

Bakersfield College

Program Review – Annual Update

Program Name: Academic Development

Program Type: Instructional Student Affairs Administrative Service Other

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 coursework and academic support services in the Bakersfield College Jerry Ludeke Learning Center and at the Delano Center 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 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 new multiple measures for placement that will ultimately produce benefits to students in the pathway to completion. ACDV has also been very agile in developing accelerated curriculum to address the loss of students through the remediation pathway.

Program Mission Statement:

The Bakersfield College Academic Development Department (ACDV) provides quality developmental education necessary for our diverse student population in a supportive environment in order for students to achieve academic, personal, and occupational success. Resources directed toward developmental education ultimately benefit all students on campus and enhance the overall learning environment at Bakersfield College and the community.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
N/A
- 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. N/A
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. N/A

Progress on 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.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
1. Increase security in the Learning Center.	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: Fall 2017 (Date)	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 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 2 nd floor), as well as with M&O and Public Safety staff, is necessary. 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.A Campus-wide Study Skills Assessment needs to be re-instituted.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: Fall 2017 (Date)	There is hope that Accuplacer placement test 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. Increase number of instructional assistants' hours through increasing current IA from 15 to 19 hours.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: Fall 2017 (Date)	We are requesting increased hours for our current Instructional Assistant from 15 hours to 19 hours). IAs provide flexibility in staffing while increasing the "high touch" aspects of "high tech/high touch".
4. Work with campus contracted data analyst to	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: Fall 2017 (Date)	ACDV has on-going needs for timely IR data, so we will continue to work with IR staff to ensure that students' basic skill

gather success and retention data related to our accelerated courses, Extend the Classroom, and Summer Bridge students. (ACDV B55)	<input type="checkbox"/> 5: Leadership and Engagement		needs are addressed and progression is optimized..
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5. 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.	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: Fall 2017 (Date)	Jennifer Rachal, Susan Pinza, and the Tutor Center coordinators will work with the Academic Support Services area to explore the possibilities of launching an online tutoring service.
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6. Pilot an Extend the Classroom academic support service for students enrolled in ACDV B61 and B80.	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: Fall 2017 (Date)	Jessica Wojtysiak
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B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
There has been growth at the Delano campus for ACDV B72 and other ACDV courses in rural areas. We hired a Temporary FT faculty to cover the courses for 2017-18. We will be requesting a Tenure Track FT position for ACDV at the Delano campus to cover these students' needs.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	We have hired multiple adjunct faculty to keep up with enrollment needs, but have not been able to cover with adjunct faculty alone. There also needs to be another full time presence at the Delano campus to mentor and assist these high risk students more adequately.

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective. ACDV Course Mentors: Each course has a mentor who works with all full-time and adjunct faculty who teach that course. They collaboratively develop class materials, tests, and SLO assessments that are shared (via USBs, Dropbox, or other means). This practice ensures that all sections of the course have access to similar course curriculum materials; moreover, it facilitates sharing best practices for the courses and allows us to troubleshoot student learning needs more effectively.

Student Support Services are promoted in each course: Besides implementing Habits of Mind principles and referring students to Tutoring, ACDV faculty make extensive use of the Student Success Lab (PLATO) and Supplemental Instruction (SI).

Accelerated Course Curriculum shorten time/units it takes to move through basic skills courses: Academic Development faculty have reevaluated the department's course offerings and have made adjustments in order to reduce the number of units a student must take in reading, writing, or math. These changes include offering a 4-unit accelerated reading course in place of two 3-unit courses, 4-unit composition and reading course, a 4-unit accelerated math course with an Extended Classroom component* in place of 3-unit and 4-unit math courses, and a 2-unit math course in place of a 3-unit course.

*An Extended Classroom open lab with course specific tutoring is available for all students in the 4-unit accelerated math course. Students who do not meet mastery level (80%) learning on a quiz are required to attend the extended classroom to receive the help they need to master the concepts/skills being tested. A similar lab is being developed for students in the accelerated composition and reading course.

ACDV B55 – Student Success Course and extended orientation for Summer Bridge: Summer Bridge is a one day .5-unit intensive course offered multiple times throughout the summer. Students are introduced to a variety of topics aimed at increasing student retention and success of better acquainting students with the campus and foundations for college success, such as how to read their detail schedules, navigate the student portal, navigate campus, email etiquette, balancing school and other commitments, and study tips. Summer Bridge introduces students to and shows them where to locate various campus resources such as Tutoring, the Writing Center, the Library, EOPS, Financial aid, Supplemental Instruction and the Success/Math lab. Summer Bridge students are also given access

to an academic advisor. Summer Bridge is also utilized as a way to introduce new Bakersfield College faculty to the campus and build knowledge about campus resources. The 2017 Summer Bridge program served over 1,000 students and provided training to over 90 faculty.

Beginning of semester campus resources engagement activities e.g. via tour, syllabus, assignments, scavenger hunts, etc.: ACDV faculty regularly educate students enrolled in their courses about the services offered on campus, including statements in their syllabi, taking students on a tour of the Learning Center and pointing out the Tutoring Center, Student Success Lab, Math Lab, and Writing Center, or requiring them to complete in-class or out-of-class activities that require students to locate more information about these services.

Regular Course and material evaluations

Canvas, Turnitin and other browser based grading portals are used to provide regular and immediate feedback on assignments

End of Course Surveys and Evaluations

Provide program and service surveys

Promote Technology Literacy

Group/teamwork pedagogical practices

Promotion of Cognitive Active Engagement

Non-cognitive engagement

Encourage Growth Mindsets

Learn student names:

Stress Communication as a Key to Success

Course Pre-/Post-Tests to measure student learning outcomes

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).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
 - We still do not have enough faculty to keep up with the enrollment demands, especially in rural areas.

2. How does your trend data impact your decision making process for your program?
 - The trend data is only one small piece of the big picture. We use surveys and assessments to fill in the gaps in the broader data provided. We also use ODS and other data mining tools to uncover discrepancies and follow up on the gaps that we may find. It helps us plan courses each semester and to help serve students' needs on multiple campus sites. With data, you need to ask the right questions, to know that you have the right data, then

draw accurate conclusions from the data, to inform the decision making process. We routinely work together to define the questions we have about our program. Then we break down the questions into steps by deciding what to measure and how to measure it.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?

- Success (60%) and retention (80%) rates remain steady since 2011-12, even with addition of accelerated courses that take students through 2 levels in one semester, saving them a full year of coursework according to our data reports. This innovation, coupled with multiple measures placement, is saving students time and money, as well as making the pathway more efficient. Accelerated courses implemented in 2014-15 are closely monitored and additional research is in progress.
- The success and retention rates are just 10% and 4% respectively lower than College wide enrollments, which is impressive since the students enrolled in ACDV courses are the most underprepared and at risk student enrollments at BC.
- Through curriculum revision, success and retention data for ACDV B201abc, graded as P/NP, has shown an increase in retention and success for mastery of skills, not just hours completed.
- In Fall 2016 and Spring 2017, students who attend Extend the Classroom (ETC) earn more As and Bs than students who do not, about a 10% difference.
- In fall 2016 and spring 2017, the success rates of students who attend Extend the Classroom (ETC) are about 10% higher than students who do not attend.
- In spring 2017, the success rates of female students and students who had financial need increased by nearly 20% by attending ETC.
- In fall 2016, ETC increased success rates of Hispanic and African American students by 12% and 11% respectively.

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

- ACDV has had slight increase in enrollments for 19 and under since 2012-13, 3% higher than College wide enrollments.
- 3% decrease in African American enrollments since 2012-13, but is still 2% higher than comparable African American College wide enrollments.
- 7% increase in Hispanic /Latino enrollments since 2012-13, which is 7% higher than College wide enrollments.
- 1% decrease in White enrollments since 2012-13, 6% lower than College wide enrollments.
- 28% increase since 2011-12 in ACDV students who have completed an education plans and 21% increase in students who became fully matriculated, 22% higher than College wide enrollments.

5. Changes in enrollment (headcount, sections, course enrollment, and productivity).

- Increased by 31 sections from 2013-14. There was no increase from 2015-16. This is due to the fact that we replaced traditional semester length classes in the sequence at 3 units with accelerated classes that get students through more quickly, but the 4 units decreases our ability to offer more classes due to faulty load. We need more faculty if we want to increase our section offerings.
- Increased Census day enrollment is not accurate in this report due to our open labs. . First day waitlist decreased since fall 2012-13 by 147. We were in the top most waitlisted courses in fall 2016 and fall 2017, but we managed to get most of those in seats by census by increasing class sizes.
- We increased our adjunct FTEF by 6.4 (6%) since 2012-13 to try and keep up with the enrollment demands, but we still have not been able to grow sections. We hired a temp full time in 2016 and another in 2017. There is a need to hire a FT in Delano to cover the math enrollment needs. We increased ACDV B72 sections from 13 in fall of 2015 to 19 in fall of 16, and now we are at 29 sections in fall 2017.
- Data for first day and census is misleading on trend data provided since we have several sections of open entry courses totaling on average 600-750 students. Coursebook data cannot tract open entry-exit courses since it is designed to collect enrollment data only at specific checkpoints. We set high caps to handle the ebb and flow of enrollments all semester.
- There was a 60% rate of increase in FTES since 2013-14.
- ACDV B55 (Summer Bridge to BC) increased by only a few sections from 2016 to 2017, but the enrollments increased by 122%. This was due to improvements in recruiting and focus on reminding students with high touch efforts to remind them to attend Bridge they enrolled it. These efforts were successful! Mentors contacted students individually who did not attend Bridge and encouraged them to sign up for another bridge date, a third of students contacted signed up and attended the different date
- ACDV B72 increase of 123 % from fall of 2015 to fall 2017.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<p>X<input type="checkbox"/>1: Classified Staff X<input type="checkbox"/>2: Faculty</p>	<p>We were able to hire two Tenure Track FT faculty, but this has not been enough to keep pace with enrollment needs, especially in Delano where we current have a temporary FT faculty to cover ACDV B72. We lost two FT faculty to retirement and reassignments, 2 faculty are on .6 reassigned, one on .4 reassign, and 2 more on .2 reassigned time.</p>

We also do not currently have a DA III for our area. The new dean should request DA III support for all of his areas under his supervision. Departments must have that support to be effective and successful.

Professional Development:
Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle

X1: Provided Professional Development
X2: Attended Professional Development

Summer Bridge Provides Professional development for staff and faculty across campus. Serving as a co-lead and faculty mentor at Summer Bridge is one of the most effective professional development experiences on Campus:

It provides full and part-time faculty the opportunity to become familiar with both academic and personal student support services.

It provides faculty with hands-on experience helping students navigate technology including Inside BC, email, their H: drive, and Canvas (some faculty don't know about their H: drive)

It provides all BC staff with background and knowledge related to the college-preparedness level of our students

We provided Canvas training as a department and as course teams were effective in bringing together adjunct and full-time faculty, allowing them to explore opportunities for collaboration and embedded technology.

Math flex workshops inform instructors of creative ways to engage students as well as encourage interdepartmental communication and inter-district information sharing.

ACDV faculty attended Guided Pathways Institutes.

Completion coaching meetings have helped increase awareness and knowledge to help students outside of the ACDV realm.

Participating on committees and accreditation teams helps to develop a deeper understanding of our community colleges.

ACDV faculty Attended ACTLA (Association of Colleges for Tutoring & Learning Assistance) conference. Provided opportunity to gain information on how other colleges operate their tutoring centers, engaged in activities that can be used within the tutoring course to assist tutors in gaining knowledge of educational and psychological theories relevant to the tutoring program, and build relationships with tutoring professionals at other institutions.

Tutoring Flex workshop given. Able to educate faculty and staff about the Tutoring Center including CRLA/ITTCP certification, how tutors are trained, how tutoring sessions are run (including a live demonstration), and how the Centers serve students.

Over the last year, the guided pathways institutes facilitated the development of completion coaching communities aimed to institutionalizing the core principles of the guided pathways model. These professional development opportunities brought together like-minded faculty, staff, and administrators to develop pathways promotional materials, plan student interventions, and design course plans aimed at giving students clarity as they progress toward their career goals.

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

We redesigned a classroom (CSS 206) to an open lab to create more access for the success lab software (EDUCO and PLATO). . This was purchased through Title V. Title V also provided much needed upgrades to Fireside Room where ACDV B55 Summer Bridge to BC is held

<p>Technology: <i>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?</i></p>	<p>X<input checked="" type="checkbox"/>1: Replacement Technology X<input checked="" type="checkbox"/>2: New Technology X<input checked="" type="checkbox"/>3: Software <input type="checkbox"/>4: Other _____</p>	<p>The replacement technology from General Funds were mostly to update old faculty computers, many which were literally “dying off.” There are still some faculty who need replacements or additional monitors so they can work more effectively in their offices on the curriculum and other needs.</p> <p>The other technology came from Title V grant funds. These additions added more lab and software access to thousands of students.. The monitors and new projectors/doc cams made the learning experience in the classroom more accessible to all students. There is still a need for more additions in order to get more resources available for the rapidly expanding summer bridge students attending the Freshmen Orientation through ACDV B55 course.</p>
Resource Request	Discuss How Effective Request is for Student Success?	
<p>Other Equipment: <i>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.</i></p>	<p><input type="checkbox"/>1: Replacement X<input checked="" type="checkbox"/>2: New <input type="checkbox"/>3: Other _____</p>	<p>The other equipment came from Title V grant funds. These additions added more lab and software access to thousands of students in basic skills courses. The monitors and new projectors/doc cams made the learning experience in the classroom more accessible to all students. There is still a need for more additions in order to get more resources available for the rapidly expanding summer bridge students attending the Freshmen Orientation through ACDV B55 course.</p>
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<p>Our department budget funding was reduced. We are not sure if the reduced amount will be adequate in this next cycle.</p>

Conclusions & Snapshot:

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.

We have faced some major challenges with curriculum redesign, enrollment growth, replacing faculty, faculty reassignments, and continual administrative reorganization. Even with these challenges, we still succeeded 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. We are requesting a new tenure track to cover our increase in demand for accelerated reading and math courses in Delano and rural areas.

To address the needs of students in the Success Lab as we implement our high tech/ high touch technology support for basic skills remediation approach, we also need more faculty and classified instructional assistant support.

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.

We continue to analyze course curriculum and student learning outcome data as an integral part of our departmental goals. 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 faculty, technology improvements, and additional support from administration, classified staff, and student services at the College.