**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Academic Development

Program Type: X 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.

**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.

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.

|  |  |  |  |
| --- | --- | --- | --- |
| 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: \_Fall 2016 (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 piloted with approximately 100 students in Spring 2016 and Summer 2016. We have implemented the new hybrid curriculum Fall 2016 with all sections of ACDV B201c (Remedial math course in the Student Success Lab). |

|  |  |  |  |
| --- | --- | --- | --- |
| 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) |
|  |  |  |  |
| Program Goal | Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?  (select all that apply) | Progress on goal achievement  (choose one) | Comments  (if applicable) |
| 4.  Increase 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 our current Instructional Assistant  9from 15 hours to 19 hours)and to add 1 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”. |

|  |  |  |  |
| --- | --- | --- | --- |
| 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. 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. To replace the loss of faculty (1 retiring in Spring 2017) and to address projected enrollment growths, there is a need to hire 2 temporary full time faculty for Spring 2017 to cover requested additional sections of ACDV B72 and B61. We will also request the a new tenure-track hire to continue the coverage and projected enrollment growth that begins in Spring 2017. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | We are requesting to replace a position from retirement and request a new hire for fall 2017 to prepare for projected enrollment growth. We are requesting 2 temporary positions for Spring 2017. | Fall 2017 | 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 |
| 2. Expand the physical area allocated for the Tutoring Center and Success Lab. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Space in the Tutoring Center and Success Lab 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 and Success Lab to serve more students. More space would reduce noise and crowding, and create a more productive learning environment. | Fall 2017 | Kimberly Bligh  Susan Pinza  Elizabeth Elms  Sonia Avila |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 and Success Lab. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Space in the Tutoring Center and Success Lab 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 and Success Lab to serve more students. More space would reduce noise and crowding, and create a more productive learning environment. | Fall 2017 | Kimberly Bligh  Susan Pinza  Elizabeth Elms  Sonia Avila |
|  |  |  |  |  |
| 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 2017 | 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 2017 | Kimberly Bligh  Susan Pinza  Elizabeth Elms  Sonia Avila  Monica Houck  Kimberly Arbolante  Eileen Pierce  Kim Nickell  Rachel Vickrey |
| 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 |
| 6. Pilot an Extend the Classroom academic support service for students enrolled in ACDV B61 and B80. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Create a team of ACDV faculty to develop the curriculum and design a space and schedule to support students in the two courses. | Spring 2016 | Kimberly Bligh  Diana Jackson  Odella Johnson  Jessica Wojtysiak |

**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. ACDV has had increasingly higher enrollments for 19 and under, 12% higher than Collegewide enrollments.
   2. 5% decrease in African American enrollments since 2011-2, but is still 2% higher than comparable African American Collegewide enrollments.
   3. 11% increase in Hispanic /Latino enrollments since 2011-12, which is 8% higher than Collegewide enrollments.
   4. 4% decrease in White enrollments since 2011-12, 8% lower than Collegewide enrollments.
   5. 29% increase since 2011-12 in ACDV students who have completed education plans and become fully matriculated, 15% higher than Collegwide enrollments.
   6. 30% increase since 2011-12 in ACDV students who are fully matriculated, which is 16% higher than Collegewide enrollments.
2. Changes in enrollment (headcount, sections, course enrollment, and productivity).
   1. Increased by 31 sections from 2013-14.
   2. Increased Census day enrollment since 2013-14 by 1, 243. First day waitlist decreased since fall 2015 by 109 because we opened more sections.
   3. Only increased by 2 FT faculty to accommodate the increase, so had to fire 5 new adjunct faculty. More hires for adjunct faculty are in progress for Spring 2017. Our adjunct faculty are at their max loads for fall 2016. FT:PT is 10:14 (Bligh is on reassigned assignment and chair, so only covers 0.267 load hoursfor the department.
   4. 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.
   5. There was a 30% percent of increases in FTES since 2013-14,
   6. To replace loss of faculty retiring in Spring 2017 and address projected enrollment growths in our three accelerated courses for reading, writing, and math in spring 2017 and fall 2017, there is a need hire temporary FT and hire an additional 2 FT tenure-track faculty. (One to replace retirement, one to convert the temporary Tt to tenure track by fall 2017).
3. Success and retention for face-to-face as well as online/distance courses.

1. Success (60%) and retention (80%) rates remain steady since 2011-12, even with addition of accelerated courses that take students through 2 levels in one semester, saving them a full year of coursework according to our data reports. 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 are closely monitored and additional research is in progress.

2. The success and retention rates are just 9% and 8% respectively lower than Collegewide enrollments, which is impressive since the students enrolled in ACDV courses are the most underprepared and at risk student enrollments at BC.

3. Through curriculum revision, success and retention data for ACDV B201abc, graded as P/NP, has shown an increase in retention and success for mastery of skills, not just hours completed.

1. Other program-specific data (please specify or attach).

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

Use attached **Assessment Report Form AU Tab**

1. Describe *any significant changes* in your program’s strengths since last year.

* Assessment data collected by our department, as well as external research gathered by the state and other organizations, confirm the value of accelerated coursework for our basic skills students. The rigorous expectations of acceleration pose a challenge to many students, and our department consistently applies assessment data to refine our accelerated offerings.
* Specifically, we redesigned the 201c curriculum to transform the semester format to a 4 week, accelerated, hybrid course. This redesign enables students to place into the next course in the math sequence via multiple measures.
* In addition, during Summer 2016, we piloted the Extend the Classroom program with 3 sections of the ACDV B72 course. The program ties quiz grades to additional support provided by peer mentors. We are expanded the program to 19 ACDV 72 sections in Fall 2016, and we are discussing the expansion of the program to ACDV B80, our new, integrated reading and writing course.
* ACDV B80 is a new blended course added as another new departmental strength. Previously, the department offered ACDV 65 to students placing three levels below transfer in writing and ACDV B91 for students placing 3 levels below transfer in reading, which was deleted during budget cuts in 2012. Recognizing a student need for a reading course set at three levels below transfer, we developed the new four-unit reading/writing blended course that allows students to concurrently fulfill both their writing and reading requirements. This course enhances student contact hours with faculty and fills the previous reading course level gap.

Further, we revised the format of our Summer Bridge course, ACDV B55. This course now provides an intensive one-day introduction to college success at BC. The course connects students with faculty, peer mentors, and staff within an immersive, interactive environment.

We look forward to assessing these new courses and will report back as data becomes available. We are confident that these course changes will enhance the learning environment and foster student success.

1. Describe *any significant changes* in your program’s weaknesses since last year.

* Space limitations, particular office space for new faculty and space for Extend the Classroom sessions, are an ongoing challenge. If we do not recruit new faculty to cover the accelerated courses, ACDV B61, B72, and blended course B80, we will struggle to meet student demand for new sections. These courses have reduced units overall for students, they are 4 unit courses (condensed from 6-7 units when the students had to take two courses to move through the sequence), but the load ends up higher for faculty to cover necessitating more faculty to cover the higher unit courses as the demand grows..

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

**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.

* We have one retirement in Spring 2017 and one FT faculty reduced to covering only .267 load due to reassigned load hours.
* We have increased ACDV B72 Accelerated math by 10 sections, B61 Accelerated reading by 11 sections, and B80 by 11 sections since Fall 14, but only have 2 additional FT faculty.
* We are increasing ACDV B72 by 6 to 8 more sections and B61 by 4-6 more section in Spring 2017.
* We need 1-2 temporary FT faculty for Spring 2017, and 2 additional Ft tenure track faculty starting fall 2017.

1. Professional Development:

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.

* Each semester our department provides/receives training on Plato. Since our Student Success Lab supports students enrolled in courses in various departments on campus, keeping up to date on Plato capabilities is vital. Our instructors have been able to use the knowledge they have gained to redesign curriculum for our reformatted ACDV B201 courses. These courses were offered in the new format this summer with improved student success.
* Our department has also provided one-on-one and group training on how to use Remark equipment for assessing SLO’s. While the training itself does not directly contribute to student success, the training allows for more detailed data collection, which then allows for department discussions about how to improve instruction in various courses in order to better address SLO’s.
* A few instructors in our department were involved in planning the Building Bridges conference this year and many others attended. This conference gives instructors in our department a chance to discuss course expectations and instructional practices with instructors from other departments on campus as well as instructors from Cal State Bakersfield and high schools throughout the community.
* Instructors in our department often participate in course-specific norming or curriculum seminars. Additionally, each spring our department participates in a curriculum retreat held on a Saturday so that adjunct instructors, who typically work off campus during the weekdays, may attend. This gives instructors who teach the same course an opportunity to share textbooks, assignments and assessment tools, discuss concerns, and ask questions.
* Many instructors in our department have attended campus training on turnitin.com, the Remind app, and Canvas. This training has allowed instructors to use turnitin.com as an instructional tool to help students improve research documentation and eliminate plagiarism, especially unintentional plagiarism, from their papers. Also, the instructor feedback and peer feedback capabilities have offered additional opportunities for student improvement. Many instructors in our department have begun using the Remind app to improve communication with students, who generally prefer texting over email, and have begun discussions with other instructors about creating course shells in Canvas that can be shared with new adjunct instructors.

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

* Several instructors in our department have completed Reading Apprenticeship training and are equipped to offer workshops. Additionally, our department has begun using an “Extend the Classroom” approach to supplemental instruction and could offer training to other departments on campus that are interested in offering additional instructional support outside of the classroom.

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

* We did not receive our requests from the previous facilities requests.

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

* The improved security for doors and locks will keep faculty, staff, students, and Learning Center equipment safer.
* The replacement blinds will allow students to adequately view instruction on classroom monitors and white boards and reduce the heat in the rooms.
* The atomic clocks will allow students, instructors, staff, and Learning Center visitors access to accurate time, especially those who are testing and cannot use their phones to check time.
* Redesigning the space will help the entire Learning Center area to effectively accommodate the increasing number of students who visit the all three labs, the Tutoring Center and the classrooms and better accommodate the needs of Title V, Extend the Classroom and other support services.
* Replacing this student 206 classroom furniture will help to better accommodate and serve the increasing number of students who use the services of the classes scheduled for SS-206.

C. Technology and Equipment:

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?

* The restructure of SS3 and replacement of the thin clients with desktop computers has helped the lab class run more effectively. Students are having more success logging in and out quickly and getting to their work more efficiently, making better use of class time. As well, instructors are able to teach with less frustration of troubleshooting problems and do not have to rely on IT as often.
* The addition of 2 x 3 80" Monitors in classrooms SS117 and 128 has greatly improved students ability to see classroom presentations and assignments from all areas of the classrooms.
* The 2 new laptop carts have been hugely effective in meeting the needs of ACDV department by creating another modality by which to reach students using technology. They have been used extensively in the classroom and lab setting, increasing the number of students we can serve on any given day.
* How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
* Another dedicated classroom (SS206 or SS 3a) computer lab with 28 student stations and an instructor station with projectors or 2 x 3 80" Monitors will accommodate all ACDV courses needing computer access, facilitating more effective learning and contributing to strategic direction 1.
* By replacing the projectors with 2 x 3 80" Monitors in SS 3a, SS 122, and SS 206, students will be able to see the classroom presentations more clearly and from all directions in the room.
* Six (6) iPad Pros for classroom use with wireless Comcast cards that are HDMI compatible will help to facilitate instructors in the classroom to effectively present class work with more clarity and ease which will contribute to student learning.
* Students using The Student Success Lab (SS 140/143) will benefit greatly from new computers (72 in total). By replacing the Dell computers presently in the lab students will experience less technical issues that require servicing by the IT department as they are working through their coursework or testing in the Math Lab.
* Replacing old or outdated ACDV faculty desktop computers (6+ years old (Dell 520s)), including double monitors for instructor computers, will provide support staff and faculty the ability to perform work more effectively and efficiently to meet student needs.
* Discuss the effectiveness of technology used in your area to meet college strategic goals.
* Technology facilitates more effective teaching and learning, contributing to strategic direction 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.

* As the demand for more accelerated courses continues to grow, we also need more instructional supplies and office space. Our technology in the classrooms is sorely outdated, except for the rooms that were recently updated through grant funds, which are limited. In order to continue our positive record of high student success for the most under prepared and at risk students, we need our budget support an increase in demand for supplies and for technology upgrades in classrooms, labs, and faculty offices.

**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

* We have faced some major challenges with curriculum redesign, enrollment growth, replacing faculty, faculty reassignments, and continual administrative reorganization. Even with these challenges, we still succeeded in making multiple program/curriculum revisions using the data we collect from our assessments, and we 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 entire BC student population. We are requesting a replacement tenure track to cover a retirement and an additional FT tenure track position to cover our increase in demand for accelerated reading and math courses. 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, technology improvements, and additional support from administration, classified staff, and student services at the College.