

1. What are the things that your department really does/did well over the past 3-4 years?

- Develop new modalities for writing and reading courses—acceleration and compression. Math has begun compressed courses and AST
- Librarians have worked with the KHSD to develop videos, web resources, and trainings for their librarians and English teachers on research expectations at the college level. It has been very widely used by the K12 district
- ERWC - Expository Reading and Writing Course. Course given in high schools here for students who score conditional on the EAP. They can take this expository writing course and if they pass with at least a C we now accept that as entrance into Freshman Comp.
- RIAP (Reading Institute for Academic Preparation) - Joint Professional Development with K12 English teachers and CSUB
- Building Bridges conference—conference that brings together High School teachers, BC, CSUB Taft and Porterville professors to discuss English, ESL and Basic Skills instruction
- CAPP- California Academic Partnership Program grant. KHSD, BC, CSUB and Taft college are working together to provide projects to help students succeed at higher rates in college or university. The grant has just started; there are no particular projects to describe yet.
- Embedded remediation in Allied Health and CTE courses. Academic Develop instructors teach CTE or Allied Health instructor how to embed remediation strategies (textbook reading, note taking, etc.) in their instruction or provide workshops on student skills contextualized to that subject (writing in Welding and electronics, math in culinary arts and welding, etc.)
- New technology has been implemented in the math classrooms.
- We have a calculator rental program to aid our students in low SES
- Supplemental Instruction programs have started in English and branched out to other basic skills courses
- English, Math and Academic Development instructors have assisted in developing new multiple measures for student placement
- We have provided multiple professional development opportunities on acceleration of classes both on-site and off-site.
- Many English courses require individual conferences—connect with students, provide 1 on 1 help
- Cerro Author visits provided presentations by authors of works of high student interest.
- Workshops for students with areas of academic deficiency- CAS (Critical Academic Skills workshops) and Library workshops
- Continually assesses Student Learning Outcomes
- Reevaluates and redesigns English courses as necessary to meet TMC and other legislative mandates.

2. What are the factors in the Bakersfield Community (job market, Socio-economic climate, educational outlook) that will impact your department/program?

- The economy is growing. Can we provide the additional classes for the students who want to attend college
- Common Core—will it impact us? We are hoping for fewer students placing into pre-collegiate courses
- Students seem to be more passive, take less responsibility for themselves. We need to provide the support they need while still helping them learn the skills they will use to be independent, successful employees and citizens
- We are talking about mandating incoming freshmen take English and Math their first semesters. Can we provide the instructors and rooms to meet that need? We have waitlists now.
- Many of our students have low socio-economic status. Cannot afford computers, internet, even paper sometimes
- Many of our students are tech savvy, but do not know how to differentiate or evaluate what they find on the internet
- LOW literacy in Bakersfield. Not a climate of learning

3. How can your department/program best meet the needs of the community?

- Contact students on why they drop or why they did not take the next class in a progression
- Help students take advantage of the pre-engineering pathway to CSUBs engineering program
- Provide early support through summer bridges and first year experience courses

4. How can the college as a whole, with your program as an important part of that whole, meet the needs of the community best?

- Provide faculty mentors to help with the advising load and connect with students
- Look at student ambassadors again? Can we use student mentors to help new EMP
- Invest in counselling

5. What are the most important ways Bakersfield College and your program impact positive change in our service area?

- Increase the literacy on campus- Publicize and offer Cerro Author visits in the community?
- Dual enrollment to help students learn college level skills before they start at college and gain college credit early
- Summer Academy- venue for high school teachers to meet with discipline area professors at BC to discuss curriculum, expectations, etc. This would build off of Building Bridges work

Most important—have a clear vision and move in that direction, referring to the vision frequently