**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: Dean of Instruction – Fine and Performing Arts, Social Sciences, and Foreign Languages

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

This administrative unit provides direct support to four academic departments (Art, Performing Arts, Foreign Languages, and Social Sciences), as well as two additional programs on an interim basis (English and Library). The dean’s office ensures continuous operational services to promote student success, faculty support, and administrative efficiency.

Program Mission Statement:

The Dean of Instruction’s office provides opportunities for BC’s diverse student population to pursue their educational goals related to the disciplines of Art, Performing Arts, Foreign Languages, and Social Sciences. The Dean’s office provides direct faculty support to meet their instructional and administrative needs. The Dean’s office ensures compliance with institutional processes and policies for the disciplines within the unit.

**II. Progress on Program Goals:**

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** |
| 1. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | No formal goals listed due to the new cycle of administrative unit program reviews |

1. List new or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **1.** Enhance the Pre-Law program through high school outreach/recruitment and through improved internal efforts (orientation sessions). | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Increased student enrollment in the pre-law program and affiliated courses. Increased program retention rates. |
| **2.** Provide additional opportunity for academic programs and faculty to connect with the dean’s office regarding matters of concern and improvement. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Enhanced mutual communication between faculty and the dean’s office. |

**III. 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).
2. Changes in enrollment (headcount, sections, course enrollment and productivity).
3. Success and retention for face-to-face, as well as online/distance courses.
4. Changes in the achievement gap and disproportionate impact (Equity).
5. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

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

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.
   * Assessment of area-wide communication indicated that faculty greatly benefited from frequent meetings with the dean or area-wide meetings. As a result, additional area-wide meetings have been scheduled for 2015-16, including visits to department meetings, as well as an area-wide training for faculty involved in the evaluation process (as evaluees or evaluators). Feedback from this training was very positive.
2. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.
   * Program growth and enhancements last year, especially in Art, Performing Arts, and Pre-Law, reflected insufficient fiscal resources to adequately support the program with operational funds and instructional supplies. 2016-17 budget planning reflects these assessments.
   * The unit experienced a significant increase in course (section) offerings in Fall 2015 to meet the growing enrollment needs of students. The most significant resource requests based on the assessment of unit growth are:
     + Instructional Furniture: Need for sufficient and adequate instructional furniture (chairs and desks) in classrooms. In some cases, enrollment capacities were increased to enroll waitlisted students, but we did not have sufficient furniture at the start of the semester to accommodate this enrollment surge. In other cases, many desks and chairs are antiquated or in desperate need of repair, thereby making them unfit for instruction and student learning, and ultimately student success.
     + Faculty: Two full-time faculty (Social Sciences) are temporarily reassigned to administrative positions, and one full-time faculty member (Social Sciences) is on leave. Additionally, one faculty (Foreign Languages) resigned before the start of the academic. These four positions are currently vacant, although one position is filled by a temporary faculty. Additionally, recruitment for a full-time faculty position (Art) was unsuccessful, leaving an instructional vacancy. The unit is very grateful for the many full-time faculty who elected to teach additional sections for overload, as well as for the support of the Executive Vice President to allow adjunct faculty to teach beyond their typical load limits. Each department conducted aggressive adjunct faculty recruitments, resulting in many new hires, and some of which just prior to the Fall semester. The unit is also grateful for the support of our colleagues in Human Resources for accommodating the unit’s needs for expedited processing of hiring paperwork. Finally, the unit is grateful for the academic scheduler for making numerous changes to accommodate our personnel and instructional assignment changes.
3. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
   * Each academic area has aligned SLOs with PLOs using a mapping matrix. The PLOs also align with BC’s ILOs.
4. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.
   * Through the provision of instruction through various disciplines, the administrative unit supports each of BC’s four (4) Institutional Learning Outcomes (ILOs):
     + Thinking critically
     + Communicating effectively
     + Demonstrating competence
     + Engaging productively

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year.
   * An area of continued strength is the classified staff that support the ongoing operations of the unit with efficient and courteous service.
   * The faculty within the unit are collaborative and effective in their instructional fields.
2. Describe *any significant changes* in your program’s weaknesses since last year.
   * Continued program and enrollment growth, combined with declining fiscal resources, poses a weakness to the continuation of providing adequate instructional support to faculty, as well as to maintain program standards.
3. If applicable, describe any unplanned events that affected your program.
   * Please refer to bullet IV.B.2.b above regarding unexpected staffing circumstances.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.
   1. Faculty and personnel needs are identified on their respective program reviews.
3. Professional Development:
4. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.
   1. The classified staff in the Dean’s office occasional participate in campus-based or local professional development opportunities to enhance their knowledge of college operations and/or skills related to their responsibilities. These professional development opportunities ultimately translate to better customer to students and faculty, as well as more effective support for the dean.
   2. The Dean participates in occasional statewide conferences related to his areas of responsibility. These opportunities provide increased access to current instructional information, as well as opportunities for networking and collaboration.
5. What professional development opportunities and contributions can your program make to the college in the future?
   1. This administrative unit has played a central role in delivering many campus-based conferences for the past two years. The unit is available to provide similar conferences and opportunities in the future.
   2. The unit piloted an area-wide faculty development seminar on the evaluation process. The workshop was very well received and can be ‘scaled-up’ to an institution-level program
   3. The dean is involved in supporting Adjunct Faculty Orientation, as well as the New Faculty Seminar series.
6. Facilities:
7. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
   1. Several facilities requests were made (non-program review) related to general maintenance and repairs, such as repairs to light fixtures, pest control, and instructional furniture. The fulfillment of these requests resulted in a safer environment for students and faculty which is more conducive to learning and instruction, thereby contributing to student success
8. How will your Facilities Request for next year contribute to student success?
   1. A request for updated instructional furniture will result in an educational atmosphere that is more conducive to learning and success.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?
   1. N/A. We did not receive new or repurposed technology in 2014-15.
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
   1. N/A. No ISIT requests will be made in AY 2015-16.
3. Discuss the effectiveness of technology used in your area to meet college strategic goals.

Access to technology enhances the unit’s communication and operational effectiveness. Many processes are streamlined and expedited due to technology, such as scheduling, faculty evaluations, and other operational elements. As a result, the five institutional goals are more readily and effectively achieved, including: Student Learning; Student Progression and Completion; Facilities; Oversight and Accountability; and Leadership and Engagement

D. Budget: Explain how your budget justifications will contribute to increased student success for your program. Budget enhancements will primarily fund operational needs for the Pre-Law program, which currently does not have a budget allocation. Expenses associated with this program include annual membership fees to maintain association with the ‘Pathways’ program, student travel to law schools, operational costs for Pre-Law Advisory Council, and professional travel. Funding will support the success of over 60 students enrolled in the Pre-Law program.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

Overall, this administrative unit is functioning well and advancing the strategic directions of the institution, as well as creating opportunities for students to achieve learning outcomes (SLOs, PLOs, and ILOs). Further effectiveness of the administrative unit’s success can be achieved with additional funding to support new programs that have not be included in past budget cycles, such as Pre-Law.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

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

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_