

Bakersfield College 2018-2019

Program Review – Annual Update - Non Instructional

Program Name: Dean of Instruction (Art, Business Management & Information Technology, and Performing Arts)

Program Type (Administrative, Student Affairs, Academic Affairs, Other): Administrative

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:

This administrative unit provides direct support to three academic departments (Art, Performing Arts, and Foreign Languages, including BC'S Pre-Law pathway). The dean's office ensures continuous operational services to enhance student learning, promote student success, faculty support, and administrative efficiency.

Program Mission Statement:

The Dean of Instruction's office provides opportunities for BC's diverse student population to pursue their educational goals related to the disciplines of Art, Performing Arts, and Foreign Languages. The Dean's office provides direct faculty support to meet their instructional and administrative needs. The Dean's office ensures compliance with institutional processes and policies for the disciplines within the unit.

Program Goals:

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:** Enhance the Pre-Law program through high school outreach/recruitment and through improved internal efforts (orientation sessions).

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal? Student Learning; Leadership and Engagement

Progress on goal achievement: This goal was established in Fall 2017. While I no longer oversee the Pre-Law program, the Pre-Law program has been able to recruit significantly more students into the program than before. In Spring 2018, 17 students graduated from the Pre-Law pathway. For Spring 2019, approximately 20 students are anticipated to complete the program.

Status Update – Action Plan and any link to Resource Requests: This goal is now complete.

2. **Program Goal:** Provide additional opportunity for academic programs and faculty to connect with the dean's office regarding matters of concern and improvement.

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

Progress on goal achievement: Through proactive opportunities for connection, communication, engagement, and professional development, there is enhanced mutual communication between faculty and the dean's office.

Status Update – Action Plan and link to Resource Requests This is an ongoing goal currently experiencing positive returns on enhancing professional relationships and building trust/rapport with faculty.

B. List new or revised goals (if applicable)

Program Goal: Provide leadership and direction for the Business Pathway Completion Coaching Team to ensure efficiency of invested resources (time, effort and data) to support student success and completion, as measured by the Guided Pathway momentum points.

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

Student Progression and Completion; Leadership and Engagement

Progress on goal achievement: This is a newly established goal. Currently, there is very little quantitative data to assess progress toward goal attainment. However, significant progress has already been made to improve the functionality and operation of the Pathway Team. In less than two months, many projects have been completed. Moving forward, an emphasis will be placed on improving the data literacy of the Pathway Team, resulting in actionable steps to support students.

Status Update – Action Plan and link to Resource Requests:

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). Please report on any unexpected changes or challenges that your program encountered this cycle:

1. How does your trend data (or other data your area collects) impact your decision making process for your program?
Data is frequently reviewed and discussed at Business Pathway meetings to ensure that students are demonstrating progress toward attaining the Guided Pathway momentum points (or other proxy metric). For students who are not demonstrating progress, the Business Pathway Team discusses and coordinates interventions (communication, meetings with an Ed Advisors or Counselor, etc...) to provide additional support that will result in timely program completion.

Additionally, trend data for program completion is frequently monitored (see table below). Goals are established in collaboration with Faculty Chairs to ensure ongoing program growth and development.

2. 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.
- (none currently available)

3. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

There is a positive trend of completion (number of awards conferred) within the BMIT department. Annual awards in the Art and Performing Arts has remained relatively stable. There have not been any significant changes in demographics among all programs since last year.

4. Equity gaps

- 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 changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

Data related to students (including demographics, awards/completion, and equity) are reviewed at the program level (by department), much of my efforts have been focused on reviewing student data at the pathway level (Business). Based on historical trends, a special emphasis has been placed on students who come from low-income households and/or who are first-generation college students. Through the coordinated work by Pathway Ed Advisors (helping students to 'get on the path') and Counselors (helping students to 'stay on the path'), efforts are being made to identify and contact students who demonstrate factors or characteristics that decrease their likelihood for success. Early identification and intervention are critical to support these efforts.

5. 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.

There are countless faculty who continue to receive professional awards, honors and accolades (e.g., Jennifer Garrett and Chamber Singers; Josh Ottum, Commercial Music; Kris Tiner, Jazz; Diego Gutierrez, Art; David Koeth, Art; Gina Herrera, Art, etc...). As these recognitions occur, we diligently submit them for publication in the President's weekly blog.

6. 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 doing to contribute to these efforts.

I serve as the Lead for the Business Pathway. Please refer to Question 1 and Goal 2 above.

7. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

As Dean, I support each of these programs through the assignment (scheduling) of faculty to each of these three locations/initiatives. Additionally, I serve as an administrative lead for Dual Enrollment courses at six (6) high schools located in southwest Bakersfield.

Assessment Report - Annual Update

A. List your Administrative Unit Outcomes (AUOs)

- *Ensure the integrity and timeliness of the all communications and processes related to the leadership and supervision of faculty and departments*
- *Monitor the accuracy and effectiveness of instructional processes for designated academic departments (Art, BMIT and Performing Arts), as well as operation efficiency for designated administrative areas (Dean’s Office and Southwest Campus)*
- *Develop a culture of transparency and trust at all times, and particularly with faculty/programs/departments within designated areas.*
- *Communicate effectively with campus constituents and community partners at all times.*
- *Improve operational competence within the instructional units of responsibility (Art, BMIT and Performing Arts), as well as administrative areas of oversight (Dean’s Office and Southwest Campus operations)*

B. How did your outcomes results inform your program planning?

These outcomes drive the goals for this administrative unit.

C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes?

Institutional Learning Outcomes	Administrative Unit Outcomes
Think critically and evaluate sources and information for validity and usefulness.	<ul style="list-style-type: none"> • <i>Ensure the integrity and timeliness of the all communications and processes related to the leadership and supervision of faculty and departments</i> • <i>Monitor the accuracy and effectiveness of instructional processes for designated academic departments (Art, BMIT and Performing Arts), as well as operation efficiency for designated administrative areas (Dean’s Office and Southwest Campus)</i>
Communicate effectively in both written and oral forms.	<ul style="list-style-type: none"> • <i>Develop a culture of transparency and trust at all times, and particularly with faculty/programs/departments within designated areas.</i> • <i>Communicate effectively with campus constituents and community partners at all times.</i>
Demonstrate competency in a field of knowledge or with job-related skills.	<ul style="list-style-type: none"> • <i>Improve operational competence within the instructional units of responsibility (Art, BMIT and Performing Arts), as well as administrative areas of oversight (Dean’s Office and Southwest Campus operations)</i>
Engage productively in all levels of society – interpersonal, community, the state and nation, and the world.	<ul style="list-style-type: none"> • <i>Communicate effectively with campus constituents and community partners at all times.</i>

Analysis of Received Resources from Previous Cycle

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

Facilities:

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
- 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.

Conclusion:

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 annual program review.

Overall, this administrative unit is functioning well and advancing the strategic directions of the institution, as well as creating opportunities for students to achieve learning outcomes (SLOs, PLOs, and ILOs). Further effectiveness of the administrative unit’s success can be achieved with additional funding to support new programs that have not be included in past budget cycles, such as Marching Arts.

Trend Data / Baseline Data for Associate Degree and Certificates Awarded:

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 Goal
AA-T Art	1	4	3	14	7	10
C.A. Graphic Design	--	--	1	15	4	10
C.A. Photography	--	--	--	11	1	8

C.A. Commercial Music	--	--	--	--	5	8
AA-T Music	--	--	2	3	1	4
AA-T Theatre	--	3	3	3	2	4
AS-T Business Admin.	--	21	53	83	144	150
AA Accounting	19	28	16	21	20	20
AA Admin Office Assistant	12	2	6	4	15	20
AA Bookkeeping	--	1	--	--	--	
AA Business Administration	95	84	48	27	17	20
C.A. Accounting	--	1	--	--	--	
C.A. Bookkeeping	15	20	15	19	18	20
C.A. General Business	42	26	25	22	24	28
C.A. Office Assistant	12	14	13	15	17	20
C.A. Retail Management	2	1	--	1	--	