

2013-14 Program Review

Best Practices Form

Instructions: *Submit this form as a separate attachment with your completed Program Review.* Programs often do something particularly well; usually they have learned through assessment—sometimes trial and error—what solves a problem or makes their programs work so well. These are often called **Best Practices** and can help others. Please share the practices your program has found to be effective. The contact information lets others know whom to contact for more information. This part of Program Review is linked to the Student Success Strategic Goal: “Become an exemplary model of student success by developing and implementing best practices.” For examples of Best Practices visit the [Program Review Committee’s website](#).

Program/Department: BMIT Name of Chair/Director/Manager: Phil Whitney

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Best Practice(s):

PROBLEM: Many students under-achieve because they either don’t set goals for themselves or don’t follow through on achieving their goals.

SOLUTION: In my Human Relations classes I require students to declare both career and personal goals and their plans to get there as topics for both their individual oral reports to the class.

PROBLEM: Over the years I have found that students understand and remember concepts they were involved in, situations they experienced (i.e., ethical dilemmas).

SOLUTION: Much of the homework I assign asks students to describe and evaluate their experiences on topics we are studying.

PROBLEM: I value formal student feedback and often use it to make teaching changes, but I want it to be on significant issues and honestly given.

SOLUTION: Just before I hand out the final exam of every course I teach, I give each student one sheet of lined yellow tablet paper and ask them to anonymously write:

1. What they liked about the course and why.

2. What they didn't like about the course and why, and
3. What I should do instead of what they didn't like.

PROBLEM: A number of my marketing plan term papers were obviously written at the last-minute so they were not as thoughtful or detailed as they should have been.

SOLUTION: Each week I ask students to submit a specific portion of their marketing plan for me to review to see if they are on the "right track." My last-day course assessment by the students always confirms they find this technique very helpful (particularly the "hardcore" procrastinators).