

Bakersfield College

Program Review – Annual Update

Program Name: Dean of Student Development & Success

Program Type: Instructional Student Affairs Academic 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 one academic department (Counseling), as well as 3 additional programs (Academic Support, International and Veterans). The dean's office ensures continuous operational services to promote student success, faculty support, and administrative efficiency.

Program Mission Statement:

The Dean of Student Development and Success' office provides opportunities for BC's diverse student population to pursue their educational goals related to all disciplines. The Dean's office provides direct support to meet the Counseling Department, International Programs, Veterans Services, and Academic Support's instructional and administrative needs.

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. . Support and enhance faculty efforts in teaching and advising	x1: Student Learning x 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	X Completed: 2016-17_ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Increased number of comprehensive student educational plans completed. Increased student success listed through faculty SLO narratives.
2. . Promote innovation through interdisciplinary collaborations.	<input 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 x 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ 2017-18 _____ (Date)	Established collaborative relationships within institution for completion coaching communities.

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
Support faculty and staff integration with institutional efforts.	x1: Student Learning x 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities x4: Oversight and Accountability x 5: Leadership and Engagement	Ongoing professional development. More engagement with institutional framework such as pathways implementation.

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.

This year we held several retreats to engage all members, from faculty to classified, in all programs/areas in the guided pathways framework of the institution. All members have been assigned to pathways and attend regular pathways meetings to provide guidance on student needs. This has enabled faculty and staff to network with discipline faculty as well as service providers.

By providing faculty and staff with this latitude in their efforts to fulfill the mission of the institution we have empowered their work and encouraged them to reflect on it through their evaluation processes.

Participants have indicated goals and professional development opportunities aligned with the guided pathways framework.

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).

A. Changes in student demographics (gender, age and ethnicity).

- Gender – the number of female students has remained steady at 54% each year over the past three years. Whereas, the number of male students has decreased by 1% overall. What is interesting to note is that the trend data shows that female students are entering BC more prepared on average than male students are and this percentage is steadily increasing.
- Age – based off a scale of: 19 and younger, 20-29, 30-39, and 40 and older. The first group of age 19 and younger has increased by 10%. The number of students in the age range of 20-29 has decreased by 7.0%. The number of 30-39 and 40 and older age ranges have also decreased slightly by 1-3%. This shows that our outreach efforts in the high school is producing higher numbers of younger students starting right out of high school. This information is useful to analyze what programs should be offered at the K-12 level to support the transition from high school to college. Dual enrollment is another area that must be taken into consideration as well.
- Ethnicity – based off our scorecard the three-year trend from 2014-15 to 2016-17 has produced little change in campus ethnicity. The largest group of students remains as Hispanic/Latino, who make up 67% of our student population, with the next being White, who make up 20%. Where Hispanic/Latino has grown in the past three years from 65% to 67%, white has decreased from 22% to 20%. It is important to note that headcount has increased over the past 3 years which is proportional to the growth.

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

- Unduplicated headcount is up by 6200 students since 2014-15 that's an 18.9% increase. It is important for the institution to look at their efforts in dual enrollment, outreach, and inmate education as contributing factors to the increase in headcount.

C. Success and retention for face-to-face, as well as online/distance courses.

- Collegewide trend data has proven that students who have completed an abbreviated ed plan are retained at 86% and 89% if it is a comprehensive ed plan. The data has also proven that students who fully matriculate retain at 88%.
- The collegewide trend data for success is slightly lower than retention. It shows that students who complete ed planning are 74% successful and students who fully matriculate are 71% successful.
- In either case it is important to note the importance of students completing ed planning and fully matriculating. Students who do are more likely to complete and be successful.

D. Changes in the achievement gap and disproportionate impact (Equity).

- Established a counselor 2015-16 to develop an online service program to provide counseling to distance education students. Throughout this process 2016-17 it was determined this service would be available to all students not just distance education.
- Academic support services also worked on a plan to assist with providing online tutoring services. Through the use of Zoom and other technology they were able to assist students in various mediums.

E. Other program-specific data that reflects significant changes (*please specify or attach*). All Student Affairs and Administrative Services should respond.

- Completion of matriculation steps has increased in many areas however the proportion fully matriculated and completing ed planning is still low. In fact completion of abbreviated ed planning has decreased by 6% since 2014-15 however we must take into account that completion of comprehensive ed planning has increased 5%. It has been mentioned already that our headcount has increased and needs to be taken into consideration with all trends. When looking at the increase in headcount dual enrollment students as well as inmate scholars are a significant contributor to the increase. When it comes to ed planning with the increased enrollment of dual enrollment students it should be noted that not all

dual enrollment students participate in ed planning. A deeper dive to look at the number of dual enrollment students and the correlation to the completion rates for ed planning is needed.

- A. Describe *any significant changes* in your program’s strengths since last year.
 - Aligned all areas in a completion coaching model to provide support to students. Counseling services focused on ensuring students had a clear path, entered the correct path, and stayed on the path while academic support focused on ensuring students learning.
 - Academic Support Services was moved to this administrative unit Spring 2017. Having academic support services aligned with counseling and advising will enable a stronger support structure for student success.
- B. Describe *any significant changes* in your program’s weaknesses since last year.
 - Communication: in previous years there was little collaboration or communication with departments or faculty outside of the counseling and advising however now each counselor/advisor is assigned to a meta-major or affinity group to providing support to all faculty and students alike. This collaboration has taken counseling from a centralized model to a decentralized model. Focusing on specific cohorts or meta-majors enables counselors and advisors to become professional experts in focused areas. Therefore the dissemination of timely, up to date, accurate information can occur enabling clarity in the pathway.
- C. If applicable, describe any unplanned events that affected your program.
 - Educational Administrator high turnover. The unit is on its third Dean in two years. Having a high turnover like this can decrease employee morale.

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.	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	<ul style="list-style-type: none"> • Faculty and classified needs are identified on respective program reviews (Academic Support, Counseling, International, & Veteran).
Professional Development: Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle	<input type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development	<ul style="list-style-type: none"> a. The classified staff in the Dean’s office participate in college committees, campus-based conferences, and local professional development opportunities. These professional development opportunities ultimately enhance their ability to provide high level service to students and faculty, as well as support for the dean. b. Additional professional development identified on respective program reviews (Academic Support, Counseling, International, & Veteran). c. This administrative unit will continue to play an essential role in the delivery of campus conferences/summits providing organizational support, such as Pathways summits.

<p>Facilities: <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 <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>a. There have been a few changes in the counseling center in particular that have made an impact on the work we do. DSPS has moved out from the counseling center. The department of student success and equity has moved into the counseling center. The counseling front counter was expanded and remodeled with new furniture to allow more space for administrative support staff. All of these moves have impacted the work we do in a positive way. This change has allowed us to align our focus on pathways providing more clarity for students when they seek services.</p> <p>b. Facilities requests were made through the program and not the administrative unit.</p>
<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>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	<p>a. N/A</p> <p>b. Access to technology enhances the unit’s communication and operational effectiveness. Many processes are streamlined and expedited due to technology, such as scheduling, faculty evaluations, and other operational elements. As a result, the five institutional directions are more readily and effectively achieved: Student Learning; Student Progression and Completion; Facilities; Oversight and Accountability; and Leadership and Engagement</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>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	

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.)

1. Due to the allocation of SSSP, Equity, Guided Pathways, Promise, & BSI there are no foreseeable changes for this administrative unit budget.

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 and advancing the work of the institution through strategic directions as well as creating opportunities for students to achieve learning outcomes (SLOs, PLOs, and ILOs).