**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name:

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:

The Office of Student Life (Student Life) engages, educates, and empowers students to take action in the best interest of the student body and the College community. OSL provides learning, leadership, and service opportunities outside the classroom. Research indicates and engagement theory suggests that students involved in an activity on campus, any activity outside of the classroom, are more likely to persist and graduate. Additionally, Student Life supports and works collaboratively with the Bakersfield College Student Government Association (BCSGA) to fulfill their mission and initiatives.

Theory of involvement contends that the amount of energy—both physical and psychological—that students expend at their institution positively impacts their development during college. Studies indicate that students who are involved in campus life devote considerable energy to their academic programs, spend considerable time on campus, participate actively in student organizations, and interact frequently with other students (Astin, 1996; Kuh, Douglas, Lund, Ramin-Gyurmek, 1994). Student Life is one of the primary mediums for involving students with the institution that supports the learning environment fosters students’ abilities to think critically from various experiences, to communicate effectively with similar and dissident groups, and to develop and hone competencies and skills in their co-curricular environment.

Student Life is responsible for providing leadership and direction in planning, budgeting, developing, administering, coordination, and evaluating the college’s student services programs in the areas of Student Activities (large and small scaled events), Student Government (BCSGA), Student Conduct (Code of Conduct and Students of Concern), Student Organizations (Leadership and Organizational workshops), Student Housing Services, Student Assistance Program (Pantry), Student Recognition, Student Pride (Mascot, Convocation, and related programs), and other special projects directed by the Vice President of Student Affairs. Student Life provides its participating students the opportunities to develop and hone their leadership skills, ultimately supporting their student success and the mission of Bakersfield College.

Program Mission Statement:

Through innovative experiences in a co-curricular classroom, the Office of Student Life engages students in meaningful interactions and hands-on skill development that fosters academic progress, student success, social justice, and citizenship while serving the diverse breadth and scope of the Bakersfield College’s student community through recruitment, persistence, retention, and graduation efforts.

**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. Increased BCSGA representation on participatory committees | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: | Even though designated BCSGA Officers were selected to be serve on participatory governance committees, participation from BCSGA was lacking.  On the other hand, BCSGA was able to represent the general student population through various events and activities throughout the instructional year. Additionally, weekly meetings were conducted to address student concerns and pass resolutions that supported BC and the Bakersfield Community. |
| 2. Student Conduct:  Increasing effective measures in addressing campus issues about discipline and academic Integrity. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: | Student Conduct was redeveloped to be more student centered restorative versus punitive. By providing referred students with appropriate sanctions based on social justice restorative model; students who accomplish the sanctions were able to articulate how their behaviors impacted their immediate future, the college’s learning mission, and their academic success. Majority of the measures have been addressed and will continue to work on effectiveness.  In partnerships with Early Alert, Human Resources, and Department of Public Safety a new working team was developed through the Office of Student Life referred to as the Students of Concern (SOC) Team. This team of individuals, consisting of nine professionals, met weekly to discussion interventions and strategies to support students through their academic journey. |
| 3. Continue the development of the governing structure and documents for BCSGA | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: 5/8/15\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | BCSGA re-developed their governing documents including the constitution which was approved at the 2015 General Elections. BCSGA was also able to create a full 113 page code book entitled Codes of the Bakersfield Renegade Association (COBRA) which sets the foundations and communications between BCSGA and officers, and its constituents. Developed many new protocols and procedures that created a more effective and efficient government that using best practices and in compliance with District, State, and Federal policies. |

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** |
| Student Life will host various campus events where participating students will be able to engage themselves more with their peers and the community when involved in a healthy co-curricular environment. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Programs (Large and small-scaled) sponsored by Student Life enhance the social and educational climate of Bakersfield College by engaging students in social and academic programming that expands their educational experiences beyond the classroom. Programming presented by Student Life also serves to engage the greater Bakersfield community by offering events that connect community members back to campus and our current students. The overall goal of hosting various programs is to create an exciting and engaging environment that assists in the college’s persistence efforts, and later the graduation/transfer of students. |
| Student Life will expand the amenities of the Student Housing Services and the Student Assistance Program in order to assist students in their educational goals by decreasing barriers. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | The basic needs for humans according to Maslow’s (1943) Hierarchy of Needs, Physiological needs, stated that individuals need to have food, security, and shelter. Student Life understands that in order for students to be academically successful, the basic needs of student’s needs to be satisfied. Thus through this theoretical lens, Student Life will increase aid to students to meet these basic needs. The Student Assistance Program (Pantry) will assist in nutritional and hygienic needs for a student. Student Assistance will expand services to include emergency, clothing, hygiene, fresh food, etc. distributions. Student Housing Services will soon assist students, mainly individuals who come from out-of-state and international students, to find housing near BC. Also, the educational component to the students on what it means to be a good tenant and how to financial reserve/budget for living situations. |
| With the increasing numbers of student involved in the Student Conduct and Students of Concerns areas, Student Life will build a more effective method and process to outreach and track students who utilize the services. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | When working with student complaints, students with reported behaviors, or students of concern, Student Life reviews, investigates, and works with each student case carefully while integrating several student development theories that model after the restorative justice practices. Student Life will rely on student conduct management software (Maxient) to receive incident reports via the web, track and manage behavioral issues, and provide timely analytics to meet institutional needs. By utilizing Maxient, Student Life will be able to connect the dots regarding student concerns, to help share analytic data in a FERPA-compliant manner, to keeping accurate records with details for Early Alert, Clergy Act, and other reports, and follow up with student sanctions in a timely manner. |

**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).
   1. Gender: No significant impact
   2. Age: Due to a significant push in recruiting students graduating from high schools, Student Life has seen an increase to program and

to provide services to support student transition to college from high school along with support for our non-traditional students. Additionally, student conduct has geared more efforts to corrective behavioral issues that stemmed from high school related matters.

* 1. Ethnicity: Student Life will need to engage students in various cultural and ideological events that represent the array of student interests

and needs to enhance their experience at Bakersfield College.

1. Changes in enrollment (headcount, sections, course enrollment and productivity).
   1. Student Life does not have a method to track student usage of the office services.
   2. Student Life will be tasked with managing increased requests for activities, services, referrals, and participation on campus-wide administrative meetings.
   3. Student Conduct and Academic Integrity matters have seen an increase, as enrollment increased, and provision of preventative services and measures have increased as the demand increased.
2. Success and retention for face-to-face, as well as online/distance courses.
   1. Not applicable to Student Life
3. Changes in the achievement gap and disproportionate impact (Equity).
   1. Student Life has assisted Equity in various initiatives including Promising Professionals and hosting a large-scale community event.
4. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.
   1. The Student usage of the Student Assistance Program has increased:
      1. Monthly food distribution:
         1. February 2015: 103 students
         2. March 2015: 116 students
         3. April 2015: 101 students
         4. September 2015: 123 students
      2. Daily Bread Service:
         1. March 2015: 325 students
         2. April 2015: 281 students
         3. May 2015: 90 students
         4. June 2015: 82 students
         5. July 2015: 232 students
         6. August 2015: 264 students
         7. September 2015 (until 17th): 460 students
   2. Day-to-Day Usage of Student Life Services
      1. Space Reservations
         1. January 2015: 12 students
         2. February 2015: 16 students
         3. March 2015: 24 students
         4. April 2015: 12 students
         5. May 2015: 13 students
         6. June 2015: 4 students
         7. July 2015: 21 students
         8. August 2015: 45 students
         9. September 2015 (until 17th): 26 students
      2. Equipment Checkout
         1. March 2015: 29 students
         2. April 2015: 24 students
         3. May 2015: 31 students
         4. June 2015: 12 students
         5. July 2015: 29 students
         6. August 2015: 34 students
   3. Annual comparisons of open cases In student conduct
      1. Increase in student conduct cases

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| **Academic Year** | **Number of Cases** |
| 1998-2006 | 17 |
| 2006-2007 | 44 |
| 2007-2008 | 47 |
| 2008-2009 | 54 |
| 2009-2010 | 88 |
| 2010-2011 | 121 |
| 2011-2012 | 130 |
| 2012-2013 | 138 |
| 2013-2014 | 102 |
| 2014-2015 | 149 |

**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.
   * Student Life created online forms to streamline day-to-day processes through digital means. By having the forms digital allowed students and staff to complete the necessary paperwork to reserve or communicate effectively with Student Life. Some services are now digitally captured so that usage of Student Life services can be measured. Some of the forms that have been created are:
     + Student Organizations Registration
     + Student Organizations Funding grants
     + Equipment checkout
     + Space reservations
     + BCSGA Officer elections and appoints
     + Student Housing Services Rental Agreements and student referrals
     + Student Assistance Program daily intake and month distribution forms
     + Four different Student Conduct reporting Intake forms
     + Publicity request intake form
     + Homecoming and special events intake forms
   * Student Life directly worked and assisted BCSGA in re-developing their governmental documents. Student Life and BCSGA relooked in the effectiveness of the reformed bylaws and procedures and decided that the documents needed to be aligned with the mission of the organization and the core values of the college. BCSGA re-developed their governing documents including the constitution which was approved at the 2015 General Elections. BCSGA was also able to create a full 113 page code book entitled Codes of the Bakersfield Renegade Association (COBRA) which sets the foundations and communications between BCSGA and officers, and its constituents. Developed many new protocols and procedures that created a more effective and efficient government that using best practices and in compliance with District, State, and Federal policies. The FY16 BCSGA Officers will be in the mist of developing a strategic plan that will help guide the direction for the future of BC Students and the association.
   * Student Life investigated and is not starting the contractual paperwork for a new student conduct management software solution, Maxient, to ensure students’ due process is adhered to when situations arise. This year the implementation phase will begin.
2. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.
   * Student Life did not have any resource requests in the previous year that were granted.
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).
   * Student Life is not concerned an instructional program at this time.
4. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

***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.*

* The Office of Student Life works to engage, educate, and empower students to take action in the best interest of the student body and the college community. Student Life nurtures a culture that fosters learning outside of the academic classroom by creating an educational environment that connects the campus community to the importance of processes that lead to student self-governance. Student Life also fosters the development of student's civic responsibility, community engagement, leadership, and personal growth. The meaningful interactions are the root for our student engagement that contributes to effective pathways via the leadership and service opportunities provided.
* Additionally, Student Life provides learning opportunities for students to enhance their overall educational experience through their involvement with the array of programs and services, the College, and the community. Student Life makes a concerted effort to recruit, educate, inform, and retain students through student organizations, the student government, and the assorted student activities and workshops hosted. To that end, Student Life supports student organization development whose focus is to build community through groups focused on academics, culture, campus-life, specific-interests, community service, and social bonding.
* Student Life recognizes that its mission, in cooperation with the learning mission of the College, is accomplished through cultivating a personal standard of ethics and values while providing opportunities that enhance a sense of community between students, the campus, and the local community. Therefore, Student Life supports Bakersfield College’s Institutional Learning Outcomes by contributing to student engagement within the co-curricular environment, fostering students’ abilities to think critically, providing platforms for effective communication, and offering educational workshops on advancing competencies and skills.

1. Describe *any significant changes* in your program’s strengths since last year.
   * The revamped Student Organization registration process was a highlight change which was complimented by many individuals who have been through the older processes.
   * Streaming Student Conduct and being able to close the loop with the reporter also received many compliments.
   * BCSGA is a stronger student voice and has a larger presents on campus
   * Student Life has become an office that is able to engage and support students through the co-curricular classroom
2. Describe *any significant changes* in your program’s weaknesses since last year.
   * With a new director coming onboard last year and the administrative assistant changing three times in the course of the year, staff continuity was a challenge.
   * Many initiatives and services were new to the office thus new protocols where needed to be developed and ironed out in order to achieve stability in procedures
   * Many of the technologies in the office including computers where old and outdated which made for harder times when processes where being converted to online protocols
   * Student Life was not able to support the new services and initiatives in timely matter due to the low professional staff within the office
   * Student Life does not have the necessary funding to support the student staffing needed to provide the increase programs, services, and initiatives
   * BCSGA currently has only eight outdated desktop computers for 26 officers. In the transition to becoming more digitally advanced, the officers do not have the appropriate technology to sustain their goal of becoming technology proficient.
3. If applicable, describe any unplanned events that affected your program.
   * No unplanned events come to mind at this time.

**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. At this time, Student Life is requesting the addition of a Student Life Coordinator to assist in the increased programs, services, events, and student organizational initiatives within the office.
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. In the past year, the Director has attended a few professional development workshops and conferences. Due to the creation of the Students of Concern Team, a group of professionals attended a series of trainings that were designated to the policies and procedures for student conduct mainly dealing with sexual misconduct and identifying students of concern. When developing the new team at BC, professionals were able to insight on strategies and protocols for assisting students who have been referred to the team for additional assistance. The SOC Team aids students who may need additional assistance in order to be successful in their academic journey.
   2. As a long standing member and core member of a subcommittee, the Director attends the annual convention for ACPA: Student Affairs Practitioners International annually for the past 8 years. This convention enables the Director to learn about existing and new ideas and programs that are instrumental in the day to day operations with students. The convention also serves as the platform where best practices are shared to enhance or improve program within student affairs offices at other institutions.
   3. As an active engaged California Community College Student Affairs Professional, the Director also serves on the state-wide board for CCC’s CCCSAA association. This association also includes a professional development conference and a conference dedicated towards student leadership development.
5. What professional development opportunities and contributions can your program make to the college in the future?
   1. OSL continuously hosts numerous workshops dedicated to student leadership that revolve around student leadership development and the ten ACPA/NASAP Professional Competency Areas for Student Affairs Practitioners (2010).
6. Facilities:
7. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
   1. Even though the Campus Center building will be undergoing construction in the next years to come, the presence of the building now is not conducive to students for the following reasons:
      1. There is no HOT water in the restrooms in the building. When we know to avoid the spreading of germs and diseases, hot water is needed in the restrooms. This is a core essential need to the health and safety of our students, staff, and community members who utilize the services and attend the programs within the building.
      2. In 2013, the U.S. Department of Education's Office for Civil Rights, issued a Dear Colleague Letter regarding pregnant and parenting parents in both secondary school and higher education. This letter and the accompanying pamphlet titled Supporting the Academic Success of Pregnant and Parenting Students provided schools with guidance for how to best support pregnant and parenting students as required in Title IX of the Education Amendments of 1972. Currently, we are in potential violation of Title IX with the Office for Civil Rights. We do not have changing rooms for parents to change their children nor a space for mothers to breast feed or pump.
      3. The BCSGA Executive Boardroom, CC5, and the Office of Student Life suite, CC4, are invested with cockroaches and ants. As the premier location for students and community guests to come for information, new paint and coloring is needed to ensure that BC gives proper outlook.
8. How will your Facilities Request for next year contribute to student success?
   1. At this time, Student Life is not submitting any facilities request as all requests have already been submitted to Maintenance and Operations.

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. Student Life bought new computers for the main front desk and this has made a world of difference when serving students with better customer service.
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
   1. One of the items requested is a Digital Message Boards. Currently, Student Life has the old letter station board which sticks out like a sore thumb. Student Life staff can easily create and manage action-driven Digital Message Boards. Cost-effectively deploy and manage one sign or a network of thousands, instantly update and deliver your sign content from anywhere, and have your sign running out-of-the-box. Digital Message Boards will also increase efficiencies by eliminating the time and costs associated with maintaining the current letter-boards, or from printing and distributing posters. In addition, communication tasks are more efficiently managed with scheduled and automated content delivery along with permission-based content control.
3. Discuss the effectiveness of technology used in your area to meet college strategic goals.
   1. As Student Life is leading the online forms and process, it is essential to have technology that will support this initiative that correlates with one of the college’s core value. In the digital age, BC departments need to be upfront with technology advancements that will aid our students to higher levels of student engagement.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

Please see attached budget sheet.

**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.

The Office of Student Life is developing into a new and dynamic office within the institution that will collaboratively work with partnering entities to ensure student success and efficiency of programs related to the office. Under new direction, the Director will aid the campus community towards best practices models of academic progress and student success. Bringing the Renegade Community to a higher standard of operations and aiding in rebuilding how student engage at Bakersfield College will be the priority of the upcoming year. Providing students on campus with co-curricular engagement opportunities will ensure student success and build a Renegade community. Student Conduct will also transition into a fully integrated online but personal outreach process to ensure that all parties are reached and notified in timely manners to ensure the academic success of the student.

**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) – Requesting a management position

[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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_