Bakersfield College

Comprehensive Program Review

I. Program Information:

Program Name: Academic Development (ACDV)

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.

ACDV provides pre-collegiate coursework and academic support services in the Bakersfield College Jerry Ludeke Learning Center and at the Delano Center and other rural campuses where services are continually scaling up. ACDV supports the improvement of teaching and learning by “filling in the gaps” through rigorous coursework, tutoring, and additional remedial support services that build a) study skills, b) reading, writing, and information competency, c) specific discipline directed learning skills, and d) pre-collegiate math skills. These strategies meet the needs for a diverse population of transfer level, basic skills, and occupational/vocational education students (College Mission). According to the current CCC Scorecard, eighty-one percent of students seeking a degree, certificate and/or transfer, who started first time in 2008-09, were tracked for six years through 2013-14, and needed basic skills coursework and academic support across programs and disciplines (California Community College Chancellor’s Office). ACDV supports student success, not only through our coursework, but also through our support services in the Student Success Lab (remediation and practice for reading, writing, math, study skills and test preparation) and the Tutoring Center (800-1,000 students per semester in all disciplines) as open access support for all students on campus. In addition, ACDV participates in Supplemental Instruction (serving over 1000 students weekly) and the Writing Center (serving over 850 students each semester). ACDV has been instrumental in the implementation of new multiple measures for placement that will ultimately produce benefits to students in the pathway to completion. ACDV has also been very agile in developing accelerated curriculum to address the loss of students through the remediation pathway.

Program Mission Statement:

The Bakersfield College Academic Development Department (ACDV) provides quality developmental education necessary for our 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.

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| *Instructional Programs only:*   1. List the degrees and Certificates of Achievement the program offers. N/A 2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both. N/A 3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. N/A |

II. Progress on Program Goals, Future Goals, and Action Plans:

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 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 an innovative Basic Math and Basic Writing course linked with open lab course (PLATO). | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: Summer 2015  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Instead of linking the courses, we are piloting a **hybrid high tech/high touch** math and language arts program for students who need remediation at 3+ levels prior to transfer in math, English and reading. The approach will be using a multiple-measures approach and include prescriptive lab assignments determined by a diagnostic assessment to help students move through the basic skills pathways successfully and in less time. We plan to serve 100 students in Spring 2016. |
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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) |
| 2. Increase security in the Learning Center. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: (Date)  Ongoing: Fall 2016 (Date) | To achieve an acceptable level of protection for both personnel and equipment, there is a need to increase coordination among 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 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. We will meet this goal when internal entrances/exits are not breeched 100% of non-instructional hours. |
| 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) |
| 3.  A Campus-wide Study Skills Assessment needs to be re-instituted. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: Fall 2016(Date) | There is hope that Accuplacer placement test will address this goal. We also have a Study Skills component available in the Student Success Lab if students are directed to remediate through some form of diagnostics assessment process. We will request a study skills assessment component be added to our current multiple measures process for placement. |
| 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.  Re-institute the presence of ACDV support staff (DA III) | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: 2016 (Date) | In this comprehensive review, we are again requesting a DAIII assigned to ACDV, at least part time. We have had less lack of physical presence of DAIII support staff in our department for the past 5+ years as compared to other departments. This affects all aspects of ACDV operations. The request was made this fall to current dean for ACDV. The request will need to come from the dean’s office as part of her staffing needs. Her current executive secretary is getting trained to cover DAIII duties. |
| 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.  Increase number of instructional assistants’ hours through increasing current IA from 15 to 19 hours and hiring additional 19 hour IA. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing:  Fall 2016 (Date) | We are requesting increased hours for current Instructional Assistant and to add 2 additional 19 hour IAs. We have requested these positions for the past 10+ years. Increased staffing is needed in the Student Success Lab to handle a substantial increase in students using the lab. There are increasing demands across campus for our lab resources and we need to develop innovative ways to meet increases in students’ needs at the lower skills levels (e.g. 3+ levels below college level); IAs provide flexibility in staffing while increasing the “high touch” aspects of “high tech/high touch”. |

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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) |
| 6. Work with district IR staff and contracted researchers to gather success and retention data. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing:  Fall 2016 (Date) | Requested data is being collected Fall 2015. ACDV has on-going needs for timely IR data, so we will continue to work with IR staff to ensure that students’ basic skill needs are addressed.  We need better disaggregated data related to the new accelerated courses, as well as defined ACDV program elements unique to ACDV program offerings. |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program must include an action plan.

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| Future Goals | Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply) | Action Plan | Timeline for Completion | Lead person for this goal |
| 1. Develop a combined accelerated Reading/writing course 3 levels prior to transfer to address enrollment needs. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | ACDV will collaborate with English faculty to develop and align student learning outcomes a for new course that addresses students who are 3 levels prior to transfer in reading and writing through creation of a single- semester accelerated, integrated course (reading and English) in one semester. | Fall 2016 | Kimberly Bligh  Diana Cason Jessica Wojtysiak |
| Future Goals | Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply) | Action Plan | Timeline for Completion | Lead person for this goal |
| 2. To replace the loss of faculty and address projected enrollment growths, there is a need to convert our current temporary FT faculty to tenure track. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | During the past 3 years, ACDV has lost 5 full-time faculty. Two full-time tenure track positions and one FT temporary position were added in Fall 2015. To replace the lost positions and prepare for projected enrollment growth, ACDV needs to convert the temporary position into a FT tenure track position. | Spring 2016 | Kimberly Bligh  Joyce Kirst |
| Future Goals | Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply) | Action Plan | Timeline for Completion | Lead person for this goal |
| 3. Expand the physical area allocated for the Tutoring Center | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Space in the Tutoring Center remains limited. We will work with our dean to reevaluate the physical resources in the Learning Center, and will evaluate if there is additional space that would allow the Tutoring Center to serve more students. More space would reduce noise and crowding, and create a more productive learning environment. | Fall 2016 | Kimberly Bligh  Susan Pinza  Elizabeth Elms  Sonia Avila |

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| Future Goals | Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply) | Action Plan | Timeline for Completion | Lead person for this goal |
| 4. There is a need to provide tutoring support for online students on campus. ACDV plans to develop an online tutoring service. This service would also benefit students who are unable to attend tutoring appointments during the Tutoring Center's hours. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Collaborate with online faculty and use the Online Education Resources (OEI) to develop a comprehensive online basic skills tutoring support program. | Fall 2016 | Kimberly Bligh  Susan Pinza  Diana Cason  Michelle Hart  Elizabeth Elms  Sonia Avila  Monica Houck |
| Future Goals | Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply) | Action Plan | Timeline for Completion | Lead person for this goal |
| 5. Evaluate, redesign and implement an overall plan for student support services physical space and student flow in the Student Services building. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Leverage Basic Skills funding to evaluate and plan a redesign of these services that can be institutionalized. Collaboration with SI, Tutoring Center, Writing Center, Success Lab and Math Lab will be necessary.  This will include expansion of services to Delano in order to address accreditation requirements for access to student support services. | Fall 2016 | Kimberly Bligh  Susan Pinza  Elizabeth Elms  Sonia Avila  Monica Houck  Kimberly Arbolante  Eileen Pierce  Kim Nickell  Rachel Vickrey |

III. Trend Data Analysis:

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

1. Changes in student demographics (gender, age and ethnicity).
   1. ACDV has had increasingly higher enrollments for 19 and under, 13% higher than Collegewide enrollments.
   2. 6% decrease in African American enrollments since 2010-11, but is still 1% higher than comparable African American Collegewide enrollments.
   3. 13% increase in Hispanic /Latino enrollments since 2010-11, which is 9% higher than Collegewide enrollments.
   4. 7% decrease in White enrollments since 2010-11, 9% lower than Collegewide enrollments.
   5. 30% increase in ACDV students who have completed education plans and become fully matriculated.
2. Changes in enrollment (headcount, sections, course enrollment, and productivity).
   1. Decreased 37 sections from 2010-11 to 2013-14 due to major budget cuts in ACDV’s lowest level reading, writing , and math courses, even though 2014-15 headcount is above these 2010-11 numbers by 463.
   2. Data for first day and census is misleading on trend data since we have several sections of open entry courses totaling on average 600-750 students. Coursebook data cannot tract open entry-exit courses since it is designed to collect enrollment data only at specific checkpoints. We set high caps to handle the ebb and flow of enrollments all semester.
   3. There has been an increase in class size to accommodate waitlisted students from 31/section to 39/section, a 26% increase and over the Collegewide students per section (32/section).
   4. Waitlisted students doubled from 2013-14 to 2014-15 possibly the result of new courses and demand for ACDV courses. 2015-16 projections are for increased sections and more demand.
   5. Due to cuts in program in 2012, retirements, and other faculty related attrition, there was a significant decrease in FTEF from 48.3 in 2010-11 to 27.1 in 2013-14. Due to increase in ACDV courses, we have hired 2 tenure track and 1 temporary faculty member. However, to replace loss of faculty and address projected enrollment growths, there is a need to convert the temporary FT faculty to tenure track and hire an additional FT faculty to replace one who will be reassigned to cover the Tutoring program full time by fall 2016.
3. Changes in achievement gap and disproportionate impact.
   1. Males have 9% lower success rates than females in ACDV courses (54%-62%), which mirrors statewide data for gender (CCCCO).
   2. Students 19 to 29 have 30% better success and retention rates than other populations in ACDV, closely matching Collegewide enrollments.
   3. There is NO apparent achievement gap for Hispanic Latino students, however, African American students are retained at a rate 16% lower and succeed at a rate 25% lower than Hispanic Latino students. With additional support through Equity Program and increase in supplemental instruction, we are addressing this disproportionate impact issue.
4. Success and retention for face-to-face as well as online/distance courses.

1. Success (60%) and retention (80%) rates remain steady, while moving up 1% over 2010-11, even with addition of accelerated courses that take students through 2 levels in one semester. This innovation, coupled with multiple measures placement, is saving students time and money, as well as making the pathway more efficient. Accelerated courses implemented in 2014-15 will be closely monitored and additional research is in progress. Through curriculum revision, success and retention data for ACDV B201abc, graded as P/NP, will reflect mastery rates, not just hours completed .

1. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).
   1. 1,788 students who began in ACDV completed an AA, 835 completed an AS, and 1,865 completed a certificate totaling 4, 488 over last 5 years. Developing those missing skills works!
   2. The majority of the degrees and certificates were in Allied Health, Family and Consumer Education, Social/Behavioral Sciences, General Studies with additionally 200+ in each of the following: math, Industrial Technology, Business, and Language/Communication.
2. Other program-specific data (please specify or attach).
3. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years. We offer no degrees directly from our department.

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| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
| N/A |  |  |  |  |  |  |
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**IV. Program Assessment:**

1. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs).
2. PLO #1: Think critically and demonstrate academic honesty by including evidence to support conclusions while constructing meaning and solving problems. (ILO #1)
3. PLO #2: Use numerical, graphical, symbolic, and linguistic representations to solve problems and communicate effectively in multiple modes and disciplines. (ILO #2)
4. PLO #3: Distinguish among and select appropriate interpersonal skills essential to collaborative learning and productivity. (ILO #3 & 4)
5. PLO #4: Demonstrate the characteristics, habits, and skills of an effective learner who will be able to engage productively in all levels of society. (ILO #4)

B. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.

1. Reading Analysis

A. ACDV B50

1. Advanced Reading and Critical Thinking (3 units) is one of two courses in our department (ACDV B50 and B61) that confer reading competence for graduation. We have assessed SLOs every year since 2010, and we have used that data to modify the course to improve student outcomes. For example, in Spring 2010, our post-test data showed that students averaged just 66.6% in ten essential reading skills; in Spring 2015, students scored an average of 80.9% on the same post-test items. In 2014, we added a final SLO assessment procedure: Measure 4 critical outcomes related to students’ required “contemporary issue projects." The preliminary data showed that more than 92% of all ACDV B50 students demonstrated at least 75% on the 4 required skills; the lowest (75%) was related to students’ success in evaluating research sources before including them in a scholarly project.
2. Trend data in ACDV B50 has been consistent throughout the reporting period of 2010-2015. The number of sections increased in response to student needs on placement tests and best practices to advise students to complete their reading sequences first (35 sections in 2010-11 and 41 sections in 2014-15). Retention rates increased as well from 85.4% in 2011-12 to 87.3.7% in 2014-15. During the same period, success rates were similar, but continue to need our intervention with 71.0% in 2010-11, and 68.5% in 2014-15.
3. Trend data shows a reduction in waitlisted students. This has primarily been due to strategically increasing course sections to meet placement demands.
4. BC has changed to Accuplacer from Compass, so ACDV will collaborate with other campus entities to help ensure appropriate placement procedures, including multiple measures.

B. ACDV 61

1. Accelerated Reading (4 units) is one of two courses in our department (ACDV B50 and B61) that confer reading competence for graduation. ACDV is an accelerated course which enables students who place two grade levels below transfer to complete two semesters of coursework (the equivalent of ACDV B62 and ACDV B50) in one semester. This class was initially piloted in the 2012-2013 academic year, and first offered as a course in 2013-2014. B61 began as a learning community in Summer 2013 and Fall 2013, and since the transition to be a course, student success and enrollment has increased. Between the 2013-2014 and 2014-2015 academic years, student success increased overall from 50.3% to 56.2%. In addition, the withdrawal rate declined overall from 28.2% to 21.9%. The number of sections offered is increasing in response to growing student demand. In the first year, only six sections of B61 were offered. In 2014-2015, the number of sections offered increased to 9, and in Fall 2015, the department offers 13 sections. Between the two years, the number of students enrolled in each section of 61 increased from 26 to 29. The number of students on the waitlist has grown substantially, from zero in the first year to 51 in year two.
2. The academic rigor of the accelerated ACDV B61 course has increased to better reflect the outcomes of B50. When the class was first offered, students did not appear to be appropriately placed. Many students continue to be unaware of the accelerated nature of the course.
3. Student success rates in ACDV B61 are strong. This four-unit course combines our basic three-unit ACDV B62 reading course with our advanced three-unit ACDV B50 reading course. This “shortens the pipeline” for students to complete their reading competency graduation requirement.

Reading Actions

* 1. Action: Consult with counselors prior to enrolling in the courses to better prepare students for the rigorous nature of the accelerated course, ACDV B61. We will continue to work with counselors to inform students of the rigor of the course.
  2. Action: We are increasing the number of full time faculty teaching the course to address the increased student demands. We will offer 20+ sections, an increase of over 200%, in the 2015-2016 academic year.
  3. Action: We will discontinue ACDV 62, a stand alone reading course which competed for students with ACDV 61, and develop a new combined reading/writing course for students who place three levels below transfer in either reading or writing that will prepare students to take ACDV B61.
  4. Action: We are currently piloting a course for students who test at three levels below transfer. This course will better prepare students to succeed in ACDV B61.
  5. Action: We will pilot a summer course that combines instruction in reading and writing. Using multiple measures, this course will permit students to advance to B61 in the fall.

2. Math Analysis

A. ACDV B72

* + 1. 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 change from ACDV 78 to ACDV 77 resulted in a 15% rate of decrease in success and a 40% rate of increase in the withdrawal rate. The second new course, ACDV B72, is an \*accelerated course that combines Arithmetic (2 units) and PreAlgebra (4 units) into one seamless 4 unit course. ACDV 72 addresses the institutional goal of offering sufficient math class sections to serve student placement needs for students placing at the MATH 50/ACDV 72 level. Math and ACDV department waitlists have continued to climb. In Fall 2014, we offered 9 sections of ACDV B72, and to meet enrollment needs, we increased to 12 in Fall of 2015. Plans for Spring 2016 include 15+ sections of B72.
    2. Overall the rates increased since Fall 11 for retention by 28% and success by 35%.

B. ACDV B77

i. Trend data indicates that few students complete college-level math if they begin in ACDV B77, four levels below transfer.

Math Actions

1. Action: Request data from Institutional Research for students who passed B72 and subsequently took Math B60 within two semesters to track retention and success rates in the subsequent course.
2. Action: Continue to work closely with the Math department to assess and align SLOs for Math B50 and ACDV B72.
3. Action: Discontinue offering the ACDV B77 course so that students are directed either to the ACDV B201c or ACDV B72 courses depending on their skills and needs.
4. Action: Expand the use of ACDV 201C’s individualized mastery learning as a math skills floor.
5. Action: Confirm through IR data Accuplacer cut scores appropriate for ACDV 77/ACDV 201C and ACDV 72.
6. Action: Collaborate with high school math faculty to better prepare students prior to college enrollments.
7. Action: Continue to work with Counseling to ensure appropriate math placements.

3. Writing Analysis

A. ACDV B65

1. Analysis: ACDV B68 was last offered in fall of 2012. ACDV B65 was first piloted as a 1-unit lecture and 1-unit lab learning community course in spring of 2013 and first offered as a 2-unit course in spring of 2014. The number of units was reduced from 4 for ACDV B68 to 2 for ACDV B65 in order to reduce the total number of units taken by students who place three levels below college level in writing. At the same time, the student learning outcomes for ACDV B65 were changed drastically from the student learning outcomes for ACDV B68 in order to better prepare students for English B60/English B53. Despite the reduction in units and increased rigor, student success rates remained fairly consistent (an average of 75.95% for the two years that ACDV B65 has been offered and 76.4% for the three previous years in which ACDV B68 was offered). Retention is slightly higher for ACDV B65 (an average of 91.2%) than it was for ACDV B68 (88.7%).

Writing Actions

* 1. Action: We are developing a new combined reading/writing course for students who place three levels below transfer in either reading or writing that will prepare students to take BOTH ACDV B61 and English B53 or B60.
  2. Action: We will develop and pilot a summer course that combines instruction in reading and writing and use multiple measures to place students in the appropriate courses.
  3. Action: Strengthen collaboration with English department to improve student learning outcomes in the English basic skill progression.

4. Tutoring Analysis

A. ACDV B5 and ACDV B5A

1. In fall 2013, ACDV underwent a revision for both tutor training courses, ACDV B5 and ACDV B5A, due to Title V compliance. There was an absence of data for fall 2013 due to the course awaiting approval for the curriculum changes through the Curriculum Committee. Upon reintroduction of the class in spring 2014, section offerings returned to former levels. However, enrollment dropped considerably. This drop was recovered by the following academic year 2014-2015. Success and retention rates had a similar dip and recovery, remaining in the 88%-90% range, respectively.
2. In looking at ACDV B5, overall success rates and retention rates appear to be lower in the fall semester than the spring. This correlates with enrollment rates being higher in the fall. It may be that along with the trend of fall semester having a higher enrollment overall, these students are enrolling in the Tutor Training course for the first time. The slight dip in success and retention in the fall semester could be due to the students’ realization that they are overburdened with other responsibilities.
3. In reviewing ACDV B5A, we see an inverse pattern from ACDV B5. Success and retention rates remain in the high 80% to 90% range, but the spring semester trends higher. This correlates with the enrollment rates being higher in the spring than in the fall. As opposed to ACDV B5, this class is composed of returning tutors; therefore, a substantial number of tutors are transferring out of or graduating from BC. Additionally, there was a significant increase in success and retention for the fall 2014 semester. There were two noteworthy events that occurred during this semester, 1) enrollment was statistically low, which allowed for more one-on-one attention and 2) the curriculum was more closely aligned with CRLA requirements.
   1. Action: Staff and faculty will review the procedures for recruiting tutors to see if we can improve enrollments in fall and consider changes to fall section offerings to see if that improves enrollments.
   2. Action: Develop an online tutoring service. This service would be appropriate for students who are enrolled in distance education courses as well as for those who are unable to attend tutoring appointments during the Tutoring Center's hours.
   3. Action: Reassign current ACDV tenured faculty member who has part-time tutor training assignment to full time assignment to meet Title V compliance and provide support to meet in growth goals peer tutoring program.

5. Student Success Lab Analysis

A. ACDV 201abc

1. During the last three years, retention rates decreased in the ACDV 201 abc courses from 63.9% to 57.7%. This was due in large part to the instructor being more proactive with dropping students who were not showing up to class despite repeated attempts to reach students via BC email. However, during those same years, the rate of student success increased by 11.7% (27.1%-38.8%) in response to a high tech, high-touch approach. As well, in 2014-15, to better serve our academically diverse population, we implemented ACCUCESS, a prescriptive program within PLATO designed to assess students more effectively and provide a prescriptive assignment. Students take the ACCUCESS assessment as they begin the course; this assigns their learning path or prescription that is unique to them, keeping them focused and engaged in the content and skills they need to remediate and to reassess in reading, writing and math.
2. Analysis: Since taking a more high touch approach and implementing Accucess in PLATO, there has been a positive impact on student learning in the ACDV 201 abc courses in terms of student success (+11.7%). Because the students are assigned prescriptions and a learning path that is specific to their needs, they are more focused and engaged.

Student Success Lab Action:

* 1. Action: Evaluate effectiveness of Accucess Version 2.
  2. Action: Pilot a more high touch version of our 1 unit ACDV B201a (reading) providing students face to face activities with an instructor several times throughout the semester. Students will be selected based on their Compass and Accuplacer scores. Successful completion will provide a multiple measure tool to place students into their next reading course without having to reassess through Accuplacer.
  3. Action: Develop remediation standards for students who want to reassess (Accuplacer).

6. Technology for Students with Disabilities Analysis

a. Although Assistive Technology, ACDV B190, is currently offered through ACDV, it is taught and evaluated by a qualified DSPS faculty member. DSPS will include this course in their program review.

b. ACDV B195, Word Processing for Students with Disabilities will be redesigned to respond to requests by students and faculty to meet basic computer literacy needs of BCs general population across disciplines.

C. How did your outcomes assessment results during the past three years inform your resource requests? The results should support and justify resource requests for this year.

* 1. Due to increased enrollment needs in ACDV courses, we hired two new tenure track, one temporary full time, and 8 new adjunct faculty.
  2. We are requesting 2 more Instructional Assistants to meet increasing demands for additional student support in the Success Lab.
  3. In order to provide adequate administrative support services for all faculty and staff in ACDV, we continue to request a DAIII.

D. Describe how the program monitors and evaluates its effectiveness.

1. The faculty in ACDV routinely collects assessment data for all courses. The data is analyzed and shared with all faculty in the department in order to determine program needs.

2. We are working with district IR staff to gather success and retention data and better disaggregate data related to the new accelerated courses as well as defined ACDV program elements unique to ACDV program offerings.

E. Describe how the program engages all unit members in the self-evaluation dialog and process.

1. We include all faculty, full and part-time, in data collection, assessment processes, and general faculty meetings.
2. We held a Curriculum Retreat on a Saturday in Spring 2015 so that our adjunct faculty could all participate in the discussions.
3. Provide recent data on the measurement of the PLOs/AUS., as well as a brief summary of findings.

We requested cohort data outcomes from the Institutional Research office to explore the success and retention data for students who successfully completed ACDV Writing -B65 and B68- and enrolled in ENG B60 or B53 within two semesters. We also requested cohort data outcomes for students who successfully completed ACDV Math B77, B78, and B72 and enrolled in Math B60. We are awaiting that data to analyze findings.

1. What have the program’s PLO’s/AUO’s revealed or confirmed in the past three years?
   * + - 1. There is an increasing need for ACDV accelerated courses. We are discontinuing the 2 unit writing and math courses since they indicated that a 2 unit approach does not provide enough face-to-face time for student to be successful. There needs to be a shorter pipeline that has more high touch interventions and support provided. New courses and curriculum to address success for students at the lower levels of the basic skills pathway are being developed and piloted in 2015-16.
         2. There is increased need for professional development for all ACDV faculty in order to better support college-wide basic skills students and to improve placement decisions for all students.
2. *If applicable,* list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

We had a 30 percent increase in ACDV students who have completed education plans and become fully matriculated.

1. 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).

PLO #1 Think critically and demonstrate academic honesty by including evidence to support conclusions while constructing meaning and solving problems. (ILO #1)

PLO #2 Use numerical, graphical, symbolic, and linguistic representations to solve problems and communicate effectively in multiple modes and disciplines. (ILO #2)

PLO #3 Distinguish among and select appropriate interpersonal skills essential to collaborative learning and productivity (ILO #3 & 4)

PLO #4 Demonstrate the characteristics, habits, and skills of an effective learner who will be able to engage productively in all levels of society (ILO #4)

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

See above

1. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?

* Implementing Supplemental Instruction to support students in groups that data shows have a disproportional impact or risk,
* Utilizing Early Alert messages, especially to address observed needs of under-prepared students,
* Giving students opportunities to think and talk freely and respectfully in class discussions with other students, faculty, and guests,
* Encouraging, demanding, and actively managing the participation of *all* students equally,
* Building an inclusive and fair classroom community for *all* students,
* Monitoring behavior to cultivate divergent thinking,
* Teaching *all* of the students in the classroom equally,
* Representing curriculum from multiple perspectives and cultures,
* Connecting in some way to the life experiences of students, and
* Promoting an inclusive community within the classroom, where instructors integrate opportunities for students to work in small groups during time spent within the larger class.

*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. Discuss your program’s strengths.

ACDV faculty are collaborative and supportive of peers both within the department and across campus programs by assisting with curriculum content reviews in other departments, and by sharing curriculum and instructional strategies with all faculty. We continue to collaborate with math and English faculty, develop complimentary curriculum, and even share instructors across departments as needed for student success. The ACDV faculty are innovative thinkers and continue to explore new approaches to student success strategies and coursework. We have developed and implemented accelerated courses in reading and math, and plan to develop a new accelerated reading and writing course in Fall 2015 to pilot in Spring 2016, then offer in Fall 2016. We are also piloting a hybrid writing/reading and hybrid math course to meet the needs of students who are 3 or more levels below transfer in basic skills. We offered 20 sections of summer bridge for incoming freshman through an innovative professional development, cross-training approach led by faculty chair, Kimberly Bligh. The summer bridge program provided cost effective professional development opportunities for faculty and staff across programs. We are also collaborating with Counseling to develop a Renegade 101 Freshman Success course, which is in the phase this fall.

1. Discuss your program’s weaknesses.

With increased waitlist demands and new opportunities for a technology-supported approach to remediation, we are in need of more faculty, instructional support staff, and a department assistant. We still have not replaced the faculty we lost since 2010, and our program is growing rapidly. The accelerated courses condense course units and time for students, but the new 4 unit courses create increased need for more faculty to cover the 4 unit sections.

1. *If applicable,* describe any unplanned events that affected your program.

**V. Resource Analysis:** 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. Since 2010, ACDV has lost 6 FT faculty: Two retired, one left due to health, one moved out of state, one moved to adminstrative position, and one passed away. In fall 2016, we are losing another to a FT position in Tutoring Center to meet Title V compliance. During this time, the number of ACDV course sections has increased, and we are preparing for higher enrollments with Accuplacer’s multiple measures. We hired two new permanent FT faculty and one temporary FT faculty in Fall 2015. We are requesting that the temp position will become permanent and to hire an additional FT faculty position.
   2. For more than 5 years ACDV has operated without physical presence of a Department Assistant in the area. This creates extra work for the department chair and increases miscommunication among staff and faculty. Student workers have been supervised and trained by faculty, rather than by a DAIII. We are requesting a DAIII for ACDV.
   3. ACDV is implementing several innovative “high tech/high touch” interventions. This will require additional Instructional Assistants in the Student Success Lab.
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.

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| --- | --- |
| Examples of College-wide Participation: Committees and other Campus Initiatives | Examples of Specific Professional Development Activities |
| FCDC, Program Review Co-chair, Academic Senate, Curriculum, ISIT, Enrollment Management, FCDC, Equivalency, Leven Center, and other participatory governance committees | Effecting Positive Change: Institutional Learning Outcomes 2014, SARS Alert Training , Emergency Responder Training, Writing Center, CurricuNET, Dynamic Earth, Registration Rocks, Student Support Training, Title V Grant Writing, Community Events: Member of officer in Civil Air Patrol (CAP); Community Emergency Response Team (CERT) training; “Constitution Alive” Class; FAA Full-scale Airport Emergency Exercise; CSUB Math Computer Lab Software, Building Bridges Conference |
| BSI, Title V, Department of Education Award, Habits of Mind, Making It Happen, Levan Center, Student Success Stewardship, Data Coaches, Supplemental Instruction, First Generation Mentor Training, Transfer Making It Happen - CalSOAP | Collaborated with faculty in many disciplines to determine pre-requisites for their courses/programs; Served on screening and evaluation committees: DSPS, Library |
| Summer Bridge, 2015 New Student Convocation, Presentations at New Faculty Orientations/Adjunct Orientations, FLEX week, and Building Bridges | Basic Skills: Redesign meetings, Dept. of Finance Award, Developed, piloted, now teaching, and mentoring ACDV B72 and ACDV B61 (accelerated, blended Arithmetic and Pre-algebra, and accelerated reading, respectively); ACDV Curriculum and Assessment Retreat; served as course mentors in ACDV |

1. What professional development opportunities and contributions can your program make to the college in the future?

Content review, contextualized basic skills, acceleration, summer bridge, acceleration workshops.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

* Replacement of missing and stained ceiling tiles have contributed to the overall cleanliness and aesthetics of the Learning Center as well as safety of staff and students.

How will your Facilities Request for next year contribute to student success?

* Once all doors at both the main floor entrances and second floor entrances are replaced and with the addition of the new elevator that can be accessed from the north side of the building, we should have fewer issues with students coming in and out of the Learning Center. Students and staff will be able to enter the building with ease, and staff can lock and unlock the doors with less effort. Most importantly, the new doors will help with the noise levels, which support a better learning environment for students in adjacent classrooms and labs. With new automatic doors leading from Financial Aid and EOPS, access to the LC with new elevator will be more convenient for all staff and students and will be ADA compliant for our students with special needs.
* Redesigning the space in the Learning Center will better accommodate the flow of students through the Learning Center and increase the effective use of lab spaces which include but are not limited to the Student Success Lab, the Writing Center, the Tutoring Center and the Math Lab. There has been a shift in the way in which full time and adjunct faculty have been assigned office space, and this has led to some freed up space within the lab areas that could be used more effectively and efficiently by redesigning how the space is used. This will entail restructuring the way the partitions define the lab space in the Learning Center as well as adding furniture to redefined spaces. Redesigning the space will help the Learning Center accommodate the increasing number of students who visit the all three labs, the Tutoring Center and the classrooms, increasing student accessibility and success (Strategic Directions 1).

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? New, repurposed and existing technology has helped staff and faculty to perform work more effectively and efficiently, in turn, leading to an increase in supporting student learning.

* At the beginning of the 2015-16 school year, ACDV has received two laptop carts for use in the classroom and Student Success Lab, and some faculty members have received new laptops, but there has not been time to assess their effectiveness.
* In Spring 2015, a faculty moved from ACDV to Equity, her former office was converted into a shared workspace for 10+ adjuncts. Refurbished furniture and 2 additional computers were set up in that office. Students now have better access to their instructors, and these instructors have a place to do work, a private office to effectively conduct office hours and meet with students, and have a secure place for their belongings and student work.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
   1. Another dedicated classroom (SS206 ) computer lab with a minimum 28 student stations and an instructor station with projector will accommodate ACDV courses needing computer access, facilitating more effective learning and contributing to strategic direction.
   2. Replace thin clients to desktop computers in SS3 will more effectively and efficiently accommodate ACDV courses needing computer access, facilitating more effective learning and contributing to strategic direction.
   3. New or repurposed faculty office and classroom computers will support fulltime and part-time staff and faculty to perform work more effectively and efficiently.
   4. Change in throw configuration of SS117 and SS206 will make viewing the screen/board more conducive for all students. As the throws are configured now, students in the periphery of the classroom have a hard time seeing the screen/board.
   5. Adding a phone into the instructor office SS127 will facilitate communication of the instructor with her students.
   6. Restructure SS3 and replace thin clients with pc’s will help the lab run more effectively as logging in and out is difficult for students. As well, instructors are unable to troubleshoot when problems occur and must rely on IT for all solutions.

3. Discuss the effectiveness of technology used in your area to meet college strategic goals.

Technology facilitates more effective teaching and learning, contributing to strategic goal 1. Through advanced technology we can use various modalities to present information to meet a variety of student needs, remediating them and moving them more effectively through their academic development courses and into their transfer level courses.

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

The ACDV department has several budget levels due to the uniqueness of our student population and programs. We support the Tutoring Center, Success Lab, and several courses in reading, writing, and math. There is high Learning Center traffic from students across all disciplines and programs on campus. Our supplies are used for all of these additional students we serve outside of our department courses and thereby create a need for increasing our supplies budget, which was decreased over the last 2 years despite our increasing student enrollments and support. We support ACDV faculty who teach on the Panorama, Delano, Arvin, and other campus sites, so supplies are depleted quickly.

**VI. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.

* ACDV has representatives on every major Campus Committees:
* In addition, our faculty support the following entities on campus: Levan Center, Student Success Stewardship Team;
* Below are just a few campus activities examples shared by ACDV Faculty:
* “Effecting Positive Change: Institutional Learning Outcomes 2014;”  SARS Alert Training; Emergency Responder Training; Flex Week Presentations; BC Writing Center; “How to access/use CurricUNET” Workshop; “Dynamic Earth: Exploring Earth's Climate Engine"; Registration Rocks, SI (Supplemental Instruction); Student Support (Re)Defined Training; Student Success Stewardship Team; First Generation Mentor Training (Transfer Making it Happen - CalSOAP; Habits of Mind; Basic Skills Redesign Meetings, Department of Finance Award, Title V grant writing.
* Department Activities: Developed, piloted, now teaching, and mentoring ACDV B72 and B61 (accelerated, blended Arithmetic and Pre-algebra, and accelerated reading, resepctively); ACDV Curriculum and Assessment Retreat; adjunct faculty evaluation observations; Basic Skills Redesign Meetings; Flex Week Activities;
* Community Events: Member/officer in Civil Air Patrol (CAP); Community Emergency Response Team (CERT) training; “Constitution Alive” Class; FAA Full-scale Airport Emergency Exercise (serving with Civil Air Patrol); Exploration of CSUB Math Computer Lab Software with CSUB Lecturer Terran Felter.

1. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.
   1. All adjunct are invited to department meetings and encouraged to attend FLEX week activities and adjunct training and orientations.
   2. Adjuncts, like all faculty, have course mentors for support.
   3. They also have several dedicated office spaces with storage, phones, and computers that they share.
   4. ACDV is developing an Adjunct Handbook with FAQs.

**VIII. 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.

We have faced some major challenges and obstacles over the last 3 years due to budget decisions, loss of FT faculty, major curriculum redesign, and administrative reorganization. Even with these challenges, we still succeeded in making multiple program/curriculum revisions based on data we collected from our assessment cycle, and we will continue to work collaboratively with multiple departments to ensure that the courses we currently offer and any new courses we create reflect our commitment to the academic needs, success, and retention of our BC student population. We have two new FT tenure track faculty in Fall 2015, and 2 temporary FT faculty (1 in Spring 2014 and 1 in Fall 2015). We also hired numerous new adjuncts over the past year to cover FT faculty losses and to meet increasing enrollment demands for our courses. We are requesting the current temporary FT faculty be converted to tenure track to cover our increase in demand for accelerated reading and math courses in Delano and a new faculty on Panorama campus who to replace a current faculty member who will be reassigned to the Tutoring Center in Fall 2016 and will not be available to cover load in reading and writing sections. To address the needs of students in the Success Lab as we implement our high tech/ high touch technology support for basic skills remediation approach, we also need more faculty and classified instructional assistant support.

We continue to analyze 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 level several times. In order to keep our standards high and continue to design courses and programs and to 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.

IX. 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_