

Bakersfield College 2018-2019 Comprehensive Program Review

Program Name: Academic Development
Program Type Academic Affairs

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world

Describe how the program supports the Bakersfield College Mission:

ACDV provides pre-collegiate and transfer level coursework and offers multiple academic support services in the Bakersfield College Jerry Ludeke Learning Center and at the Delano Center, Southwest Campus 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 and technical math skills. These strategies meet the needs for a diverse population of transfer level, basic skills, and occupational/vocational education students (College Mission). 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), and Extend the Classroom (1,500 students per year). ACDV has been instrumental in the implementation of multiple measures for placement that will ultimately produce benefits to students in the pathway to completion. The ACDV department coordinates the Summer Bridge Freshmen experience program where students successfully onboard their pathways at BC as well as the Extend the Classroom peer tutoring program that helps students to stay on their pathway in ACDV B72. ACDV has also been very agile in developing accelerated curriculum to address the loss of students through the remediation pathway.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers NA
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two. NA
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. NA

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

A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. **Program Goal:** Increase security in the Learning Center.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)
Facilities

Progress on goal achievement: Ongoing

Status Update – Action Plan and any link to Resource Requests: Even though we have automatically locking doors on the lower east doors to the learning center, the coordination of those being locked during non-instructional hours and unlocked during instructional hours is an ongoing problem. 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. 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 breached 100% of non-instructional hours.

2. **Program Goal:** A Campus-wide Study Skills Assessment needs to be re-instituted.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal? Student Learning, Student Progression and Completion

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement: Ongoing

Status Update – Action Plan and link to Resource Requests There is hope that Accuplacer placement test or another form of assessment 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.

3. **Program Goal:** Increase the “high touch” aspects of “high tech/high touch” and staff flexibility in the Student Success Lab.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal? Student Learning, Student Progression and Completion

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement: Ongoing

Status Update – Action Plan and any link to Resource Requests: We are requesting increased hours for our current Instructional Assistant in the Student Success Lab from 15 hours to 19 hours to provide greater flexibility in staffing while increasing the “high touch” aspects of “high tech/high touch.”

4. **Program Goal:** Work with campus contracted data analyst to gather success and retention data related to our accelerated courses, Extend the Classroom, and Summer Bridge students (ACDV B55).

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal? Student Learning, Student Progression and Completion

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement: ongoing

Status Update – Action Plan and link to Resource Requests 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 and progression is optimized

5. **Program Goal:** 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.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal? ? Student Learning, Student Progression and Completion

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement: Completed

Status Update – Action Plan and any link to Resource Requests: Bakersfield College has partnered with NetTutor to provide online tutoring support to students 24 hours a day, 7 days a week, in the following subjects: EMLS, English and Writing, Humanities, and Mathematics. Tutoring for other subjects is available during scheduled times

6. **Program Goal:** Pilot an Extend the Classroom academic support service for students enrolled in ACDV B61 and B80.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal? Student Learning, Student Progression and Completion

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement: Completed

Status Update – Action Plan and link to Resource Requests Jessica Wojtysiak and Diana Cason piloted extend the classroom for ACDV B0 and ACDV B1 with successful outcomes

- B.** 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.
- 1. Future Program Goal:** We plan to work with Academic Senate, CCA, and Child Development to develop an Education Department housed with the Academic Development program/department. With the development of an Education Department, which currently does not exist at Bakersfield College, we will be able to better serve students in the Education pathways. We also plan to improve communication and collaboration with the Education Department at CSUB to smooth the transition for students transferring to CSUB.
 - 2. List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?** Student Learning, Student Progression and Completion

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Action plan: We are in the process of writing a Title V cooperative grant that will include CSUB. Also, the Child Development has agreed that an Education Department is necessary and needed at BC and that the Child Development Department and Academic Development Department will cooperate in the establishment of one to house a current Education course as well as the current ACDV courses and any new Education courses developed by the ACDV/Education Department faculty. ACDV department is comprised of mostly faculty with education degrees and credentials. Therefore, the placement of an Education Department with ACDV is a sensible decision.

Lead person for this goal: Kimberly Bligh, Erica Menchaca

- 3. Future Program Goal:** We plan to continue to improve technology in our SMART classrooms; CSS 3, 3A, 117, 122, 128, 206, 135

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement) Facilities

Action plan: Utilize Title V funding to purchase an additional laptop cart, printers, and monitors. We also need more Wifi access points in the Learning Center because students have difficulty using the internet in this area. We need to move the Title V equipment from Fireside to relocate and install it in the CSS 135 area for instructional use with students.

4. Lead person for this goal: Kimberly Bligh and Tim Bohan

3 Year Program Analysis: (All programs will answer the following questions unless otherwise indicated)

Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:

1. Changes in student demographics; For gender we have consistently averaged 60% female and 40% male; these averages are higher for females as compared to college wide student population (53% and 46% respectively). At 43% 19 or younger, ACDV consistently has a higher population in this age range as compared to college wide (36). ACDV has consistently had a higher population of Hispanic/Latino at 73% compared to 67% college wide.
2. Changes in enrollment (headcount, sections, course enrollment, and productivity). ACDV increased from 0 sections in Distance Education in 15-16 to 7 in 17-18 (0 enrollments increased to 100 students). According to the trend data provided, ACDV census date enrollment is continuing to decline (approximately 2000 fewer students compared to 15-16); however, this may have something to do with our open entry/open exit lab and tutoring student enrollment and needs further investigation for accuracy. In addition to this confusion, trend data show FTES has increased from 364.1 in 13-14 557.9 in 17-18. There was also an increase of 500 students in ACDV B55 Summer Bridge in 17-18 that might not be accounted for in this data.
3. Changes in achievement gap and disproportionate impact. Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there are changes that could be made to reduce them. The Hispanic/Latino and white students have similar retention and success rates that closely match the college wide rates. The African American (71% and 41%) students have lower rates as compared to the Hispanic/Latino (84% and 63%) and White student population (83% and 76%), a difference of over 20% in success rates . ACDV is addressing this achievement gap through programs such as Extend the Classroom and UMOJA in our ACDV B72 sections with success which have proven to be effective. We plan to scale our support to reach out to more students in 18-19.
4. Success and retention for face-to-face as well as online/distance courses. Retention and success rates continue to increase (89% and 68%). These rates closely match the college wide data. This is significant since ACDV students are starting college less prepared. Our distance education courses, ACDV B72 and ACDV B5A, are newly offered hybrid courses. The retention rates have increased while the success rates have dropped 7%. These success rates require further investigation.
5. Any unplanned events that affected your program/. Unplanned events have significantly impacted ACDV. The changes with Multiple Measures 4.0 has left our faculty teaching students who are significantly less prepared than ever before. ACDV faculty are holding to the same rigor in their courses and see that students are struggling at a higher level and mastering skills at a barely satisfactory level. There are fewer diverse students in ability so students “left behind” due to multiple measures do not have a strong peer support system to help them build their skills. With the implementation of AB705 in fall 2019, there will be a significant impact on several of the ACDV courses, which will be detrimental to BC students’ success rates. We are working on our curriculum and support programs to help mediate this impact, but will need the support of Academic Senate, the CCA, and BC administration.
6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded). We currently do not have any degrees or certificates in ACDV, but with the transitions to the Education Department, this will change. We plan to report out in this area in the near future.
7. Reflect on any changes you would like to see in your program in the next 3 years. We will work with Academic Senate, CCA, and Child Development to develop an Education Department housed with Academic Development faculty. With the development of an Education Department, which currently

does not exist at Bakersfield College, we will be able to better serve students in multiple education pathways (K-12, Post -Secondary and CTE). We also plan to improve communication and collaboration with the Education Department at CSUB to smooth the transition for students transferring to CSUB. We are in the process of writing a Title V cooperative grant that will include CSUB. The Child Development faculty have agreed that a separate Education Department is essential to BC. The ACDV department is comprised of mostly faculty with education degrees and credentials. The placement of an Education Department with ACDV is a sensible decision. There are plans for creating certificates to support Education students as well as support job readiness for any student. We will also be working on all of our curricula and delivery methods to strengthen our support for students across all disciplines.

The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is planning/doing to contribute to these efforts. The ACDV department is a committed and enthusiastic supporter of guided pathways at Bakersfield College. The development of the education pathway is one specific area which showcases our leadership and involvement. Last year, Erica Menchaca worked as the faculty liaison, coordinating with Kimberly Bligh and Bernadette Towns on Education pathways communications and activities. We currently have 3 trained data coaches working within the Education pathway, and our department chair is also leading the pathway. Our department is collaborating with the Child Development faculty to ensure that the distinct paths of Early Childhood Education and Elementary Education are supported under the Education Pathway.

A team of ACDV faculty and staff hosted 2 Education Open House conferences at BC and Delano for Future Teachers (Dr. Kimberly Bligh, Dr. Erica Menchaca, Teresa McAllister, Isabel Castaneda, and Christina Maldonado). In collaboration with counseling staff, ACDV faculty provided several workshops for students in the Education Pathway.

Our department is also actively involved in the wider guided pathways effort at Bakersfield College and at the state level. Kim Nickell and Jessica Wojtysiak served as members of the Guided Pathways Implementation Team last year, and Jessica is the current taskforce faculty chair. Jessica also served as the faculty lead for the California Guided Pathways Advisory Committee, which was instrumental in ensuring the inclusion of guided pathways funding within the governor's budget and the establishment of the California Project. Jessica spoke at several conferences and colleges about guided pathways, including the first California Guided Pathways Project Institute.

Discussions of getting students on the path necessarily involve Summer Bridge, and the ACDV chair runs this incredible program with support from several ACDV department faculty who serve as leads. The Summer Bridge (ACDV B55) program is the most successful freshmen orientation program that BC offers to students. Over 1300 students successfully completed Summer Bridge in 2018.

8. Phil Feldman continues to assist the Arts, Humanities, and Communication Pathway Completion Coaching Team with any basic skills issues.
9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives. ACDV continues to support rural initiatives by offering courses and supporting rural high school students through the Summer Bridge program. Michelle Hart organizes the Cultural and Historical Awareness Program (C.H.A.P.) events in Delano.
10. Evidence of Program Dialog of data:
If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

We have recently discussed assessments and data through collaboration while completing the Program Review Process via email.

Please describe any recent achievements of members of your area who have won awards or distinctions, new projects your area has implemented, professional development work, professional conference presentations or recently published work. Dr. Kimberly Bligh received the Margaret Levinson Faculty Leadership Award. This award is granted to a full-time faculty who has an outstanding record of leadership performance and achievement.

Several members of the department received President's awards at the 2018 closing day. Dr. Kimberly Bligh received a President's Award along with her team for the work they are doing with the Summer Bridge program. Jessica Wojtysiak received two President's Awards: one for her work in guided pathways and the second for her leadership of the ISER writing process.

ACDV staff and faculty were active presenters at conferences in the last year. For example, Kimberly Bligh, Erica Menchaca, and Jessica Wojtysiak presented at the Achieve the Dream national conference.

Dr. Kimberly Bligh and Dr. Erica Menchaca wrote a California Community College Education Future Grant proposal, and BC was awarded over \$200,000 dollars to make improvements in our Education Pathway at BC. Dr. Kimberly Bligh is the Director of the grant. A team of ACDV faculty and staff hosted 2 Education Open House conferences at BC and Delano for Future Teachers (Dr. Kimberly Bligh, Dr. Erica Menchaca, Teresa McAllister, Isabel Castaneda, and Christina Maldonado). In collaboration with counseling staff, ACDV faculty provided several workshops for students in the Education Pathway.

Dr. Erica Menchaca, Diana Cason, and Teresa McAllister presented a Flex Workshop on Classroom Management and Student Engagement. Kimberly Nickell provided several workshops and informational trainings at College Council, Admin Council, Chairs Academy, and fall opening day on Program Review. She also presented at a High School Counseling conference on Student Success Lab services. Dr. Erica Menchaca, Teresa McAllister, Kimberly Nickell provided several workshops on eLumen as it relates to assessment. Jessica Wojtysiak organized the ongoing accreditation education effort to prepare Bakersfield College for its October, 2018 visit. Kimberly Nickell was Faculty Lead for Standard I.B. Jessica and Teresa offered a flex session on strategic directions in the spring, and Jessica presented on how to prepare for the site visit during fall 2018 flex week.

In an effort to respond to the new challenges created for our students by AB705, ACDV is supporting the pilot of new support services to students co-enrolled in English 1A through ACDV 280.

11. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years. *Instructional only*

Full Name of Degree or Certificate	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
NA						

NA						
NA						
NA						

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities: N/A

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

Technology:

If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: New Technology Laptop cart, sound system, monitors, printers and projectors to improve SMART classrooms in CSS building funded through Title V have provided students in ACDV and Math sections access to improved instructional technology support.
- 3: Software
- 4: Other_____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusions:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program’s current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your Comprehensive Review.

We continue to face major challenges with curriculum redesign, enrollment growth, placement policy changes, faculty reassignments, continual administrative reorganization, and now the advent of AB705. Even with these challenges, we continue to succeed in making multiple program/curriculum revisions using the data we collect from our assessments and surveys, 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.

Our Summer Bridge and Extend the Classroom programs are both having an immense positive impact on students. Both programs serve to decrease equity gaps and prepare students plus keep them on their pathways at BC. By employing Student Peer Mentors, the programs also have great impact on building students professionally and preparing them for success beyond college. In addition, the educational advisor for ACDV B72 and Summer Bridge continues to actively support, through intrusive case management, students who struggle in and out of the classroom by providing resources available campus wide.

There is a teacher shortage crisis in Kern County, especially those representing diverse populations. We are actively addressing the need for an independent Education Department at BC. Students in this pathway need a defined location in order to get better access to important resources available to them. There is a need for more degree and certificate options for Education students. With an Education Department, ACDV faculty will be better positioned to assist students to stay on their pathway and achieve their academic and career goals through transfer and employment opportunities. The planned Education Department will also house the current ACDV program and services. The blending of the coursework and services are ideal under an independent Education Department.

We continue to analyze course curriculum and Student Learning Outcome data as an integral part of our departmental process. 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 technology improvements and additional support from administration, staff, programs, and services at the College.