

2018-19 Annual Update Review and Feedback

Program Name: **Foundation**

Section	Feedback
<p>College Mission</p> <p>A. Is the discussion of how the program supports the college mission clear?</p>	<p>Yes, very clear.</p>
<p>Progress of Goals</p> <p>A. Is the discussion of the program’s progress and changes in goals clear and complete?</p> <p>B. Is the action plan to reach the program’s goals for the future clear and complete?</p>	<p>A. Existing and future goals contain a lot of verbs that are more indicative of an action plan instead of the goal itself. For example, why do you want to “Identify, track, cultivate and solicit our alumni and other friends”? The answer that question is the goal. Perhaps, “Increase number of donors to secure funds for scholarships”? Then, identifying, tracking, etc. would be a part of your action plan.</p> <p><u>New or revised goals:</u></p> <p>New goals have similar issues. The goals should relate to the college’s mission.</p> <p>Goal #1: Perhaps “to help BC provide opportunities for students by working on more efficient methods of providing ongoing funding.” Your action plan would then include “conduct first alumni fundraising drive using recently updated database” as well as the other information provided under Action Plan.</p> <p>Goal #2: should also relate to the college’s mission. Perhaps “to help BC provide opportunities for students by ensuring student awareness of scholarship opportunities” or simply, “Increase scholarship applicants”. Your action plan would then include “Working with Financial Aid... etc.” along with the other information already listed</p>

	<p>under Action Plan.</p> <p>B. The action plan for goal #1 is vague. See comments above.</p>	
<p>List of Degrees and Certificates</p>		
<p>Program Analysis Did the program’s analysis of trend data address the following:</p> <ol style="list-style-type: none"> 1. How does your trend data (or other data your area collects) impact your decision making process for your program? 2. Evidence of Program Dialog of data 3. Changes to student demographics (age, gender, or ethnicity) 4. Equity gaps 5. Recent achievements, awards or distinctions, new projects implemented, professional development work, professional conference presentations or recently published work. 6. Description of program/department/office is doing to contribute to Guided Pathways, affinity groups and completion coaching communities. 7. Explanation of role if involved in Dual Enrollment, Inmate Education, or Rural Initiatives. 	<ol style="list-style-type: none"> 1. Is there a way to measure how many scholarships are awarded or donations made and report on that in this section? You discuss cleaning up the database used to organize alumni, but not how trend data of the foundation impacts your decision making. Are there any trends in your data that lead you to conclusions regarding the foundation’s effectiveness? For example, do you keep track of success rates for donations procured by email contact vs. phone? Is one form of contact more effective than the other, thus a decision is made on which to use more frequently? Or is there data on total monetary contributions made at one type of fundraising event vs. another? Do you have data (perhaps decreased procured funding) while utilizing the old alumni database, which is why you decided to update the alumni database? The answer for this section should reflect how trend data impacts decision making. 2. Minimal discussion with no evidence provided. Are there minutes from the retreats that could be used as evidence? 3. and 4. Is there any way to look at the amount of scholarships awarded, types of scholarships and who they are offered to in order to identify equity gaps? Or perhaps how scholarship numbers support that BC is offering more scholarships to 	

	<p>disproportionally impacted students to help reduce educational equity gaps?</p> <p>5. Yes. Could you expand on what type of software training courses were taken and how the software enhances the foundation’s ability to carry out their goals? Was it training on the Financial Manager?</p> <p>6. Yes. Could you provide example(s) of facilitating Guided Pathway initiatives?</p> <p>7. Would promoting scholarship applications to these particular communities be a way to contribute or is that already being done?</p>	
<p>Resource Request and Analysis</p> <p>A. Were discussions for resources received from previous program review cycle included for each applicable section?</p>	<p>A. N/A</p>	
<p>Conclusion</p> <p>A. Does the conclusion provide a clear overview of the program?</p>	<p>The Conclusion is well worded and provides an overview. It could have offered some more specific regarding the amount of scholarships offered since it did not report on that information anywhere else in the AU.</p>	
<p>Have all the appropriate forms been completed?</p> <p>A. Human Resources</p> <p> a. Additional positions —with form(s)</p> <p>B. Resource Requests</p> <p> a. Request—with form</p>	<p>N/A</p>	
<p>Assessment</p>	<p>N/A</p>	

Certificate Form: A. Have programs with stackable Certificates of Achievement completed Certificate Forms?	N/A	
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ADDITIONAL COMMENTS:

It appears that old forms were used.