**Bakersfield College**

**Program Review – Annual Update 2014-15**

**I. Program Information:**

Program Name: Academic Development

Program Type: X Instructional  Non-Instructional

Program Mission Statement:

The Bakersfield College Academic Development Department (ACDV) provides quality developmental education necessary for our socially and ethnically diverse student population in a supportive environment in order for students to achieve academic, personal, and occupational success. Resources directed toward developmental education ultimately benefit all students on campus and enhance the overall learning environment at Bakersfield College and the community.

Program Description: Describe how the program supports the mission of Bakersfield College

ACDV provides pre-collegiate coursework and academic support services for students primarily in the Jerry Ludeke Learning Center at Bakersfield College and the Delano Center. ACDV supports the improvement of teaching and learning by “filling in the gaps” through rigorous coursework thereby building study, reading, writing, information competency, and math skills and strategies for a diverse population of transfer level, developmental education, and occupational/vocational education students (College Mission). Eighty percent of students who enroll at BC are in need of basic skills coursework and academic support across programs and disciplines. We support all of these students not only through our coursework, but also through our support services in our Student Success Lab (remediation and practice for reading, writing, math, study skills and test preparation) and our Tutoring Center (800-1,000 students per semester in all disciplines) both which have open access for all students on campus.

**II. Program Assessment (focus on most recent year):**

**Program Assessment:**

1. How did your outcomes assessment results inform your program planning?
   * **Reading:** In Spring 2013 ACDV offered a pilot \*accelerated reading course, LRNC 517, which combined 3-unit intermediate (ACDV B62) and a 3-unit advanced (ACDV B50) reading curriculum into one seamless 4 unit course. Departmental SLO data comparing the \*accelerated 1 semester reading course (ACDV B61) showed that students achieved similar outcomes to the traditional 2 semester sequence (ACDV B62 – intermediate reading plus ACDV B50-advanced reading). **\***Accelerated courses blend outcomes from 2 or more courses into 1 course by redesigning the curriculum, which shortens the amount of time and units it takes to progress through the basic skills coursework.

\*\* Compressed and Stacked courses compress 16 weeks of curriculum for two courses (8 weeks each) and stack them into one semester, which shortens the amount of time but the units remain the same for each course.

* + **Analysis:** There were lower retention and success rates in the new \*accelerated course (LRNC 517 71.8%) as compared to the traditional reading courses offered for the full semester (ACV B62 and B50) because many students were not prepared for the accelerated workload. They did not have clear expectations of the accelerated coursework. More counseling support is needed so that students are well-informed about the rigor of accelerated courses.
  + **Analysis:** ACDV B61 (Accelerated Reading) data sample is still statistically too small to accurately assess retention and completion rates compared to traditional coursework. Current ACDV B61 students appear to be more appropriately placed this term compared to previous terms, likely because they have placement advice and word of mouth from students who have completed the coursework. Moreover, student assessment scores are showing improvements in specific skill areas such as web citations, textbook tools, summarizing, main ideas and supporting details.
    - **Action:** ACDV is working with the counselors and mentors to help students understand the demands of an accelerated course before enrolling.
    - **Action:** Faculty in B50 and B61 are focusing on areas where students achieved below 70% mastery, such as inferential comprehension (62.32% mastery) and metacognition (69.57%). We are incorporating Habits of Mind in all sections and Supplemental Instruction (SI) in a few targeted sections. Preliminary data suggests that students who attend SI have higher success than their peers who do not attend SI.
    - **Action:** ACDV plans to continue to offer the accelerated reading course option, as well as the traditional 2-semester option.
    - **Action:** We will reassess the SLOs in both ACDV B61 and ACDV B50 to see if we can better align the outcomes and to ensure success and retention rates are more comparable. However, because of the rigor of an accelerated course, it is expected that the retention and success rates will be lower regardless of the alignment because not all of the students are prepared for accelerated courses and might be more successful in a 16-week traditional reading course (ACDV B50). We will continue to offer more sections and gather more data to reassess the outcomes on our next review.   
      Note: ACDV discontinued offering the lowest level of reading, ACDV B91, thus compressing the reading sequence from 3 semesters to 2 semesters (B62 + B50), or 1 semester (B61) for highly motivated students.
  + **Math:** In 2013-2014 ACDV offered two new courses in mathematics. The first, ACDV B77, was a two-unit revision from our previous 3-unit ACDV B78. The second, ACDV B72, is an \*accelerated course that combines Arithmetic (2 units) and PreAlgebra (4 units) into one seamless 4 unit course. Fall 2014 we offered 9 sections of ACDV B72 with an approximate census date enrollment totaling 273. We are waiting for more data as requested from IR to track the cohorts.

**\*** Accelerated courses blend outcomes from 2 or more courses into 1 course by redesigning the curriculum, which shortens the amount of time and units it takes to progress through the basic skills coursework.

* + **Analysis: ACDV B72**

The course was offered as a \*\*compress/stacked course in Fall of 2011 and Spring 2012 as a Learning Community (LRNC 504). Curriculum from both courses was preserved for ACDV B77 (2 units Arithmetic) and Math B50 ($ Units Pre-algebra). There was an increase in retention and success rates from Fall 11 to Spring 12. Then in Fall 12, the # of weeks for each course was revised to 6.5 weeks-9.5 weeks. The success and retention rates went down, so it was determined that this length for each course had better results with 8-8 weeks. The retention rates went down again in Fall 13 but success rates increased. In Spring 2013, retention rates decreased and success rates increased. This is likely due to the redesign of the curriculum to the new accelerated format. Many students are not informed when about the time and rigor required to be successful in an accelerated. More placement and counseling support is needed to ensure students only take accelerated courses if they are prepared with strong “student” skills.

\*\* Compressed and Stacked courses compress 16 weeks of curriculum for two courses (usually 8 weeks each) and stack them into one semester, which shortens the amount of time but the units remain the same for each course.

Overall the rates increased since Fall 11 for retention by 28% and success by 35%. The redesign in Spring 2013 moving to an \*accelerated math course (ACDV B77-2 units arithmetic and Math B 50- 4 units shows that the students are more successful and had lower attrition. For Fall 2014, three additional FT faculty are teaching 9 sections (Approximately 260 students are now enrolled).

**\*** Accelerated courses blend outcomes from 2 or more courses into 1 course by redesigning the curriculum, which shortens the amount of time and units it takes to progress through the basic skills coursework.

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| Course | Retention | Success |
| Fall 11 Compressed LRNC 504  ACDV B78/Math B50  (Each 8 weeks) 7 units  N= 23 | First 1/2: 100%  Second ½: 58.3%  Overall: 30.4%  7/23 Completed | First ½: 73.9%  Second ½: 57.1%%  Overall: 17.4% |
| Spring 12 Compressed LRNC 504  ACDV B78/Math B50  (Each 8 weeks) 7 Units  N= 19 | First ½: 100%  Second ½: 93.8%  Overall: 78.9%  Rate of Increase: 61%  9/19 Completed | First ½: 100%  Second ½: 60%  Overall: 47.4%  Rate of Increase: 63% |
| Fall 12 Compressed LRNC 504  ACDV B78 (6.5 weeks)/Math B50 (9.5 weeks) 7 Units  N= 28 | First ½: 100%  Second ½: 83.3  Overall: 71.4%  Rate of Decrease: 11%  20/28 Completed | First ½: 82.1%  Second ½: 55%  Overall: 39.3%  Rate of Decrease: 17% |
| Spring 13 Accelerated  (LRNC 504)  (One course, 4 units)  16 weeks  N= 54 | Overall: 63%  Rate of Decrease: 12%  34/54 Completed | Overall: 47%  Rate of Increase: 16% |
| Fall 14 Accelerated LRNC 504(One course, 4 units)  16 weeks  N= 92 | Overall: 87.%  Rate of Increase: 28%  Overall Increase:  Fall 11-Spring 13: 65% | Overall: 72.5%  Rate of Increase: 35%  Overall Increase:  Fall 11-Spring 13: 76% |

* + - **Action:**

We have requested data from Institutional Research for students who passed the accelerated math course (Originally LRNC 504 now ACDV B72) and subsequently took Math B60 within two semesters to track retention and success rates in the subsequent course.

* + - **Action:**

Continue to work closely with the Math department to assess and align SLOs for Amth B50 and ACDV B72.

* + - **Action:**

Assess ACDV B77 SLOs Fall of 2014 to see if revisions are needed in curriculum and assessments**.**

* + - **Action:**

We have requested data from Institutional Research for students who passed the ACDV B77 or ACDV B78 and subsequently took Math B50 within two semesters to track retention and success rates in the subsequent course.

* + **Writing:** After our 4-unit basic writing class, ACDV B68, was discontinued, ACDV created a new 2-unit basic writing course, ACDV B65 (approved by curriculum committee Spring 2013). We are waiting more data as requested from IR to track the cohorts.
    - **Analysis**:

The retention and success rates were slightly improved for the new 2-unit writing course (ACDV B65) as compared to the former 4-unit writing course (ACDV B68). (Retention: B65 91.4%; B68 90.3% Success: B65 79.1% and B68 78.4). This is likely due to the curriculum redesign that now focuses more on the writing process with integrated reading versus paragraph writing and the grammar and punctuation drills that were previously emphasized.

* + - **Action:**

We have requested data from Institutional Research for students who passed the ACDV B65 and the ACDV B68 and took English B60 within two semesters to track retention and success rates in the subsequent course.

* + - **Action:**

Continue to work closely with the English department to assess and align SLOs for ACDV B65 and ENGL B60.

1. How did your outcomes assessment results inform your resource requests this year?
   * **ACDV will request an additional tenure-track and temporary FT faculty positions for Spring/ Fall 2015.**
     + More than 80% of in-coming BC students place into one or more basic skills courses
     + ACDV courses and wait lists fill before most other disciplines, especially ACDV B50, ACDV B72 Accelerated Math, ACDV B61 Accelerated Reading, ACDV B77 Math, and ACDV B65 Writing.
     + Bakersfield ranks last in literacy among 76 large cities. (Miller, John W. "Central Connecticut State University (CCSU): Overall Rankings." *Central Connecticut State University (CCSU): Overall Rankings*. Connecticut State University Press. 2013. Web. 08 Sept. 2013. <http://www.ccsu.edu/page.cfm?p=15608>.)
     + ACDV has lost 5.5 full-time faculty in 2 years: 2 retired, 1 moved away, 1 went on long-term sick leave then resigned, 1 passed away (50% instructional load in ACDV/50% non-instruction in DSPS), and 1 will begin a 60% reassigned load beginning Spring 2015.
     + We are attempting to meet the high demands for our ACDV accelerated courses (ACDV B61 Reading and B72 Math. We increased our section count by 35 sections this fall and plan to add 30 additional sections by Fall 15, offering more sections at Delano, on weekends, and during evenings. This will not be possible at our current number of FT positions. We have already hired 9 additional adjunct faculty making our ratio of FT to PT faculty now 8:16
     + Although we have dedicated and exceptional adjunct faculty, the students do not have the same face-to-face time with adjunct as they do with FT faculty. The ACDV student population is a much higher at-risk population as compared to the overall campus population with 8% more female, 12% more who are 19 and younger, and 8% more Hispanic first generation students.

c. How do SLOs align with PLOs?

Since Academic Development Department does not have any degrees or certificates attached to the curriculum and services, we are not considered a “Program,” so we do not have PLOs for our department.

d. How do PLOs align with ILOs?

ACDV offers support services (Tutoring and Success Lab) and also remediation and rigorous coursework to transfer level, developmental education, and occupational/vocational education students in reading writing and math to build study, reading, writing, information competency, and math skills thereby improving students’ ability **to think critically** across campus. Coursework includes reading, writing, oral, and technology **communication development**. Students **demonstrate competency** through presentations, projects, and through their successes in courses they enroll in both concurrently while taking cross-discipline coursework and subsequently after remediation in our department. Lastly, although there are no degrees or certificates directly related to ACDV, a high number of students who started in ACDV coursework completed a wide range of degrees and certificates within 6 years of their first course in ACDV (Total Awards 09/10-13/14 = 4,511) thereby **engaging with the community** through job placement. Since 2009-10, AA awards are up by 8%, AS Awards are up by 14%, and Certificates are up by 31% for students who began their academic coursework in one or more ACDV courses.

e. Note any significant changes in your program’s strengths since last year.

* + - We have increased our accelerated section offerings for Fall 2014 and Spring 2015 thereby decreasing the time/units it takes students to reach their college level courses.
    - We use the technology provided through Basic Skills funds by incorporating computer technology available in SS3 (Basic Skills Computer Lab) by scheduling all ACDV Reading and Writing sections in the lab a minimum of once every two weeks (Over 1,000 students per semester on average are served in this lab setting).
    - Our Tutoring Center continues to recruit, train, and certify quality peer tutors who serve on average 800-1,000 tutees each semester (summer numbers are lower do to less demand).
    - Our Student Success lab continues to reach enrollment caps in computer assisted instruction in reading and writing, and math enrollments continually increase each semester (Math is a new for-credit option).
    - In collaboration with Assessment Department and CTE programs, the Student Success lab is also assisting students to practice for initial placement testing, remediate for retesting, and practice for CTE certifications.
    - Even though our student population is more at-risk, the students still have matriculation completions at the same rate as the overall campus rate: Completed Ed plan: Retention- 86%. Fully matriculated: 83%; Success: Completed Ed plan: 73%. Fully matriculated: 67%.
    - ACDV worked with CalSOAP and other initiatives to help students place more accurately in basic skills courses. Multiple measures are now used.

1. Note any significant changes in your program’s weaknesses since last year.
   * + ACDV submitted new curriculum in all 3 areas of basic skills: ACDV B61 accelerated reading, ACDV B65 basic writing, and ACDV B72 accelerated math, and ACDV B77 basic math. This reduced the coursework toward completion of basic skills for students who test into the lowest levels of courses.
     + We are experiencing difficulties in the hiring process for our tutor training program. Students are not processed in a timely manner and when process is completed, the tutors and tutor faculty, department chair, and dean are not notified about the status of the hiring. This lengthy, inefficient process directly and negatively impacts students across campus because we are unable to provide an adequate number of appointments for students who are requesting tutoring assistance. We will be addressing this hiring issue with Academic Senate and continue to hold discussions to ensure this is resolved before the start of the Spring 2015 semester.
2. If applicable, describe any unplanned events that impacted your program.
   * The loss of 5.5 full-time faculty, while the number of students required to take ACDV courses continues to increase, has impacted the resources of the department.
   * 14 new adjunct faculty have been hired and trained over past 12 months, but we have to request a full-time replacement faculty position and temporary FT replacement for the FT faculty taking 60% reassigned load in Spring 2015 to help meet the demands in our department.

**III. Resource Analysis:**

A. Facilities (M&O requests can be submitted by completing the M&O request form.)

Has your area received any facilities maintenance, repair or updating in this cycle? Yes.

The north entrance doors at the second floor level have been replaced.

1. If yes, how has the outcome contributed to student success?

We have had fewer issues with students coming in and out of the Learning Center with the new doors, but it is still an ongoing security issue. Students can enter the building with ease, and staff can lock and unlock the doors with less effort, but staff in other parts of the SS building continue to leave doors unsecured during non-instructional time. The new doors have helped the noise levels, which support a better learning environment for Math Lab students who are testing and for students in adjacent classrooms.

2. If no, how will your facilities request contribute to student success?

For those requests that were not met, once they are addressed, they will help meet the college’s strategic goals mentioned in the forms by insuring students enter a learning environment that is safe, clean, and free from unnecessary noise, which is conducive to effective learning.

B. Technology (Technology requests can be made by filling out the ISIT Request form.)

1. Has your program received new or repurposed technology in this cycle? No

a. If yes, how has this technology contributed to student success?

b. If no, how will your new or repurposed technology request contribute to student success?

New or repurposed faculty computers will support staff and faculty to perform work more effectively and efficiently.

1. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Yes. Justify your request.

Dedicated classroom computer labs with 28 student stations and an instructor station with projector will accommodate all ACDV courses needing computer access, facilitating more effective learning and contributing to strategic goal 1.

C. Budget (Changes to the budget allocation can be requested using the Budget Change Request Form).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

**IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity). None
2. Changes in enrollment (headcount, sections, course enrollment and productivity).

Due to budget decisions, the ACDV department experienced drastic section reductions (23%) from 2010-11 to 2013-14. However, our first day enrollments increased by 10.5% during this same era causing an increase in students per section of 26%. We have planned an increase of 20% for 2014-15, and based on demand based on placement data, ACDV needs to strategically increase section counts by 10% by the 2015-16 year. Research shows that developmental education students need a lower teacher- student ratio, ideally 20:1. There was a decrease in FTEF by 38%. ACDV decreased from 13 FT faculty to 8 FT faculty over the past 2 years. In addition, the next few years are going to bring an influx of students in need of basic skills instruction (80% of BC students place into1 or more basic skills courses) in addition to a higher demand at the state level to accelerate the basic skills coursework with lower units, which means we need to add many more sections of accelerated, summer bridge (student success), rural, weekend, and evening sections.

1. Success and retention for face-to-face, as well as online/distance courses.

Success and retention rates have continued to rise since 2010-11 due in part to curriculum revisions and successes in accelerated courses.

1. Other program-specific data that reflects significant changes *(please specify or attach).* Changes in student b.
2. Other program-specific data *(please specify or attach) See section 2A and attached.*
3. The ACDV, English, Math, and ESL, along with other CTE and discipline departments on campus continue to work collaboratively in order to continue offering accelerated and linked courses for basic skills students who are in general education and CTE courses.
4. Last year the Math Department included working with ACDV as their Number One Strength in their unit plan update. “*Strength: Working with the Academic Development Department to design a fast track AC-Dev 78-50 program. We met with AC DEV and designed a fastrack class. AC DEV is hoping to try out the class this year.”*
5. We currently do not have adequate access to data to track the progression of students in order to determine the effectiveness of courses in regard to student success and retention. In order to effectively assess our program offerings, we need more Institutional Research support. We plan to meet with district IR
6. Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

Although there are no degrees or certificates directly related to ACDV, a high number of students who started in ACDV coursework completed a wide range of degrees and certificates within 6 years of their first course in ACDV (Total Awards 09/10-13/14 = 4,511). Since 2009-10, AA awards are up by 8%, AS Awards are up by 14%, and Certificates are up by 31% for students who began their academic coursework in one or more ACDV courses.

Highlights of awards by number for ACDV students from 2010 through 2014:

AA Business 286

AA Education/General Education 578

AA/AS Social/Behavioral Science 600

AS Math/Science 262

CERT Allied Health 508

CERT Family/Consumer Education 528

CERT Industrial Technology 276

**V. Progress on Program Goals: (2014-15)**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| **1.** Develop and pilot Linked Courses ACDV B66 with History 17A  Progress on Goal: *In progress* | **X 1: Student Success  2: Communication**  **3: Facilities & Infrastructure  4: Oversight & Accountability**  **5: Integration**  **6: Professional Development** | **Completed:**  **\_\_\_\_\_\_\_\_\_\_ (Date)**  **Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**  **X Ongoing:**  **Fall 2014 (Date)** | We are still working on making co-requisites for the History 17A course, but the challenge is in the curriculum restraints for repeatability and lack of prerequisites for most disciplines. |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| **2.**  Develop and pilot innovative Basic Math and Basic Writing course linked with open lab course (PLATO). | **X 1: Student Success  2: Communication**  **3: Facilities & Infrastructure  4: Oversight & Accountability**  **5: Integration**  **6: Professional Development** | **Completed:**  **\_\_\_\_\_\_\_\_\_\_ (Date)**  **X Revised: Spring 2013 (Date)**  **Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date)** | Developed during Fall 2012, but it was determined during the Spring 2013 pilot that the student time spent in the lab would be better spent in the classroom with additional support provided in the lab as needed. |
|  | **1: Student Success  2: Communication**  **3: Facilities & Infrastructure  4: Oversight & Accountability**  **5: Integration**  **6: Professional Development** | **Completed:**  **\_\_\_\_\_\_\_\_\_\_ (Date)**  **Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**  **Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date)** |  |
| 3. Develop and pilot \*accelerated reading courses: ACDV B61  \* Accelerated courses blend outcomes from 2 or more courses into 1 course by redesigning the curriculum, which shortens the amount of time and units it takes to progress through the basic skills coursework. | X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | X Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | The Accelerated Reading course ACDV B61 class was initially taught as Learning Community B517 in Spring 2013 with a limited number of sections and faculty members. Since the ACDV B61 course was approved, we have offered over six different sections with three faculty members teaching the course. The course appears to effectively meet the needs of those students who desire to complete the requirements of the two skill levels of ACDV B 62 and B50 in one semester. Our data size on retention and completion rates at this time is too small to provide statistical samples to accurately assess how well our students are doing in the class. |

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| 4. Increase security in the Learning Center. | 1: Student Success  2: Communication  3: Facilities & Infrastructure X 4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **X** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | To achieve an acceptable level of protection for both personnel and equipment, further increased coordination between all areas of the Learning Center and its surrounding building neighbors (both below on the ground floor and east of the Learning Center on the 2nd floor), as well as with M&O and and Public Safety staff, is necessary. Such coordination must include back-up plans for checking on secure closure of all building entrances during evening, weekend, and holiday periods, as well as how to protect students, staff, and the community during calendar period when the Learning Center is closed but its neighbor offices are open. |
| Program Goal | Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?  (select all that apply) | Progress on goal achievement  (choose one) | Comments  (if applicable) |
| 5.  A Campus-wide Study Skills Assessment needs to be re-instituted. | X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  X Ongoing: Fall 2014 (Date) | There is hope that Accuplacer placement test will address this goal. We also have a Study Skills component available in Success Lab if students are directed to remediate through some form of diagnostics assessment process. |
| Program Goal | Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?  (select all that apply) | Progress on goal achievement  (choose one) | Comments  (if applicable) |
| 6.  Re-institute the presence of Learning Center support staff (DA III) | X 1: Student Success X 2: Communication  3: Facilities & Infrastructure X 4: Oversight & Accountability  X 5: Integration  6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  X Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | We continue to request at least a part-time presence of a DAIII in the Learning Center, but with multiple administrative changes over past 5 years, this request has not been agreed to . |
| Program Goal | Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?  (select all that apply) | Progress on goal achievement  (choose one) | Comments  (if applicable) |
| 7.  Increase number of instructional assistants’ hours through increasing current IA from 15-19 hours and hiring additional 19 hour IA. | X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  X Ongoing:  Fall 2014 (Date) | Requested in this update increased hours for current Instructional Assistant and 1 additional 19 hour IA. |

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| 8. Add PLATO software availability for Delano Campus. | X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | X Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  X Revised: \_\_9/12/14\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | **There is PLATO software available at the Delano campus; however, there may be a need to revise the goal because the PLATO software is underutilized on the Delano campus. Faculty on the campus may not be aware of its availability and/or the faculty may not know how the software can be effectively used to support student learning. There appears be a need to create a Flex-day workshop for the Delano campus faculty or to assign a teacher assistant to the Delano campus from the main Bakersfield College campus who is familiar with PLATO, someone who can effectively work with a lead faculty member from the Delano campus and/or have a lead person from the Delano campus work closely with the Bakersfield College faculty Student Success Lab (PLATO) Coordinator for cross-training purposes.** |
| Program Goal | Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?  (select all that apply) | Progress on goal achievement  (choose one) | **Comments**  **(if applicable)** |
| 9. Assess and address the needs for the current Learning Center in Delano. | X 1: Student Success X 2: Communication  X 3: Facilities & Infrastructure  X 4: Oversight & Accountability  X 5: Integration  6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  X Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | **The Learning Center at the Delano campus is located in room 1102, which houses the Tutoring Center, the PLATO lab, and a small collection of reference books (books-on-reserve). However, it is unclear whether this area is an open or closed resource space. How do students make use of the resources? For example, do entire classes drop in or must faculty schedule appointments? Moreover, is staffing a concern? Are there enough hours available to accommodate the student needs? This particular goal is still in progress as the needs require further assessment.** |

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| 10. Develop curriculum for new accelerated math course.  Accelerated courses blend outcomes from 2 or more courses into 1 course by redesigning the curriculum, which shortens the amount of time and units it takes to progress through the basic skills coursework.  \*\*Compressed and Stacked courses compress 16 weeks of curriculum for two courses (8 weeks each) and stack them into one semester, which shortens the amount of time but the units remain the same for each course. | X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | X Completed:  \_for Fall 2014\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Initially, the two skills levels of ACDV B78 and MATH B50 were \*\*compressed/stacked into an accelerated LRNC B504 worth 7 units taught by one faculty member. To improve the results, the two levels (with the 3-unit ACDV B78 having become a 2-unit ACDV B77) were then blended into a single. 4-unit \*accelerated LRNC B504 pilot that would lay the groundwork for a new ACDV math course running side by side with MATH B50 sections and meeting the same requirements in order to offer students from lower skill levels the opportunity to complete two skill levels in one semester and with fewer basic skills units. The new ACDV B72 course was approved last year and this semester has 9 full sections taught by 4 faculty members. |

1. New or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **8. Increase utilization of PLATO software on the Delano campus.** | X 1: Student Success X 2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  X 5: Integration  X 6: Professional Development | **Delano campus flex-day workshops for the faculty informing them about PLATO’s effectiveness and training of Delano staff and/or faculty to learn from the experiences of the main campus regarding PLATO usage should increase student learning and support student success and retention.** |

1. New or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| Work with district IR staff to gather success and retention data and better disaggregate data related to the new new accelerated courses as well as define ACDV program elements unique to ACDV program offerings. | X 1: Student Success X 2: Communication  3: Facilities & Infrastructure X 4: Oversight & Accountability  5: Integration  X 6: Professional Development | Data collection and analysis to better inform decisions related to ACDV course offerings. |

**VI. Curricular Review (Instructional Programs only):**

1. Review of Course Information:
   * Column A list all of the courses associated with the degree.
   * Column B list the Fall term the review process will be started for ongoing compliance.
   * Column C list the compliance due date.
   * Column D list any changes to courses with regard to distance education.
   * Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

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| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| **ACDV B50** | **2018** | **2019** |  |  |
| **ACDV B5** | **2018** | **2019** |  |  |
| **ACDV B5A** | **2018** | **2019** |  |  |
| **ACDV B190** | **2017**  **Plans to transfer course to Counseling** | **2018** |  |  |
| **ACDV B195** | **Plans to Delete** | **2014** |  |  |
| **ACDV B201ab** | **2014** | **2015** |  |  |
| **ACDV B201c** | **2014** | **2017** |  |  |
| **ACDV B281abc** | **2014** | **2015** |  |  |
| **ACDV B280** | **2014** | **2015** |  |  |
| **ACDV B55** | **2014** | **2014** |  |  |
| **ACDV B61** | **2019** | **2020** |  |  |
| **ACDV B62** | **2018** | **2019** |  |  |
| **ACDV B65** | **2018** | **2019** |  |  |
| **ACDV B66** | **2017** | **2018** |  |  |
| **ACDV B 70a-f** | **2014** | **2015** |  |  |
| **ACDV B 72** | **2019** | **2020** |  |  |
| **ACDV B77** | **2018** | **2019** |  |  |

1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

It is all accurate once this fall’s revisions are approved and deletions accepted.

Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

The pertinent information is all correct. There are some minor wording changes that we will work on with Curriculum committee to make consistent with other disciplines. This is true for most other programs.

1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes or No

**\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

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**VII. Conclusions and Findings:**

Present any conclusions and findings about the program.

We have faced some major challenges and obstacles over the last 24 months due to budget decisions, loss of FT faculty, major curriculum redesign, and administrative reorganization. Even with these challenges, we still succeed in making multiple program/curriculum revisions based on data we collect from our assessment cycle and work collaboratively with multiple departments to ensure that the courses we currently offer and that any new courses we create reflect our commitment to the needs of our BC student population in relation to student success and retention. We have hired numerous new adjuncts over the past year to cover FT faculty losses in order to meet increasing demands for our courses. We are requesting two temporary FT faculty to cover our losses of faculty and our increase in demand for accelerated reading and math courses. We continue dedicate our efforts to analyzing course curriculum and student learning outcome data as an integral part of our departmental goals. We want to keep **our Exemplary Department status** as deemed at the state several times over the past ten years. In order to keep our standards high and continue to design courses, programs, and offer our excellent support services to all students on campus, we need more faculty and additional support from administration, classified staff, and student services at the College.

**VIII. Attachments (place a checkmark beside the forms listed below that are attached):**

X [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview) X [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

X Professional Development X [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) X [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

X [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand alone certificates fill out the entire Annual Update.

**Certificate Form**

**Annual Update 2014-15**

**Name of Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a**  **stand alone program?** |
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Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for *addition*.
2. List certificates that are proposed for *deletion*.
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response.
4. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
5. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
6. Based on what you know about your area, what emerging/potential institutional factors (internal) and industry factors (external) will impact this certificate? How are you planning to incorporate these factors in your planning and evaluation of this certificate?