

2018-19 Annual Update Review and Feedback

Program Name: Academic Support Services (Tutoring, Writing Center)

Section	Feedback
<p>College Mission</p> <p>A. Is the discussion of how the program supports the college mission clear?</p>	<p>Include program name and program type. This was briefly discussed in the Program Goals section. For future annual updates, please put the discussion after the heading: <u>Describe how the program supports the Bakersfield College Mission.</u> Consider discussing the services the program offers and the types of students served.</p>
<p>Progress of Goals</p> <p>A. Is the discussion of the program’s progress and changes in goals clear and complete? B. Is the action plan to reach the program’s goals for the future clear and complete?</p>	<p>Nice idea to include the Guided Pathway Pillar. Progress on goals was nicely detailed and action plans were clearly laid out. Consider putting new goals in the section for new goals to clearly identify which goals are new.</p>
<p>List of Degrees and Certificates</p>	<p>N/A</p>
<p>Program Analysis</p> <p>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 	<p>All addressed.</p> <p>Thorough description of the data that the program collects. Consider elaborating on how that data is used to improve the way the students are supported: data was provided but discussion of how it is used was not provided.</p> <p>Meeting agenda provided.</p> <p>In the discussion of equity gaps, consider writing out what UMOJA stands for.</p>

<p>5. Recent achievements, awards or distinctions, new projects implemented, professional development work, professional conference presentations or recently published work.</p> <p>6. Description of program/department/office is doing to contribute to Guided Pathways, affinity groups and completion coaching communities.</p> <p>7. Explanation of role if involved in Dual Enrollment, Inmate Education, or Rural Initiatives.</p>	<p>Nice table which clearly explains the new project for students placed into ENGLB1A due to multiple measures.</p> <p>Nice use of tables and charts in this entire section.</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>N/A</p>	
<p>Conclusion</p> <p>A. Does the conclusion provide a clear overview of the program?</p>	<p>The conclusion provides a clear picture of the positive impact Academic Support Services has on Bakersfield College. It also explains the future needs of the program to continue to serve the students.</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>Two classified positions requested (math tutor and writing tutor)</p> <p>No resource requests</p>	
<p>Assessment</p>		
<p>Certificate Form:</p> <p>A. Have programs with stackable Certificates of Achievement completed Certificate Forms?</p>	<p>N/A</p>	

ADDITIONAL COMMENTS: