**  **A.7.6: Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.**  **B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses.**  **B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.** | **$19,010**  **Per semester** | **(OG)**  **This request will fund a second semester-long pilot.**  **Pilot may continue if data demonstrates success (as measured by increased student retention and completion rates.)** |

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| **Activity/Item** | **Budget Detail** | **Rationale** | **Anticipated Outcomes and**  **Method of Evaluation** | **Responsible Individual(s)** | **Timeframe for Implementation** |
| **P/T Basic Skills Counselor**  **Pilot study to provide data to support long-term planning** | **$40.00 per hour**  **X 20 hours per week**  **16,000**  **X .11 benefit “roll-up”**  **$17,760 Salary and benefits for**  **P/T counselor per semester**  **$1,250 Printing, supplies, materials**  **Office space to meet with students has been established in the Academic Support Center.**  **Need to recruit, hire, and train a counselor with an understanding of Basic Skills students, their holistic needs, and a learning-centered approach.** | **- The BSI assessment identified a shortage of counselors.**  **- A study conducted by the Student Success Task Force has identified a need for retention strategies for students in basic skills classes (as evidenced by the numbers of students who don’t complete successfully), and has further identified early alert interventions and intrusive counseling as effective practices to increase retention of these students.**  **- Effective practices indicate the following benefits when a counselor is closely involved with students who are struggling:**  **- higher rate of retention**  **- greater persistence**  **- increased student goal achievement**  **- There is a need to conduct further study.**  **- ESSC, Math Lab and Academic Support have been identified as important hubs in support of student success. Plan: to co-locate a counselor where the students are, to include hours that meet their needs (incl evenings, weekends?)**  **- Students don’t always act on their needs; to be available on demand provides greater access.**  **- Staffing patterns for current counselors address the needs of the majority of students on campus. Current counseling faculty are booked solid, with increasing demand.** | **- All students in identified classes will have contact with a counselor (class visits, early alert, and/or counseling session) as evidenced by the number of students contacted.**  **- Students identified during early alert process will be contacted by counselor to identify potential challenges and create plan of action to address needs. Expected outcome is that these students will pass the course in rates greater than previous semesters.**  **- Students will take advantage of convenient drop-in counseling opportunities, as evidenced by an increasing number of student visits.**  **- Persistence will increase, as evidenced by the number of early registrations at the end of each semester.**  **- Students who have access to and meet with a counselor, and receive “intrusive advising” (i.e. class visits, early alert, mid-term alert, and instructor referrals) will be retained (pass with a “C” or better) and will persist (register for the following semester) at higher rates than a) in previous semesters, and b) in relation to similar student populations.** | **- Classroom instructors and Counselor**  **In collaboration with ESSC Director, Math Lab Director, and Academic Support Center Coordinator.** | **Fall, 2009**  **AUG**  **Make initial contact with instructors**  **SEP**  **-Class visits**  **-Early alert**  **-Meet with students (drop-in and instructor referral)**  **OCT**  **-Student drop-in**  **-Faculty referrals**  **-Participate in workshops (in prep for mid-terms)**  **NOV**  **- Drop-in**  **- Referrals**  **- Mid-term alert**  **- Advise “pre-drops”**  **DEC**  **- Follow-up**  **- “Pre-drops”**  **- Early registration planning** |