

# Bakersfield College

## Program Review – Annual Update

Program Name: Dean of Instruction – Fine and Performing Arts, and Foreign Languages

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:

This administrative unit provides direct support to two academic areas English and EMLS. 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.

**Instructional Programs only:**

A. List the degrees and Certificates of Achievement the program offers

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.

C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

**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. Assess effects of English B1A | <input checked="" type="checkbox"/> 1: Student Learning<br><input checked="" type="checkbox"/> 2: Student Progression and Completion<br><input type="checkbox"/> 3: Facilities | <input type="checkbox"/> Completed: _____ (Date)<br><input type="checkbox"/> Revised: _____ (Date)<br><input checked="" type="checkbox"/> Ongoing: _____ (Date) | The English department is continuing to collect data about success rates of |

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| <p>(transfer level course) from 4 to 3 unit course. Major departmental concern.</p>  | <p><input type="checkbox"/> 4: Oversight and Accountability<br/> <input type="checkbox"/> 5: Leadership and Engagement</p>  |  | <p>English 1A as a 3 unit class versus the old 4 unit class model.<br/> Action plan:<br/> 1) Continue the collection of data<br/> 2) Review the data<br/> 3) Make informed decision by 2018 Fall<br/> Anecdotal evidence demonstrates that students and instructors are struggling with the change.</p>                                |
| <p>2. Applying the BSI Initiative grant to English 53 courses on the Panorama Campus to increase student success rates in English and all core academic courses.</p> | <p><input checked="" type="checkbox"/> 1: Student Learning<br/> <input checked="" type="checkbox"/> 2: Student Progression and Completion<br/> <input type="checkbox"/> 3: Facilities<br/> <input type="checkbox"/> 4: Oversight and Accountability<br/> <input type="checkbox"/> 5: Leadership and Engagement</p>            | <p><input checked="" type="checkbox"/> Completed: _____ (Date)<br/> <input type="checkbox"/> Revised: _____ (Date)<br/> <input type="checkbox"/> Ongoing: _____ (Date)</p> | <p>The English department has found 63.2% of students with at least one visit to support services successfully completed the course with a grade of “A, B, or C.”<br/> The number of students with “activity” decrease in the grade range of “D, F, and W” while the number of students with “no activity” increase in that range.</p> |
| <p>3. Implementation and competency mapping of the new Common Assessment test that BC is piloting and pioneering to help gather data for all 113</p>                 | <p><input checked="" type="checkbox"/> 1: Student Learning<br/> <input checked="" type="checkbox"/> 2: Student Progression and Completion<br/> <input type="checkbox"/> 3: Facilities<br/> <input type="checkbox"/> 4: Oversight and Accountability<br/> <input checked="" type="checkbox"/> 5: Leadership and Engagement</p> | <p><input type="checkbox"/> Completed: _____ (Date)<br/> <input type="checkbox"/> Revised: _____ (Date)<br/> <input checked="" type="checkbox"/> Ongoing: _____ (Date)</p> | <p>The state hasn’t yet completed the implementation of the new Common Assessment. Given this, the steps to achieve this goal include:<br/> 1. Receiving notification of completed implementation<br/> 2. Map courses to the test questions with Sue Vaughan.</p>  |

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| California community colleges.   |   |   | 3. Once we have the full Beta of the Assessment we can review competency maps and decide how we plan to score the test at Bakersfield College.   |
| 4. Establish relationships with high school faculty and international contacts.                              | <input checked="" type="checkbox"/> 1: Student Learning<br><input checked="" type="checkbox"/> 2: Student Progression and Completion<br><input type="checkbox"/> 3: Facilities<br><input type="checkbox"/> 4: Oversight and Accountability<br><input type="checkbox"/> 5: Leadership and Engagement | <input checked="" type="checkbox"/> Completed: _____ (Date)<br><input type="checkbox"/> Revised: _____ (Date)<br><input type="checkbox"/> Ongoing: _____ (Date) | The EMLS department has developed relationships with high school counselors, English Language Development and adult school instructors, as well as international schools in order to recruit students for the EMLS Department. |
| 5. Improve student success by consulting with IR and implementing best practices based on research outcomes. | <input checked="" type="checkbox"/> 1: Student Learning<br><input type="checkbox"/> 2: Student Progression and Completion<br><input type="checkbox"/> 3: Facilities<br><input type="checkbox"/> 4: Oversight and Accountability<br><input type="checkbox"/> 5: Leadership and Engagement            | <input checked="" type="checkbox"/> Completed: _____ (Date)<br><input type="checkbox"/> Revised: _____ (Date)<br><input type="checkbox"/> Ongoing: _____ (Date) | The EMLS department has consulted with IR and is implementing best practices.  |
| 6. Add non-credit courses to help Adult School student's transition to CTE careers at BC.                    | <input checked="" type="checkbox"/> 1: Student Learning<br><input type="checkbox"/> 2: Student Progression and Completion<br><input type="checkbox"/> 3: Facilities<br><input type="checkbox"/> 4: Oversight and Accountability<br><input type="checkbox"/> 5: Leadership and Engagement            | <input checked="" type="checkbox"/> Completed: _____ (Date)<br><input type="checkbox"/> Revised: _____ (Date)<br><input type="checkbox"/> Ongoing: _____ (Date) | Non-credit courses were approved and added to the catalogue.   |

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 |
|--------------------------------------|--|-----------------------------|
| 1. An online advanced reading course | <input checked="" type="checkbox"/> 1: Student Learning  |                             |

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|   | <input type="checkbox"/> 2: Student Progression and Completion<br><input type="checkbox"/> 3: Facilities<br><input type="checkbox"/> 4: Oversight and Accountability<br><input type="checkbox"/> 5: Leadership and Engagement   |  |
| 1. An online advanced reading course  | <input checked="" type="checkbox"/> 1: Student Learning<br><input type="checkbox"/> 2: Student Progression and Completion<br><input type="checkbox"/> 3: Facilities<br><input type="checkbox"/> 4: Oversight and Accountability<br><input type="checkbox"/> 5: Leadership and Engagement            | <p>An online advanced reading course will allow more students the opportunity to take college-level EMLS courses.</p> <p>Action Plan:</p> <ol style="list-style-type: none"> <li>1. Michael Westwood will work with Bill Mosely</li> <li>2. Michael Westood will work with the Curriculum Committee</li> <li>3. create and gain approval for the course.</li> </ol>                        |
| 2. An online Intro to College Composition Course.   | <input checked="" type="checkbox"/> 1: Student Learning<br><input type="checkbox"/> 2: Student Progression and Completion<br><input type="checkbox"/> 3: Facilities<br><input type="checkbox"/> 4: Oversight and Accountability<br><input type="checkbox"/> 5: Leadership and Engagement            | <p>Offering more online courses will allow more students the opportunity to take college-level EMLS courses.</p> <p>Action Plan:</p> <ol style="list-style-type: none"> <li>1. Michael Westwood and John Hart will work with Bill Mosely</li> <li>2. Michael Westood and John Hart will work with the Curriculum Committee</li> <li>3. create and gain approval for the course.</li> </ol> |
| 3. F.I.E.L.D. (Farmworker Institute of Education & Leadership Development) is a nonprofit organization that provides (among other things) educational opportunities to Latinos, working people, and their families who live in rural communities. We will develop curriculum to help them with their mission. | <input checked="" type="checkbox"/> 1: Student Learning<br><input type="checkbox"/> 2: Student Progression and Completion<br><input type="checkbox"/> 3: Facilities<br><input type="checkbox"/> 4: Oversight and Accountability<br><input type="checkbox"/> 5: Leadership and Engagement            | <p>These evening courses will offer access to all levels of ESL in the community.</p> <p>Action Plan:</p> <ol style="list-style-type: none"> <li>1. Six levels of courses written (completed)</li> <li>2. and will submitted to eLumen once it is up and running (2018 expected)</li> </ol>  |
| 4. Increase our presence in rural classroom sites (English).  | <input checked="" type="checkbox"/> 1: Student Learning<br><input checked="" type="checkbox"/> 2: Student Progression and Completion<br><input type="checkbox"/> 3: Facilities<br><input type="checkbox"/> 4: Oversight and Accountability<br><input type="checkbox"/> 5: Leadership and Engagement | <p>Action Plan:</p> <ol style="list-style-type: none"> <li>1) recruit more faculty</li> <li>2) offer more classes in Delano, Arvin, Wasco, and the new SW campus to expand the options for students throughout the area.</li> </ol>  |

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| 5. Expand our online and hybrid class offerings (English). | <input checked="" type="checkbox"/> 1: Student Learning<br><input checked="" type="checkbox"/> 2: Student Progression and Completion<br><input type="checkbox"/> 3: Facilities<br><input type="checkbox"/> 4: Oversight and Accountability<br><input type="checkbox"/> 5: Leadership and Engagement | <b>Action Plan:</b><br>1) test the viability of offering more online courses<br>2) pilot some English 1A hybrid courses.             |
| 6. Revisit SLOs (English).                                 | <input checked="" type="checkbox"/> 1: Student Learning<br><input checked="" type="checkbox"/> 2: Student Progression and Completion<br><input type="checkbox"/> 3: Facilities<br><input type="checkbox"/> 4: Oversight and Accountability<br><input type="checkbox"/> 5: Leadership and Engagement | Student Learning Outcomes will be evaluated for simplicity and clarity. The SLO's may be altered to be in better alignment with ADT. |

**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.

In 2015 Dean Pluta started giving a workshop for Mode A people to attend in an effort to provide clarification of expectation. This worked beautifully. The participants were grateful and it streamlined the process. This is a process we like to continue. In Fall 2017 The dean's office provided a Mode A workshop for all Mode A faculty and more. This meeting was especially important because it built on the best practice created earlier, but added an important component because the Mode expectations in terms of documentation and expectation were changed recently. As such, communication was of great importance. The offer to attend was extended to the evaluatee, evaluators, and any other member of the departments that would like to learn more the changes to our process or establish understanding for the first time. Forms were sent electronically and provided in the workshop. Everyone had the contract pages sent to them and provided to them in the workshop. A PowerPoint presentation was made and the contract pages were cited for each area discussed in hopes it would make understanding the process much easier. Evaluatee's were "calmed" and "appreciative" of this process and it will continue to be something we do.

**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:  
There has been a surge in the need for English/EMLS classes because we have seen a constant and significant increase in our population and because Pathways asks students to attempt English in the first year now.
2. How does your trend data impact your decision making process for your program?  
No student data to report.
3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?  
N/A
4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?  
N/A

**Resource Request and Analysis:** The Office of Instruction is requesting additional support (tenure track positions) to address the demands we face due to an increase in student enrollment and English focus in Pathways. To address the development and growth English must have full time hires (see department docs). I do not see how we can fulfill our promise to students without more English Faculty. It has become more difficult to recruit as is explained herein. Classroom and office space continue to be a challenge and a solution is desperately needed (see department docs). Technology and maintenance is needed as well (see department docs). The flooring is problematic in the offices and needs to be a priority. The painting that should have been completed in the summer needs to be finished as well.

| Resource Request   |   | If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?  |
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| <p><b>Positions:</b><br/> <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>   | <input type="checkbox"/> 1: Classified Staff<br><input checked="" type="checkbox"/> 2: Faculty  | <p>Full time faculty have substantially impacted the success of the programs. New faculty are able to increase the number of sections we are able to offer students and thus help support students on their path to their dreams faster.</p>  |
| <p><b>Professional Development:</b><br/> <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>   | <input checked="" type="checkbox"/> 1: Provided Professional Development<br><input checked="" type="checkbox"/> 2: Attended Professional Development  | <p>The faculty are highly active in professional development. They were work well as a team offering FLEX workshops to the campus, and doing their own department level workshops that keep them current, inspired, and student centered. Examples include but are not limited to:</p> <ol style="list-style-type: none"> <li>1)Canvas workshops</li> <li>2) Socratic Circles</li> <li>3) Building Bridges</li> <li>4) Grants that result in papers, presentations, and area communication</li> <li>5) Presentations at conference ( Intermountain TESOL, TESOL International, and Intermountain TESOL Mini-Conference)</li> <li>6)Flex activities</li> </ol> |
| <p><b>Facilities:</b><br/> <i>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.</i></p> | <input type="checkbox"/> 1: Space Allocation<br><input checked="" type="checkbox"/> 2: Renovation<br><input type="checkbox"/> 3: Furniture<br><input type="checkbox"/> 4: Other<br><input type="checkbox"/> 5: Beyond Routine Maintenance | <p>Some small portions of our offices in the Humanities building underwent painting over the summer of 2017. The entire building was supposed to be painted, but most was not. The painting of offices did not get accomplished which caused some problems (boxes and paperwork). We look forward to getting the painting completed during off-times like winter break.</p>   |

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| <p><b>Technology:</b><br/> <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><input checked="" type="checkbox"/> 1: Replacement Technology<br/> <input type="checkbox"/> 2: New Technology<br/> <input type="checkbox"/> 3: Software<br/> <input type="checkbox"/> 4: Other _____</p> | <p>The computer lab in LA 225 was given brand new computers and monitors. The lab had been underutilized due to the lack of working computers which made it difficult to use it when teachers had a full class. Now that all of the computers are working properly, instructors will be able to use the lab for which it was originally intended. This is a substantial improvement and much appreciated. The impact is positive.</p> |
| <b>Resource Request</b>  |   | <b>Discuss How Effective Request is for Student Success?</b>  |
| <p><b>Other Equipment:</b><br/> <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<br/> <input type="checkbox"/> 2: New<br/> <input type="checkbox"/> 3: Other _____</p>  |   |
| <p><b>Budget:</b><br/> <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>Requests for operational and instructional budget enhancements will be conducted at a later time when budget forms become available. There is positive and ongoing communication regarding budget.</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.

Overall, this administrative unit is functioning well. The Dean's office is supporting its areas and consistently reflecting the values and mission of Bakersfield College. The Departments are thriving. The Dean has a strong relationship with the Chairs and the support staff. We are advancing the strategic directions of the institution and focuses on learning outcomes (SLOs, PLOs, and ILOs). The English department has had some recent accomplishments and a willingness to try new things and I believe this is a norm for the department. They are a strong and dedicated department. For instance, the English department is at the vanguard of rural initiatives at Bakersfield College and the first to have a full time faculty member at the Delano campus and now have two with one dedicated to part of his load as a rural lead. We are seeing an increase in the transfer degrees from our areas and we expect this to continue. The EMLS department is invested in the community and plans for the future with dedication and hope. For instance, the EMLS department has been providing an impactful service to the international, migrant, immigrant, and local student populations and they have set their sights on accessibility conversations. They hope to increase accessibility through non-credit courses and through offerings on BC off campus sites. Both departments continue to grow and this is expected to increase over the next years as English is a primary focus for Pathways students in the first year and because CSUB is no longer offering remedial courses, which means we will start serving those students as well.

The Chair David Moton is consistently communicating with the Deans office. He works especially well with the Dean on various matters and makes his department a priority. John Hart is a dedicated chair as well and is consistently thinking of ways we can help more students and expand their offerings. These programs will require new full time faculty in the coming years. The growth and need is substantial. We always have waitlists. There has been a decline in Master degree graduates from CSUB English department and that has altered our ability to get adjuncts at the rate we once enjoyed. Replacing retirees and adding additional faculty is necessary in order to keep our students supported and our departments thriving. Additionally, there is a clear need for more classroom space. Our institution has well thought out plans for new buildings that is exciting and will serve our area well. In the end, the departments and Dean are working hard to provide the courses students need at the quality that is expected and needed. Communication is strong, professional development is strong, and the outlook for the future is positive.