Bakersfield College
Program Review – Annual Update

Program Name: Bakersfield College Academic Support Services

Program Type: ☐ Instructional   X☐ Student Affairs   ☐ Administrative Service   ☐ Other

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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:

The cultivation of a supportive learning environment is embedded in the mission statement for Bakersfield College:

> 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.[1]

"Supportive learning environments" can and should be developed and enhanced in and outside of the classroom. In fact, research shows that students that successfully develop a connection with the institution, experience higher retention rates[2]. It is also important to note that the Bakersfield College Academic Support Services department was established in January 2017 and although many of the centers have been in existence for a number of years, the goals, mission statement, vision, and data are new and need to be considered as a platform for future growth.

Program Mission Statement:

Bakersfield College Academic Support Services provides high quality assistance to facilitate students' evolution into active, independent, engaged, and lifelong learners.

1. Through coaching and collaboration, we create a more cohesive learning community that fosters transferable skills and persistent inquiry.
2. We empower students to become prepared to face the challenges of academic and professional environments.
3. We commit to serve students with enthusiasm, respect, professionalism, and provide the expertise needed to enable them to successfully progress on their academic pathways.

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[1] Mission Statement. Retrieved on February 6, 2017 from: https://www.bakersfieldcollege.edu/about
[2] Karp, M.M., Hughes, K.L., & O'Gara, L. (2010). An exploration of Tinto's integration framework for community college students. *College Student Retention, 12*(1), 69-86.

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. Enhance math support to help students' successfully complete college-level math within the first year of enrollment.	X ☐ 1: Student Learning X ☐ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) **X** ☐ Ongoing: Initiated F'17 (Date)	In the 2016-17 AY, the Extend the Classroom (ETC) Initiative was launched for Math B60. The initiative included collaboration with Math faculty to ensure that students were actively and continuously encouraged to attend academic support services. Preliminary data for the F'16 term showed that the highest range of correlation between services received and end of term averaged in the "B" range. 20.9% of students that visited a support service earned a C in Math B60. 55.5% of students that visited a support service were successful in passing the course with the following grades: A (15.5%), B (20.9%), and C (19.1%). In the S'17 term, the data show that 44.7% of students that visited a support service were

			successfully in passing the course with the following grades: A (3.4%), B (10.3%), and C (31%). The goal is to scale-up this model so that students that progress to college-level math will continue to utilize support services to enhance their learning. This model expanded to include Math B65 in S'17.
2. Enhance English support to help students' successfully complete college-level English within the first year of enrollment.	X☐ 1: Student Learning X☐ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) **X**☐ Ongoing: Initiated S'17 (Date)	In the 2016-17 AY, the Extend the Classroom (ETC) Initiative was launched for ENGL B53. The initiative included collaboration with English faculty to ensure that students were actively and continuously encouraged to attend academic support services. Preliminary data for the F'16 term showed that the highest range of correlation between services received and end of term averaged in the "C" range. 32.4% percent of students that visited a support service earned a C in ENGL B53. 66.6% of students that visited a support service were successful in passing the course with the following grades: A (10.8%), B (23.4%), and C (32.4%). The lowest correlation was for students that earned an "A" in the course (8%). In the S'17 term, the data showed that 20% of students that visited a support service were successful in passing the course with the following grades: A (19.4%), B (15.3%), and C (15.3%). The goal is to scale-up this model so that

			students that progress to college-level English (B1a) will continue to utilize support services to enhance their learning.

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
N/A-see above	☐ 1: Student Learning ☐ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	

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 order to streamline and align services, the department implemented an enhanced Extend the Classroom Model for both math and English:

Extend the Classroom for ENGL: The ETC-English is housed in the Writing Center and a Writing Consultant, SI leader, and a peer tutor are available to provide services. The hours of operation for English ETC are 10:00 am-7:00 pm M-TH and 8:00 am-12:00 noon on Fridays.

Extend the Classroom for Math: The ETC-Math is housed in MS 113 and is staffed by a Math consultant, peer tutor, and an SI leader. The hours of operation for Math ETC are M-TH 7:00 am-6:30 pm and on Fridays from 8:00 am-12:00 pm.

Purpose of location, staffing, and scheduling: By streamlining the staffing and the scheduling, students have a dedicated space that houses a variety of support services. This also allows for cohesive communication to flow to faculty, and from faculty members to students in their course. A generic statement of expectation was developed to allow for modification by teaching faculty.

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:**
    The Academic Support Services department was established as a cohesive division in January of 2017. Since implementation, the department actively tracks data on student visits in order to make data-driven decisions for the modality in which services are offered, human resources, and

fiscal resources. In order to support students in rural areas, inmate scholars, distance learners, and dual enrollment students, we are piloting on-line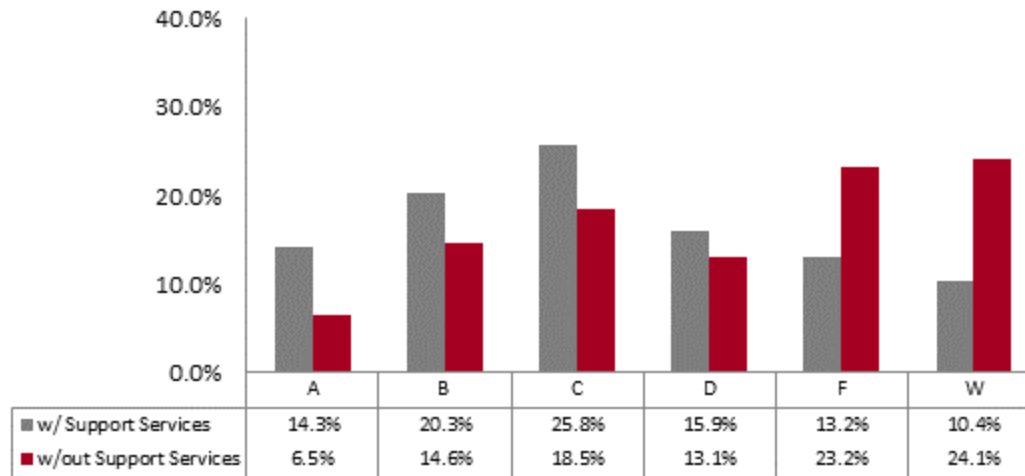 tutoring services for math. Based on the data collected, the department will explore the implementation of a third party service (e.g. NetTutor or Smarthinking). The department also engaged with the Adult Grant Education Grant (AEBG) program to help students in rural areas. Data for the 2016-17 AY for the math and English ETC efforts are included below:
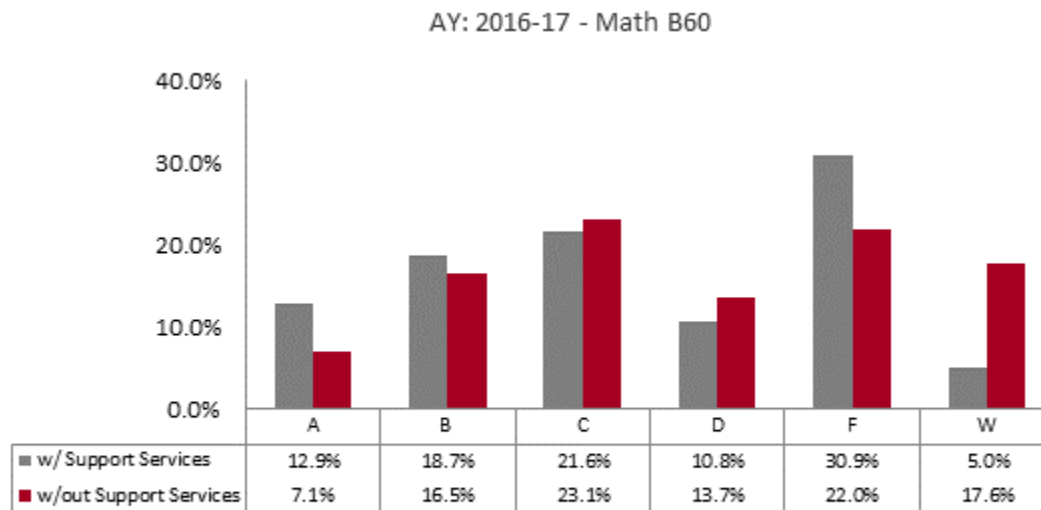
AY: 2016-17 - Math B60

	A	B	C	D	F	W
w/ Support Services	12.9%	18.7%	21.6%	10.8%	30.9%	5.0%
w/out Support Services	7.1%	16.5%	23.1%	13.7%	22.0%	17.6%

Grade Distribution Comparision

The graph above includes data for both the F'16 and S'17. Students that attended a support service while enrolled in Math B60 were tracked and a comparison analysis was conducted to against the end of term grades. 53.2% of students that engaged in supports services, successfully completed the course with a grade of "A," "B," or "C." The data for the 2016-17 AY will be used as baseline data for year-to-year comparison.

AY 2016-17: ENGL B53

	A	B	C	D	F	W
w/ Support Services	14.3%	20.3%	25.8%	15.9%	13.2%	10.4%
w/out Support Services	6.5%	14.6%	18.5%	13.1%	23.2%	24.1%

Grade Distribution Comparision

The graph above includes data for both the F'16 and S'17. Students that attended a support service while enrolled in ENGL B53 were tracked and a comparison analysis was conducted to against the end of term grades. 60.4% of students that engaged in supports services, successfully completed the course with a grade of "A," "B," or "C." The data for the 2016-17 AY will be used as baselin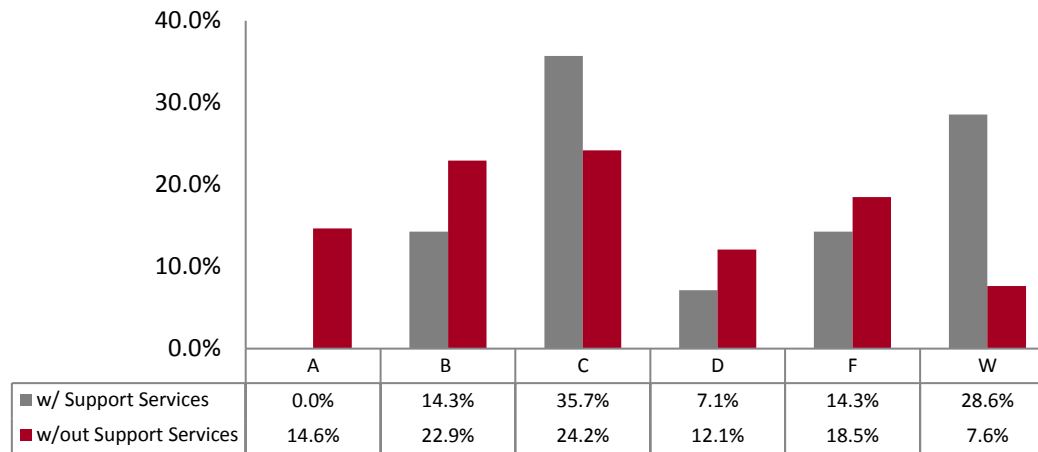e data for year-to-year comparison. The data illustrate a positive correlation between support service visits and successful progression and completion of the course.

Spring 2017: Math B65

	A	B	C	D	F	W
▇ w/ Support Services	0.0%	14.3%	35.7%	7.1%	14.3%	28.6%
▇ w/out Support Services	14.6%	22.9%	24.2%	12.1%	18.5%	7.6%

Grade Distribution Comparision

Math B65 became embedded in the ETC effort in the S'17. Students that attended a support service while enrolled in Math B65 were tracked and a comparison analysis was conducted to against the end of term grades. 50% of students that engaged in supports services, successfully completed the course with a grade of "A," "B," or "C." The data for the S'17 will be used as baseline data for year-to-year comparison.

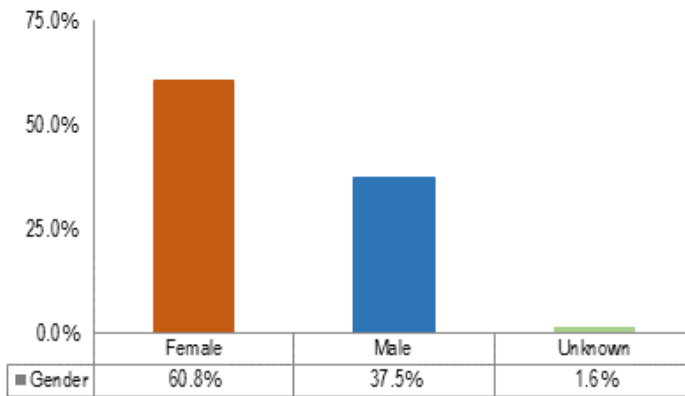2. **How does your trend data impact your decision making process for your program?**
   With the use of AccuSQL, a tracking software, we collect data on student support services attendance. Reports are automated and sent out to faculty, meta-major completion team leads, and affinity completion team leads. This form of data distribution allows for lead measures and connects at-risk students with the appropriate support services.

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

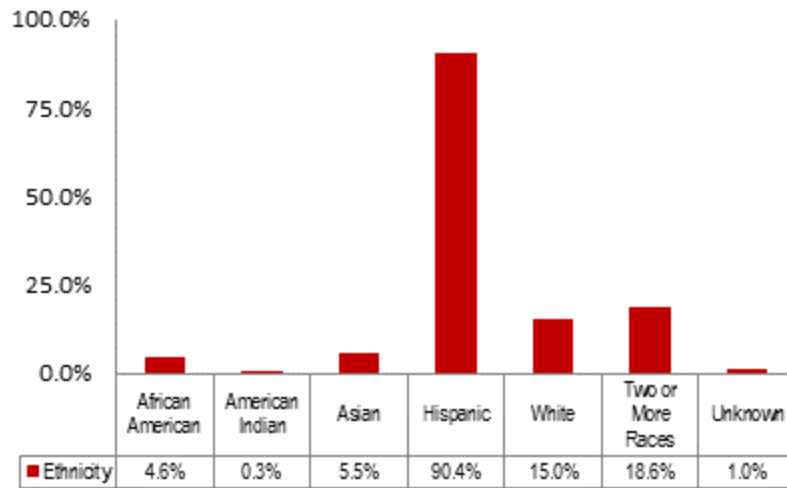4. **Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?**
   Gender and ethnicity data were collected for the 2016-17 AY. In the S'17, the department initiated the process of actively collecting metrics on gender and ethnicity. Therefore, the data illustrated below should serve as a baseline for data collection and comparison for future years.

Spring 2017: Gender

	Female	Male	Unknown
Gender	60.8%	37.5%	1.6%

Spring 2017: Ethnicity

	African American	American Indian	Asian	Hispanic	White	Two or More Races	Unknown
Ethnicity	4.6%	0.3%	5.5%	90.4%	15.0%	18.6%	1.0%

The data illustrated above closely aligns with the student demographic data at the institutional level.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: *Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.*	☐ 1: Classified Staff ☐ 2: Faculty	N/A
Professional Development: *Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle*	☐ 1: Provided Professional Development ☐ 2: Attended Professional Development	N/A
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	N/A
Technology: *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?*	☐ 1: Replacement Technology ☐ 2: New Technology ☐ 3: Software ☐ 4: Other_____	N/A

Resource Request		Discuss How Effective Request is for Student Success?
Other Equipment: *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.*	☐ 1: Replacement ☐ 2: New ☐ 3: Other_____	N/A
Budget: *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.)*		N/A

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.

Overview: There are a total of eight academic support services at Bakersfield College. The delivery of service varies by center. For example, Extended Study provides students with an opportunity to study independently, while the Tutoring Center provides both group and one-on-one tutoring to students based on need.

Table 1: Total Number of Visits Recorded in the F'2016 by Center

Center	Square Footage	Unduplicated Students count	Duplicated students count	Number of Professional Staff	Number of student workers
AERA STEM Success Center	2,000 (including office space)	257	2,517	2 FT	26
Math Lab	2,137	1,796	6,841	1 FT Coordinator 3 Adjunct 1 TA FT 2 PT	0
Math Hub	145	223	1,081	2 FT	0
Writing Center	2,670 (including office space)	792	2,370	1 FT 9 Temporary Writing Experts	2 (Front desk)
Tutoring Center	1,913 (including office space)	837	3,805	1 Faculty Coordinator 1 PT	97
Supplemental Instruction (SI)	1,228 (including office space)	1,537	7,812	1 FT	63
Student Success Lab	1,182	694	792	1 FT 3 Adjunct 2 PT TAs	0
Extended Study	200	29	209	1 FT	6

Supplemental Instruction (SI):

SI was first implemented in basic skills courses in spring 2014, since then, the program was expanded to general education courses such as biology, chemistry, history, and business in spring 2015. Supplemental instruction reached 790 students in 2014-15, over 1300 students in Fall 2015, 8,271 students in the Spring of 2016, and 7,812 in the Fall of 2016.

Also important to note, when SI started in the spring of 2014 there were only 15 SI leaders, with data tracking and buy-in from faculty, SI has grown to serve a broader range of students. Currently, there are 127 SI leaders concentrated in courses identified as gateway courses. Data show that students that attend at least 6 sessions of SI are more successful than students that do not attend SI or attend 5 times or less; see Figure 1 for more details:
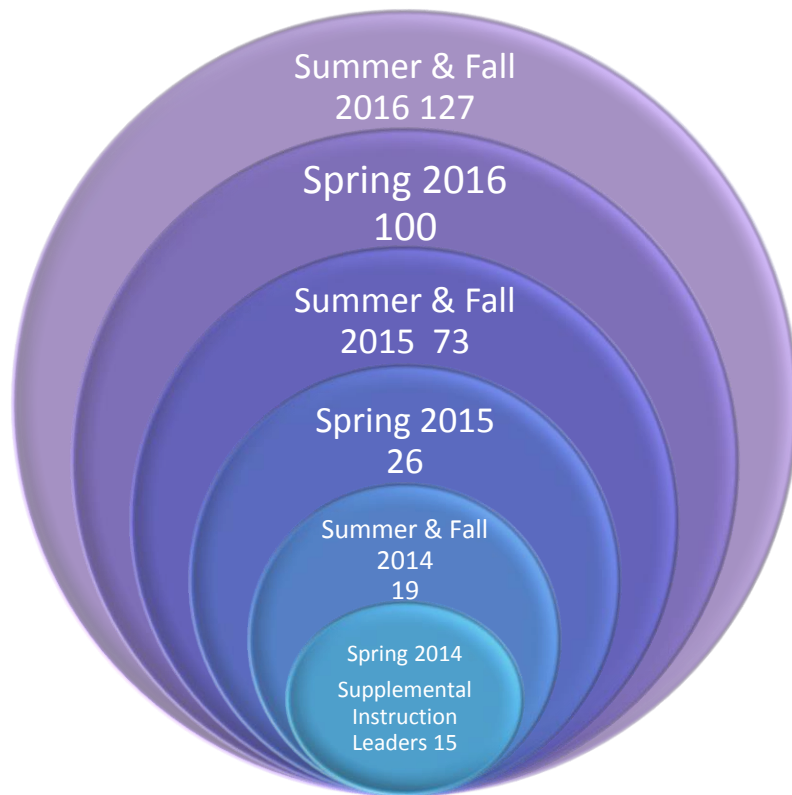
Figure 1: Number of SI Leaders from S'14-F'16.

With the increase in SI leaders, the number of students served has also increased. Table 1 details the attendance by area of study.

Table 2: SI attendance by discipline (S'16-F'16).

Supplemental Instruction (SI): Attendance by Discipline			
Disciplines	**S'16**	**Su'16**	**F'16**
STEM:[1]	3278	505	2061
Foreign Language:[1]	1436	293	1929
COMM:	432	24	910
ACDV:	853	39	593
ELMS:	795	N/A	609
ENGL:	618	177	639
All Others:	859	149	1071
Total Visits:	8271	1187	7812
Unique Student Visits:	1431	288	1537

BC has experienced a consisted growth in student enrollment over the last few years.

> Growth has been stagnant for many of the 114 community colleges in the California system— more than 40 schools have struggled to maintain enrollment numbers or have decreased over the past several years. Bakersfield College, however, has been growing in enrollment as well as the number of class sections offered. The 9% growth from 2014-15 to 2015-16 school years has placed Bakersfield College in the top 10 of the fastest growing California Community Colleges.[3]

It is important that this growth in students needs to considered when evaluating the academic support services. An increased in growth also requires support services to augment the way in which students are served and sustained.

Tutoring Center:
The tutoring Center was established roughly 10 years ago, with the purpose to provide assistance to students on a one-on-one basis. Students can schedule appointments or attend a drop-in session for assistance. Peer tutoring is provided in a number of disciplines.

BC Tutoring holds an International Tutor Training Program Certification and is part of the College Reading and Learning Association (CRLA), thereby requiring tutoring to follow a set guideline of excellence. Tutors are trained on essential human relations skills and methods of effective tutoring by BC faculty through the completion of ACDV B5 and ACDV B5A.

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[3] Renegade Roundup Report, enrollment data. Retrieved on March 2, 2017 from:
https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/RenegadeRoundup_Oct242016.pdf

Table 2: Tutoring Center data (S'16-F'16).

Tutoring Center: Attendance by Discipline			
Disciplines	S'16	Su'16	F'16
STEM:[4]	2416	129	1706
Foreign Language:[5]	122	7	89
PHIL:	122	3	88
ACDV:	332	23	141
ENGL:	263	28	421
All Others:	432	30	1360
Total Visits:	3687	220	3805
Unique Student Visits:	647	65	837

Writing Center:

Other Academic Support Services have also experienced growth in the number of services provided to students. The Writing Center has increased their overall student visits from 2, 672 in the Fall of 2013 to 3,204 in the Spring of 2015. More significantly, the number of student visits seeking assistance for English Courses increased from 640 in the Fall of 2013 to 1,599 in the Spring of 2015. This growth exemplifies the intentional collaboration between disciplined faculty and academic support services (see Table 2).

The Writing Center (WC) was established in the Fall of 2011. Degreed professionals in English, literature, or a related-field, work with students on a one-on-one basis. The WC has also scaled-up the services offered to serve a larger group of students needing writing assistance via monitored composition and ETC-for English. In the F'16 a monitored writing lab was implemented to facilitate group writing sessions. As illustrated by Peter Bahr in his book, *Deconstructing remediation in the community college: Exploring associations between course-taking patterns, course outcomes, and attrition from the remedial math and remedial writing sequences[6]*, students that attend writing support services, like the one offered in WC, are successful in passing and progressing through the English sequence in developmental and gateway courses.

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[4] STEM includes: Astronomy, Biology, Chemistry, Computer Science, Earth Science, Geology, Geography, Math, and Physics.
[5] Foreign Language includes: American Sign Language and Spanish
[6] Bahr, P. R. (2012). Deconstructing remediation in the community college: Exploring associations between course-taking patterns, course outcomes, and attrition from the remedial math and remedial writing sequences. *Research in Higher Education*, *53*, 661-693.

Table 3: Writing Center data (S'15-F'16).

Writing Center: Attendance by Discipline				
Disciplines	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Academic Development	115	134	82	64
English	1,599	1,721	1,574	1,986
ESL/EMS	545	469	513	599
History	281	392	419	501
Psychology	107	137	123	139
Child Development	82	71	76	69
STEM	76	218	41	33
Communications	68	249	209	214
All Others	331	338	181	152
Total Visits:	3,204	3,729	3,218	3,699

Math Hub: Modeled similarly to the Writing Center, the Math Hub is operated by degreed professionals that assist students through drop-in one-on-one and group tutoring. The center is newly established (su'16). Collaboration between math faculty and the math professionals is the driving force for the success of students in courses with low success rates.

Table 4: Math Center data (Su'16-F'16).

Math Center: Attendance by Discipline		
Discipline	Su'16	F'16
ACDV and pre-collegiate level courses[7]	66	237
Programmatic gateway courses[8]	37	674
Advanced programmatic courses[9]	98	170
Total Visits:	201	1081
Unique student visits:	106	224

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[7] Includes: ACDV B72, Math B50, B60, &B65
[8] Includes: Math 70, B1a, B1b, B22, B23, B4a, & PSYC B5
[9] Includes: Math B6a, B6b, B6c, & B6d