

Bakersfield College

Program Review – Annual Update

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

- X [Faculty Request Form](#) X [Classified Request Form](#) [Budget Change Request Form](#)
X [ISIT Form](#) X [M & O Form](#) X [Best Practices Form \(Required\)](#)
 Other: _____

I. Program Information:

Program Name: Academic Development

Program Type: X Instructional Non-Instructional

Program Mission Statement:

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

Academic Development promotes its mission by:

- Preparing students to become independent, lifelong learners who communicate clearly both orally and in writing (College Mission)
- Understanding the needs of our diverse student population (College Mission; College Goals: Student Excellence)
- Offering coursework that increases retention and success rates in academic, vocational education and basic skills courses. (College Mission; College Goals: Student Excellence)

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

ACDV provides pre-collegiate coursework and academic support services for students primarily in the Jerry Ludeke Learning Center at Bakersfield College and the Delano Center. ACDV supports the improvement of teaching and learning by “filling in the gaps” and building study, reading, writing, information competency, and math skills and strategies for a diverse population of transfer level, developmental education, and occupational/ vocational education students.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

II. Program Assessment:

- a. How did your outcomes assessment results inform your program planning? (see attached SLO data)
 - o **Reading:** In Spring 2013 ACDV offered a pilot accelerated reading course that combined a 3-unit intermediate and a 3-unit advanced reading course into one seamless 4 unit course. SLO data comparing the pilot accelerated 1 semester reading course showed that students achieved similar outcomes to the traditional 2 semester sequence (LRNC B517 curriculum blended ACDV B62 – intermediate reading, with ACDV B50-advanced reading). There was a higher level of attrition, however, because many students were not prepared for the accelerated workload, but took the class primarily for the units. In one section, only 9 students remained in the course at the end, with just 8 earning a C or higher. The course

was approved (ACDV B61), and we offered 5 sections fall 2013. We will compare the fall outcome data to spring and report on next APR and on Assessment Day.

- Faculty will focus on areas where students achieved below 70% mastery, such as metacognition.
- ACDV plans to continue to offer the accelerated reading course option (ACDV B61 was approved by curriculum committee Spring 2013), as well as the traditional 2-semester option.

Note: ACDV discontinued offering the lowest level of reading, ACDV B91, thus compressing the reading sequence from 3 semesters to 2 semesters or 1 semester for highly motivated students.

- **Math:** In Spring 2013 ACDV offered a pilot accelerated 1-unit lecture + 1 unit lab basic math course, to replace the traditional (3-unit lecture + optional lab) basic math course. Students and faculty reported significant confusion with the new format.

Outcomes showed lower skills acquisition in the more complex skills, such as:

- Dividing mixed numbers (60% correct in 2013 vs. 87% correct in 2012),
- Multiplying decimals in word problems (40% correct in 2013 vs. 73% correct in 2012),
- Converting decimals to fractions (40% correct in 2013 vs. 83% correct in 2012).
 - ACDV created a new 2-unit basic math course, ACDV B77 (approved by curriculum committee Spring 2013), returning to more in-class face-to-face instruction, with optional lab, ACDV B201C.
 - We will compare the fall 2013 outcome data to spring 2013 and report on next APR and on Assessment Day.

- **Writing:** In Spring 2013 ACDV offered a pilot accelerated 1-unit lecture + 1 unit lab basic writing course, to replace the traditional 4-unit basic writing course. Students and faculty reported frustration with the new format, especially the drastic reduction in face-to-face contact. Outcome assessment was substantially lower than in previous semesters: 62 – 85% correct on Spring 2013 post-test, compared to previous semesters in which some classes achieved 100% mastery of the basic writing skills necessary to progress to the next level of English.

- ACDV created a new 2-unit basic writing course, ACDV B65 (approved by curriculum committee to start Summer 2013), doubling the number of in-class instructional minutes from Spring 2013, plus supplemental noncredit computer lab hours.

- **Study Skills:** The study skills series (ACDV B70 A-F) continues to draw students from across campus, including those in STEM courses.

b. How did your outcomes assessment results inform your resource requests this year?

- The outcomes in our pilot courses, which relied heavily on the open Student Success Lab, showed that students need more face-to-face instruction in the lab setting. Therefore, ACDV requested a dedicated classroom computer lab with 28 student stations and an instructor station with projector. ACDV teamed with stakeholders and experts from across campus; in August 2013, Student Services Room 3 opened! We developed a shared usage schedule to ensure that all ACDV instructors and students will have access to this new instructional lab. We also requested another 19 hour teaching assistant, but was not granted the request.
- ACDV will request 2 additional tenure-track faculty positions for Fall 2014.
 - More than 80% of in-coming BC students place into one or more basic skills courses
 - ACDV courses and wait lists fill before most other disciplines, especially ACDV B50 Reading (1 level prior to transfer, ACDV B77 Math, and ACDV B65 Writing.

- For the academic year 2011-2012 over 2500 students placed into ACDV B77 math (4 levels prior to transfer, over 800 into ACDV B50 (1 level prior to transfer), over 750 in ACDV B62 (2 levels prior to transfer), and over 3,800 into ACDV B68 writing (3 levels prior to transfer. Over 1300 placed into a reading level we no longer support with F2F instruction. These students can still take courses, but are too low to take one of our current reading courses. We'd like to start a discussion about offering a 2 unit reading course for these students to increase their success rates in courses they are not prepared to take.
 - Bakersfield ranks last in literacy among 76 large cities. (Miller, John W. "Central Connecticut State University (CCSU): Overall Rankings." *Central Connecticut State University (CCSU): Overall Rankings*. Connecticut State University Press. 2013. Web. 08 Sept. 2013. <http://www.ccsu.edu/page.cfm?p=15608>.)
 - ACDV has lost four full-time faculty since last year: 2 retired, 1 resigned, and 1 passed away (50% instructional load in ACDV/50% non-instruction in DSPS). In addition, one faculty member is on long-term disability Fall 2013.

- c. Note any significant changes in your program's strengths since last year.
 - All ACDV curriculum is currently being reviewed in Curricunet, and although it is not due for revision until 2015, we are doing revisions this year to get SLO and Assessment information, as well as other course information, updated. Errors were found upon review of many CORs due to mistakes made by outside parties when the CORs were uploaded into the system.
 - The new SS 3 computer lab will provide instructional technology tools and access for thousands of basic skills students per year.
 - PLATO instructional software in the Student Success Lab now allows faculty to track student mastery in each skill, in addition to time on task. This data is being used in both stand-alone lab courses (ACDV B201 A,B, and C), and in supplemental lab work for students enrolled in lecture courses.
 - We piloted a 4 unit accelerated math course and worked with math faculty on new curriculum to help students get through two levels of math in one semester (basic arithmetic through prealgebra). The students begin at a much lower skill level than the traditional prealgebra course. We are collecting outcome data to assess the new course.

- d. Note any significant changes in your program's weaknesses since last year.
 - Last year ACDV faced the elimination of several core courses: ACDV B91, ACDV B68, ACDV B78 basic math. We addressed these losses with positive efforts:
 - Created new pilot courses in reading, writing, and math (ACDV B77, B61, B65, and B72)
 - Assessed outcomes and perceptions for pilots
 - Submitted new curriculum in all 3 areas of basic skills: ACDV B61 accelerated reading, ACDV B65 basic writing, and ACDV B77 basic math. This reduced the "pipeline" toward completion of basic skills by up to 9 units for students who test into the lowest levels of courses. ACDV B72 curriculum will be submitted for approval Fall 2013.

- e. If applicable, describe any unplanned events that impacted your program.
 - In Fall 2012, the number of courses in ACDV was cut by 75%. Most adjunct faculty were not rehired; some have not returned because they found work elsewhere.

- The loss of 4 full-time faculty-2 retired, 1 resigned, 1 death, and one is on full time disability- while the number of students required to take ACDV courses continues to increase, has impacted the resources of the department, as well.
- Several new adjunct faculty have been hired and trained (thanks to our ACDV course mentors!), but it is time to request 2 full-time replacement faculty positions to help meet the demands in basic skills instruction. We are also expanding our accelerated programs in reading and math.
- ACDV plans to participate in the new statewide assessment test and work with colleagues to ensure that the placement cutoff scores are appropriate for all students.

III. Technology and Facilities Analysis

- a. Has your program received new or repurposed technology in this cycle? Yes
 - i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?
 - PLATO instructional software in the Student Success Lab now allows faculty to track student mastery in each skill, in addition to time on task. This data is being used in both stand-alone lab courses (ACDV B201 A,B, and C), and in supplemental lab work for students enrolled in lecture courses. As well, the updated PLATO software includes preparatory activities for many standardized test including Work Keys, SAT, ASVAB, TEAS, Compass and GED to accommodate students across the campus and in vocational programs such as Rad Tech, Nursing, Welding, and Paramedic training.
 - The outcomes in our pilot courses, which relied heavily on the open Student Success Lab, showed that students need more face-to-face instruction in the lab setting. Therefore, ACDV requested a dedicated classroom computer lab with 28 student stations and an instructor station with projector. ACDV teamed with stakeholders and experts from across campus; in August 2013, Student Services Room 3 opened! We developed a shared usage schedule to ensure that all ACDV instructors and students will have access to this new instructional lab.
 - ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?
 - iii. How might other areas use this technology? Several faculty on campus can do diagnostic assessments based on needs for students in their courses then refer them to our Student Success Lab for individualized remediation.

(NOTE: Technology requests can be made by filling out the [ISIT Request form](#).)

- b. Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success?

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

IV. Trend Data Analysis:

Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

- a. Changes in student demographics (gender, age and ethnicity)

None

- b. Changes in enrollment (headcount, sections, course enrollment and productivity)

Our enrollments are up 28% from 2008-09 as our class size averages increased by 29%. There was decrease in FTES of 13% and decrease in FTEF by 20%. This not a good pedagogical practice for basic skills students, but we made the decision to keep more students in each section so they could get their reading, writing, math, and study skills improved and moved them toward getting their academic goals completed. We had a 15% decrease in sections between 2011-12 and 2012-13. Due to our new accelerated programs, we will be increasing section offerings over the next year, which will require hiring more FT and PT faculty to cover these section increases and still keep the faculty per student ration 1:25 and 1:30 in our courses. Our productivity is up 29%.

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

Success and retention rates have remained stable over past 5 years as a “department, (80% retention and success 81.3%, which closely matches the college wide rates, but since the trend data we were provided is in fact a *summary of our math, reading, writing, study skills, tutoring, and computer lab, the data does not show a true picture of success and retention for each of our courses in reading, writing, and study skills. Also, there have been many changes in the course units and curriculum in the past year in response to both the budget and student needs, and the trend data is lacking IR information for the redesigned courses. The budget decisions made outside of our made for 2012-13 adversely affected some of our core courses, which we are now working to repair.

*See current course assessment information above in section 2a

- d. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)

Awards for previous ACDV students are impressive. We average 40% compared to 30% college wide for AA degrees, 18.4% compared to 15% college wide in AS degrees. For certificated we are lower than college average with 40% compared to 55%. That may be explained by more of our students attempting AA and AS degrees compared to the general college population. If fewer pursue a certificate it makes sense that we will have lower numbers in the award area. The majority of our students are pursuing Education/General Education degrees and certificates in Family and Consumer Science.

Highlights from 2009 through 2013:

AA Education/General Education 598

AA/AS Social/Behavioral Science 462

CERT Allied Health 449

AA Family/Consumer Education 449

AA Business 279

AS Math/Science 264

CERT Industrial Technology 257

- e. Other program-specific data (*please specify or attach*) See section 2A and attached.

V. Progress on Program Goals:

List the program's goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Previously Established Goal 1: Develop and pilot Linked Courses ACDV B66 with History 17A

Progress on Goal: *In progress*

Completed: _____ In progress _____ (Date) Revised: _____
(Date)

Comments on Goal 1:

We are still working on making co-requisites for the History 17A course, but the challenge is in the COR restraints for repeatability.

Previously Established Goal 2: Develop and pilot innovative Basic Math and Basic Writing course linked with open lab course (PLATO).

Progress on Goal 2: Developed during Fall 2012, but it was determined during the Spring 2013 pilot that the student time spent in the lab would be better spent in the classroom.

X Completed: _____ Spring 2013 _____ (Date) Revised: _____
(Date)

Comments on Goal 2: For 2013-2014, the lab time will be optional, with primary emphasis put on the classroom time.

Previously Established Goal 3: Develop and pilot compressed/Stacked reading courses: ACDV B62 and B50

Progress on Goal: Developed during Fall 2012 and began pilot in Spring 2013.

X Completed: _____ (Date) Revised: _____ (Date)

Comments on Goal 3: A compressed course is not for everyone, and there appears to be work needed in getting the students for whom such a course is a good fit into the course and steering others who are not well-suited to success in such a course in other directions.

Previously Established Goal 4: Increase security in the Learning Center.

Progress on Goal: Increased security has been achieved by diligent monitoring by faculty and staff and many phone

calls to when lapses have occurred. Clear delineation of lock-up responsibilities were made and assigned to appropriate Center staff.

X **Completed:** _____ **Ongoing** _____ **(Date)** **Revised:** _____
(Date)

Comments on Goal 4: Further increases are yet needed. Part of the difficulty in achieving adequate security has been the result of the facilities not being conducive to meeting the needs of DSPS students and staff (such as those needing elevator access to the second floor of the building while the only elevator feeds directly into the Learning Center, even when it is not staffed.

Previously Established Goal 5: A Campus-wide Study Skills Assessment needs to be re-instituted.

Progress on Goal:

Completed: _____ **(Date)** **Revised:** _____ **(Date)**

Comments on Goal 5:

We will work with Matriculation committee as we make decisions on the new statewide assessment test to see if study skills are tested in any of the new tests.

Previously Established Goal 6: Re-institute the presence of Learning Center support staff (DA III)

Progress on Goal:

Completed: _____ **(Date)** **Revised:** _____ **(Date)**

Comments on Goal 6:

Working with dean and current DAIII to increase presence.

Previously Established Goal 7: Increase number of instructional assistants

Progress on Goal:

Completed: _____ **(Date)** **Revised:** _____ **(Date)**

Comments on Goal 7:

Form attached to get approval for another 1-2 TAs.

Previously Established Goal 8: Add PLATO software availability for Delano Campus

Progress on Goal:

X **Completed:** _____ **Fall 2013** _____ **(Date)** **Revised:** _____
(Date)

Comments on Goal 8:

Previously Established Goal 9: Assess and address the needs for the current Learning Center in Delano.

Progress on Goal:

Completed: _____ **In Progress** _____ (Date) **Revised:** _____ (Date)

Comments on Goal 9:

NEW Established Goal : 10

Develop curriculum for new accelerated math course. Goal: Fall 14

Progress on Goal:

Completed: _____ (Date) **Revised:** _____ (Date)

Comments on Goal :

NEW Established Goal: 11

Work with IR and ATD data team to develop sustainable research to determine the success of students in accelerated, stacked and new modality courses as they progress to subsequent courses, as well as the impact of supplemental instruction and contextualized instruction support programs

VI. Curricular Review (Instructional Programs only):

- a. List each of the courses offered within the discipline’s academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
<u>ACDV B190</u>						<u>Spring 18</u>
<u>ACDV B195</u>						<u>Spring 18</u>
<u>ACDV B201abc</u>	<u>Fall 14</u>					
<u>ACDV B280/281abc</u>	<u>Fall 14</u>					
<u>ACDV B5/5A</u>	<u>X Fall 13</u>					
<u>ACDV B55</u>	<u>X Fall 13</u>					
<u>ACDV B50</u>	<u>Fall 14</u>					
<u>ACDV B62</u>	<u>Fall 14</u>					
<u>ACDV B66</u>	<u>Fall 14</u>				<u>X Spring 17</u>	
<u>ACDV B61</u>						<u>Spring 18</u>
<u>ACDV B77</u>						<u>Spring 18</u>
<u>ACDV B65</u>						<u>Spring 18</u>
<u>ACDV B70a-f</u>	<u>Fall 14</u>					

- b. List courses that are proposed for addition.
ACVD B72 Accelerated Math: 4 units
- c. List courses that are proposed for deletion.
- d. List any changes the program has made to online/hybrid/distance education courses.
- e. Provide an update on the program's transition to adopting a [Transfer Model Curriculum](#) (AA-T or AS-T), if applicable.

VII. Conclusions and Findings:

Present any conclusions and findings about the program.

- o We have faced some major challenges and obstacles over the last 18 months in most part due to budget decisions made outside of our control. Even with these challenges, we still succeeded in making major program revisions and continue to work collaboratively to assess our programs and outcomes in order to help improve student success and retention rates, not only in our area, but we also support students and faculty across campus. We want to keep our Exemplary Department status as deemed by the state several times. In order to keep our standards high and continue to design courses, programs, and offer our excellent support services to all students on campus, we need more faculty and continued and perhaps additional support from administration, classified staff, and student services.