Annual Update and the Comprehensive Program Review

Purpose
Annual Updates are created and used to develop and maintain high quality programs and services to support student learning and college operations. This operational plan allows the department/unit to appropriately implement its specific responsibilities to support accreditation standards; the Bakersfield College Vision, Mission, and Core Values Statements; the BC Strategic Focus document; changes to federal and state laws that impact the college; annual executive work plans; and other major college plans. Plan implementation is supported by allocations provided in the annual college budget. Together these documents make up a major portion of the ongoing institutional planning, implementation, and evaluation cycle necessary to ensure continuous program and service improvement.

The Accrediting Commission’s Standard 1.B.7-9, adopted June 2014, states:

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

The Accrediting Commission’s Standard I.C. 1-5 addresses Institutional Integrity:

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcome, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

**The Role of the Annual Update and Comprehensive Program Reviews in the Overall Institutional Evaluation, Planning, and Improvement Cycle**

Bakersfield College supports the concept of evaluating current programs and services to determine opportunities for improvement. Annual Updates are used by units to identify growth and improvement needs at the operational level, and then provide information to the appropriate administrative and governance levels about the resources and activities required to meet the identified needs.

The college recognizes that units require both short-term and long-term planning efforts. Therefore, Annual Updates focus on a 1-year time frame directly linked to resource allocations, while also encouraging departments/units to reference or append long-term plans where appropriate.

Comprehensive Program Reviews allow for long-term planning efforts. Every program will be required to submit a Comprehensive Program Review every third year. These reviews will be staggered so one-third of the College will be reviewed in each cycle. The Annual Update (AU) will be completed during the other two years. The AU will allow programs to reflect on the previous year’s activities and will provide an opportunity to review the progress made to existing goals and to develop new goals based on the data provided to each program. The AU will also allow a program to respond to the recommendations from the Comprehensive Program Review and to determine programs’ needs for staffing, technology and maintenance.

Both forms of program review should be reflective processes that include input from the entire program and not just the department chair, manager, or discipline expert.

The President will use both the Annual Update and the Comprehensive Program Review as tools in determining the allocation of resources throughout the year. Also, the data, trends and conclusions realized in the Annual Updates will fold into the Comprehensive Program Review.
**Fundamental Principles**

Please review the California Community College Core Mission, the 2014 Bakersfield College Vision and Mission Statements, the Core Values, and the Strategic Goals as a basis for your analysis. They are listed below:

**California Community College (CCC) Core Mission:**
1. Core Transfer (transferable credits directly applicable toward a degree at CSU/UC)
2. Career and Technical Education
3. Basic Skills

The Bakersfield College Vision and Mission statements and Core Values are available electronically at [Bakersfield College Vision and Mission Statement](#)

**Vision Statement (updated 2014)**
Building upon more than 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves.

**Mission Statement (Updated 2015)**
Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain 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.

**Our Core Values**
1. **Learning:** We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people
2. **Integrity:** We continue to develop and follow an ethical and moral consciousness which places the collective wellbeing and health above the self; this principles environment allows for open, constructive conversations and teaches us to trust each other’s vision so that we will be useful and effective in providing support, resources, and encouragement.
3. **Wellness:** We believe health and wellness to be integral and foundational elements, and we understand that a holistic education improves all aspects of the individual and the society including the mind, body, and spirit; through education, we will positively impact the health of the natural environment and the global community.
4. **Diversity:** We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.
5. **Community:** We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff; in our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.
6. **Sustainability:** We recognize our responsibility for continuing and maintaining this institution which has been shaped by over 100 years of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our fiscal, human, and environmental resources into the future.
Strategic Goals
1. **Student Learning** – A commitment to provide a holistic education that develops curiosity, inquiry, and empowered learners.
2. **Student Progression and Completion** – A commitment to reduce the time for students to complete educational goals.
3. **Facilities** – A commitment to improve the maintenance of and secure funding for college facilities, technology, and infrastructure for the next thirty years.
4. **Oversight and Accountability** – A commitment to improve oversight, accountability, sustainability, and transparency in all college processes.
5. **Leadership and Engagement** – A commitment to build leadership within the College and engagement with the community.

Completing Your Program Review

The major sections for the annual update and the comprehensive review are essentially the same. The questions are different because the comprehensive review asks for more detailed analysis.

- **Program Information**
  
  **Program Name:** Use full name followed by any abbreviations commonly used to identify program.

  **Program Type:** Choose from your program type. Instructional, Student Affairs, Administrative Services or Other

  **How Program Supports Bakersfield College Mission:** Provide a clear description of how the program supports the Bakersfield College Mission.

  **Program Mission Statement:** It should align with and support the college mission statement.

- **Progress on Program Goals:**
  
  - When establishing program goals, it is important to focus on the College’s mission and strategic goals. A program’s goals should align closely to those of the College’s. When addressing the previously established goals from the Comprehensive Program Review, a program should state the goal and give specific examples of how the goal was met. If the goal is ongoing, that should also be noted.
  
  - Goal statements should describe the expected performance of the student or specific behaviors expected from graduates of the program. Goal statements should include action words and modifiers. Administrative unit goals should reflect upon how the area supports student success.
  
  - Have previous goals been achieved? What is the progress of goals?
  
  - Do your goals describe desired aspects of a successful program?
  
  - Are your goals consistent with your mission?
  
  - If you achieve your goals, have you reached your vision?
  
  - Are your goals aligned with your values?
  
  - It is possible that given curriculum changes, shifting demographics or staffing needs, goals and objectives may shift during a three-year period. These changes should be addressed in the Program Review.

**NOTE:** Please see the appendix for model examples of both Annual Update and Comprehensive goals.
**Best Practices:**
Sharing the practices you do well in your program is a collaborative effort that can help to inform other areas ways they can improve what they do to promote student success.

**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:

2. How does your trend data impact your decision making process for your program?

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

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

You have multiple sources available to you for these analyses. First, there is a template provided to all areas by District Institutional Research. These data are mostly grouped by subject, with all degree and certificate data for each department provided for each subject in that department.

IR website
- [https://ir.kccd.edu/program-review/](https://ir.kccd.edu/program-review/)

BC Program Review page:
- [https://committees.kccd.edu/bc/committee/programreview](https://committees.kccd.edu/bc/committee/programreview)

For more detailed information, you can use Course Book, which is posted on the District research web site.

Main Course Book page:
- [https://www.kccd.edu/institutional-research/reports/bakersfield-college](https://www.kccd.edu/institutional-research/reports/bakersfield-college)

These data are organized by dean, department, subject, and course. The course level is where the most useful information can be found, particularly for interdisciplinary programs and for most programs in which courses from multiple subjects are included in a single degree or certificate.

There are also various ODS reports accessible to your chair, including Course Book, reports on retention and success, and enrollment, and award completion. Please work with your chair to obtain data with greater detail.

Lastly, there may be other sources of data that will be useful for programs to examine, either by special request of the institutional research office or data collected within the program itself or from outside sources. *Please use what is most relevant for your program, its mission and the students you are serving.* Should you use data from other sources, please attach the data with this document.
Here are a few questions you might consider in your analysis:

1. How do the demographics (ethnicity, gender, age and others that might be relevant) of your program and its related courses compare with the college as a whole? With the community at large? How have they changed over time?
2. By examining enrollment and FTES trends, determine if your program (and its related courses) is growing or contracting? How has the productivity rate changed over time? Are classes filling? How will enrollment trends affect staffing decisions in the next three years?
3. Look at retention and success rates, in your program, and especially in its related courses, and determine how these have changed over time? Are the rates different for face-to-face sections vs. online ones? Are there differences for demographic groups? Are there particular courses that have particularly low rates and may prove a barrier to program completion?
4. How has degree and certificate completion changed over time? Are there sufficient completers compared with the size of your program?
5. Looking specifically at coursework outside your program’s subject/department, how do those courses affect students in your program? Are there enrollment backlogs or low course success rates for certain courses that may be a barrier to program completion? How do you work with related departments to resolve these issues (Please be constructive and do not use this section or any other to criticize other departments).

If the data you are provided is insufficient, explain why and tell us what data you need.

Note: Please see the Appendix for a model example of Trend Data Analysis

Resource Requests & Analysis:
The Annual Update and the Comprehensive Review both ask you to reflect on your resource requests and how effective they are for student success. By assessing the effectiveness of requested resources, programs are essentially “closing the loop” and providing evidence to support and strengthen the Program Review process and budget allocation and collaboration with other committees. If you have not received resources in a particular area, please indicate so in your document.

Positions
Professional Development
Facilities
Technology
Other Equipment

Budget

Conclusions & Snapshot:
This is the place to highlight what your area has learned from the assessment process and goal setting. You can present any conclusions and findings having done assessment and having followed up on goals for the next year. Consider this a brief abstract or synopsis of your program’s current circumstances and needs.
You can also present how the program aligns with Bakersfield College Course Values and Strategic Goals and Initiatives. This is the closing statement of the Annual Update and should really focus on how the program contributes to student success.
Assess Your Program: The Assessment Report Form

Program assessment is the systematic and ongoing method of gathering, analyzing and using information from a variety of sources about a program and measuring program outcomes in order to improve student learning. Program assessment is tied to student outcomes assessment (or student learning outcomes), which places an emphasis on the learning, development, and growth of students.

The Accrediting Commission focuses on assessing student learning and measuring student achievement. See Appendix B for more information on the distinction between the two.

Purposes
To inform: the assessment process should inform faculty and other decision-makers of the contributions and impact of the program.
To improve: the assessment process should provide feedback to determine how the program can be improved.
To prove: The assessment process should summarize and demonstrate what the program is accomplishing and how it meets the college mission statement and strategic goals.
To support: the assessment process should provide support for campus decision-making activities such as program review and strategic planning, as well as external accountability activities such as accreditation.

Program Learning Outcomes and Administrative Unit Outcomes
A Student Learning Outcome (SLO) is a statement that directly describes what students are expected to learn as a result of participating in academic activities or experiences at the College. The focus is on knowledge gained, skills and abilities acquired and demonstrated, and attitudes or values changed.

A Program Learning Outcome (PLO) is a statement of what a program provides and what students should be able to demonstrate upon completing that program. It describes the assessable and measureable knowledge, skills, abilities and/or attitudes that students should realize by the end of a learning process.

An Administrative Unit Outcome (AUO) is a statement about what consumers/patrons (students, faculty, staff, and community members) will experience, receive, or understand as a result of a service provided (training sessions, development of facilities, professional development) to them at the college. Service providers include Financial Aid, Library, Admissions and Records, Food Services, Technology Services, Career/Transfer Services, Mailroom, Maintenance & Operations, etc.

Question A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs): Self explanatory

Question B: How did your outcomes assessment results inform your program planning?
Examples:
Based on an assessment of Reference Desk activities, librarians’ schedules were adjusted to serve students more effectively; English B34 was reconfigured to simplify scheduling of class orientations and workshops; library research workshop schedule was adjusted to accommodate walk-up reference and teaching assignments. (Library AU, Fall 2013)
We learned we need to be more visible to students entering as BC freshmen. Although students who complete our program are successful in finding employment we need to be more visible to the local high school students who are considering Bakersfield College as their place to further their education. We will be complementing our day instruction with an additional evening course to accommodate the needs of our community. (Agriculture AU, Fall 2013)

**Question C: How do course level student learning outcomes align with program learning outcomes?**
Course level student learning outcomes should lead to and support program learning outcomes, which should lead to and support institutional learning outcomes.

**Question D: How do the program learning outcomes align with Institutional Learning Outcomes?**
Bakersfield College Institutional Learning Outcomes
Upon completion of a degree program at Bakersfield College, students will . . .
- Think critically and evaluate sources and information for validity and usefulness.
- Communicate effectively in both written and oral forms.
- Demonstrate competency in a field of knowledge or with job-related skills.
- Engage productively in all levels of society—interpersonal, community, the state and nation, and the world.

**Question E: How do you engage in collegial dialog about student learning outcomes?**
**Question F: In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?**
*How has the objective or project impacted equity in your department or program?*
*What areas have you identified for program improvements that relate directly to equity in the coming year?*

**Note:** Please see the Appendix for model examples of Program Assessment for both Annual and Comprehensive reviews.

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**Curricular Revisions & Certificates (Instructional Programs Only):**
The goal of section A is to demonstrate ongoing compliance with Title 5 mandates, ACCJC requirements, and increase articulation through C-ID approval. The information needed to complete this section includes a list of courses necessary to complete the program and the date of their last completed review cycle. By using this information to fill out the chart, you should be able to identify those courses that need to be reviewed within the current academic year. Courses identified for review should be submitted to the Curriculum Committee by October 1 in order to allow for the 1 year process of review for ongoing compliance. All changes to courses initiated by the review process become effective the following summer (Catalog right run from summer through spring).
The goal of **section B** is to ensure that your program is accurately represented in both eLumen and the college catalog. Accuracy in these areas drives information in Banner (student registration) and subsequent reporting to State the Chancellors’ Office and ACCJC.

The goal of **section C** is a proactive measure to facilitate compliance with recent student success legislation. Programs are now required to provide students with a Student Education Plan (SEP) Pathway and upload that information into Starfish and/or eLumen. All degrees (AA, AS, AA-T, AS-T) require pathways including designated General Education courses. Certificates of Achievement and Job Skill Certificates require pathways indicating course sequence but do not require General Education designations.

The goal of **section D** (if applicable) is to increase articulation among other community colleges and California State University systems by complying with C-ID descriptors for the courses associated with your program. Compliance with C-ID descriptors will also facilitate the required adoption of an Associate Degree for Transfer or Model Curricula if and when a template is developed.

**Certificates of Achievement (if applicable):**

A. Programs with stackable certificates fill out the following form, which is included in the related degree program review.

B. Stand-alone certificates fill out the entire Annual Update
Certificate Form

Annual Update 2017-18

Name of Program: ______________________________

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<tr>
<th>Certificate Name</th>
<th>JSC</th>
<th>CA</th>
<th>Is the certificate stackable?</th>
<th>Is the certificate a stand alone program?</th>
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Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for addition.
2. List certificates that are proposed for deletion.
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response.
4. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
5. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
Job Skills Certificates of Achievement should go under your program within your annual update. Degree granting programs such as the Paramedic program, Fire Tech with Job Skill CTAs should be examples of programs with these certificates.

**Forms Help – Why Do I Need to Fill out this Form?**

**Budget Form** - The purpose of the Budget form is for programs to identify, and provide justification for, modifications to their current fiscal allocation. Please note that this form pertains only to operation (GUI) fiscal allocations, and should not include proposed changes to other fiscal sources (e.g., BC Foundation accounts, grants, and other sponsored programs). Budget Change Request forms should be submitted with other Program Review documents. The BC College President reviews these forms.

**Here are the instructions to filling out the form:**

- The non-labor worksheet has been populated with your previous fiscal year budget/actuals, your starting fiscal year budget/actuals and your current fiscal year to date totals as of a certain date (date to be determined).
- Should you have questions, please feel free to contact Laura Lorigo at ext. 4715.

**Tabs of the budget workbook**

1) The Mission Links Tab lists the CCC’s Mission, BC Mission Statement and Strategic Goals. The assumption is that all of our college goals align with the CCC mission as well as BC Mission statement so to streamline the process just link each of your budget requests to one or more of the six strategic goals.

2) Next fiscal year Non-Labor Worksheet for all GU001

**Directions for Completing Your Worksheet**

- **Columns I thru N;** These columns provide a history of expenditures. **Column O** will indicate the amount you are requesting for the next Fiscal year and **Column P** indicates the priority of each request. Please see the legend at the bottom of the page.
- **Column R;** Indicate how each expense will link to the Strategic goal.
- **Column S;** Provide a justification for your request as outlined in your Unit Plan.

**The Worksheet:** You can insert as many rows as you need, please make sure the additional expense are included in your total.

- Be sure when entering Temp-Labor (Accounts 1300, 1400, 2300, & 2400) you must also include benefit costs (3000 Accounts) as instructed on the Benefits Template.
- Please save your copy of workbook with the date of submission.

**The prioritization legend is as follows:**

1 = Mission Critical or Must Have.
2 = Creates value and efficiency for program.
3 = Would be nice if money is available.

**Note:** Please be sure to prioritize your requests in the event that adjustments need to be made.
**Faculty Request Form**
Complete this form only if a new full-time or replacement full-time faculty member is requested. If the full-time instructor will teach courses in, or provide services to more than one program, note each program to which this position applies and attach copies to each of those program review forms.

If this program is requesting a part-time position, please make a request with your dean. Requests for part-time faculty are not included in the Annual Update or Program Review Process, yet.

If this program is not requesting a full-time position, this form should be omitted. Leave the check box on the front of the form blank if this is the case.

**Classified Request Form**
Similar to the faculty request, this form is for any new classified staff that you’ll need in your areas. This is for both full-time and part-time staff requests. Please anticipate any retirements or attrition in your request.

**ISIT Form**
This is the form where you explain your requests for both instructional and non-instructional (office) technology. **Instructional Technology** is anything related directly to instruction and the classroom for example, projectors, computer labs, document cameras. **Non-Instructional Technology** is anything related to office or non-instructional technology.

**M&O Form**
Complete this form to explain and/or justify resource requests for the maintenance, updates, and/or upgrades of current facilities.

**Professional Development Request Form** The form asks two questions: What professional development opportunities would you like to see offered? It also asks if you or someone in your area be willing to present to the campus community? If so, who and what topic? Fill out this form for making requests to obtain, update or grow professional development in your program.

**‘Other’ Form**
Complete this form to explain your requests for equipment that are not technology related (i.e., items that do not fall into the audio/visual or computer/technology world). For example, tractors, welding equipment, automotive lift assemblies, kilns, biology, or engineering program equipment.
APPENDIX A: Model Examples for Program Review – 2014/2015

Annual Update Mission Statement:
Nursing Program

Annual Update Program Assessment:
Rad Tech Program
Electronics Technology Program
Physics & Astronomy Program

Annual Update Program Goals:
Academic Development Program
Delano Campus Program
Student Life Program

Comprehensive Update Goals:
English Program
Vocational Nursing Program

Trend Data Analysis:
Academic Development Program

Annual Update: Mission Statement Example

The mission of the Associate Degree Nursing (RN) Program is to prepare entry-level registered nurses as providers and managers of care across the health/illness continuum and as members within the profession. Graduate nurses will collaborate with members of the health care team, be effective communicators, be politically aware, and demonstrate a commitment to life-long learning. Upon completion of the program, graduate RN’s will meet the standards of competency as required by the California Board of Registered Nursing (CCR, Title 16, Division 14, Article 4, Section 1443.5).

Program Description: Describe how the program supports the Bakersfield College Mission.

The Registered Nursing Program, as an integral part of Bakersfield College, supports the mission, core values and vision of the College by providing high quality education to our socially and ethnically diverse students.

Support for the Core Mission: Workplace Skills

As a Career and Technical Education (CTE) Program, the RN program supports the core mission by offering academic and vocational education to prepare men and women for careers in Nursing. Registered Nursing remains a high-wage, high-growth, high-demand occupation. Our advisory boards indicate the vacancy rate and turnover rate for nurses is equal to what BC, CSUB, or the proprietary agencies can provide and recommend that we maintain our current enrollment levels for the Registered Nursing (RN) Program. The 2013-2030 supply and demand forecasts for the RN workforce are based on data from the 2012 California
Board of Registered Nursing (BRN) Survey, the US Bureau of Health Professionals 2008 National Sample Survey of RN’s, and data extracted from the BRN license records. This data indicates that the California RN supply is forecasted to match demand over the next 20 years if RN graduations remain stable and state to state migration does not significantly change. (Data extracted from http://futurehealth.ucsf.edu/supplydemand/dashboard.html)

**Annual Update Program Assessment Model Example: Rad Tech Program**

A. How did your outcomes assessment results during the past three years inform your program planning?

The two main areas of change for 2012-2013 and 2013-2014 were the inclusion of the program in the DOL TAACCT (C6 grant) and the change in program admission prerequisites. The change in prerequisites addressed the need to decrease the attrition rate for the 24-month program to a level acceptable by the JRCERT, the program’s accreditation agency. The assessment of this change will continue to be evaluated as students’ progress through the 24-month program. The current program retention rate has been highly variable and has ranged from 8-30.4% for the past three years.

The student success strategies and embedded remediation activities learned and practiced through the DOL grant have now been formalized into program teaching and learning practices with student cohorts admitted in both 2013 and 2014. Some examples of this are student workshops that have been held on test taking strategies, improvement of memory and note taking strategies. In addition, campus-wide initiatives such as Habits of Mind have also been incorporated across the radiography curriculum through faculty learning workshops since its implementation in 2013.

B. How did your outcomes assessment results during the past three years inform your resource requests this year?

The primary resource request is the acquisition of replacement x-ray equipment for the on-campus laboratory which is the highest priority of the program. The radiographic and fluoroscopic equipment infrastructure does not meet industry standards and does not provide student engagement activities that replicate the imaging field. Course assessments have indicated that students comment and complain about how difficult the equipment is to work because multiple features of the equipment do not work. Students are frustrated with having to learn on equipment that “should” work but doesn’t work in accordance with standards outlined in the textbooks or used in clinical educational experiences. The fluoroscopic unit became non-operational in April 2014. Therefore only theory can now be taught on-campus without an accompanying lab component. This means that the adopted curriculum of the college cannot be met.

C. Describe how the program monitors and evaluates its effectiveness.

The program monitors and evaluates its effectiveness through an annual review of program operations as well as the Evaluation Plan Goals of the department. Outcomes assessment is extensively conducted at the program level for its 5 program learning goals in alignment with the college mission. The outcomes are identified in the program’s Evaluation Plan Goals document and analyzed in program meetings. Three assessment surveys are conducted on an annual basis including the Employer Survey, Graduate Survey and Program Completion (Exit) Survey. All of these
outcomes are regularly reviewed by the faculty and Clinical Advisory Committee for student success and learning and provides direction to the program for any curricular updates or revisions needed to maintain programmatic accreditation as well as meet college strategic planning goals.

D. Describe how the program engages all unit members in the self-evaluation dialogue and process.

The program engages the following individuals and groups in assessing the degree and certificate programs offered by the department:

Bi-weekly department meetings include full-time and adjunct faculty that discuss curriculum, student progression, success, and attrition. The department assessment plan is also analyzed which identifies PLO’s, individual course SLO’s and the programmatic accreditation benchmarks set for assessment for both the State of California, Department of Public Health, Radiologic Health Branch and the Joint Review Committee on Education in Radiologic Technology.

Quarterly clinical advisory committee meetings include the community partners involved with training students within the clinical environment as well as full-time and adjunct faculty members. The advisory committee meets to discuss current trends in radiology, needs of the community, revisions to the program curriculum, employment and licensure data, program success and retention.

E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

The program actively assesses student success throughout the 2-year program as part of our Program Evaluation Plan. This assessment plan includes each outcome, the analysis tool and method, the expected benchmark, the responsible party for the activity, assessment results and action plan. Program outcomes continue to reflect outstanding employment and licensure data with program and accreditation benchmarks being met. For example, the job placement rate from 2009-2013 indicates a 98.7% employment rate with 75 of the 76 graduates who sought employment gaining a job. In addition, the national licensure for this same time period indicates a 95.14% first-time pass rate for the ARRT exam.

Program learning outcomes indicated that the course level learning outcomes for all six clinical education courses required revision. Faculty reviewed them in spring and summer 2014 to ensure that they were relevant and measurable. These revisions are being included in the course revisions being completed in CurricUNET in fall 2014.

F. What have the program’s PLOs/ AUOs revealed or confirmed in the last three years?

For the past three years (2012-2014), program attrition has been highly variable from 8-30.4%. The highest attrition has been primarily due to voluntary withdrawals due to change of major and personal/financial reasons. While program faculty and the director counsel students during their months of enrollment, the faculty feels we have little control over students deciding to change their career plans once they have experienced both the didactic and clinical education portions of the curriculum. The program faculty has altered program orientation meetings which are held each spring semester prior to the start of each annual class in June. These orientations now include a discussion of the career, time commitment necessary for program study, financial aid opportunities of the college and discussion with the program director and students currently enrolled in the program. The program also includes the ASRT website on the program brochure and college website with reference made to the ASRT career videos. This information encourages a review of imaging careers with this website. The program is planning to hold an on-campus open house in the radiography lab for the colleges’ declared majors, with emphasis on including special population groups, that would include student and community radiographers to discuss the rigors of school and the profession.
The program will continue to monitor the program completion rate. The program believes that the orientation meetings, pre-program open house and student success workshops will assist students in making more informed decisions on the career of radiography and in succeeding in course work especially in the first year of the program when attrition is the highest.

G. **If applicable**, list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

Multiple measures are utilized to gather feedback to assess the program’s effectiveness. The program annually conducts three assessment surveys: 1) The program completion survey completed by students finishing the Associate in Science degree annually each May; 2) The graduate survey conducted one year post graduation each summer; and 3) the employer survey conducted one year post graduation each summer. All of these surveys are discussed with full time and adjunct faculty and the program advisory committee. In addition, the summaries of these surveys are posted in the on-campus radiology laboratory for currently enrolled students to read and review.

Program effectiveness is also analyzed by the program tracking licensure exam rates with the American Registry of Radiologic Technologists, job placement rates and program completion rate. To ensure transparency, this data is published on the BC website under the Radiologic Technology Program department listing and is also shared and analyzed with the same group of individuals as the annual surveys which includes program faculty and the advisory committee.

H. **Discuss the strengths of your program.**

The program has a wide breadth of clinical education agencies that partner with the college to provide quality opportunities for student engagement and learning in the clinical environment. Opportunities for learning include acute care hospitals, radiology and orthopedic offices. In the past 3 years, the program has actively increased the number of affiliated agencies from 9 to 11 within the Bakersfield and Delano, CA regions. This has enabled the program to maintain its target enrollment of 24 students admitted annually while maintaining the 1:1 technologist-to-student teaching ratio in the clinical environment where staffing has been reduced at some of the agencies.

The experience of the faculty is a great strength of the program and one of the primary reasons for student success. 100% of program graduates in 2012, 2013 and 2014 rated the quality of faculty lectures and presentations as excellent or good on the Program Completion Survey. There are three full-time program faculty members that range in teaching experience from 12-34 years. Faculty are experienced in teaching to a diverse student population as well as with equipment in the x-ray lab that does not currently meet operational and regulatory standards. Faculty are able with this experience to do work-arounds with equipment in order to explain concepts to students. Faculty continue to maintain currency in the professional radiography discipline and employ relevant education in emerging x-ray technologies including digital imaging. With the implementation of C6 grant and other campus-wide initiatives such as Habits of Mind, faculty are regularly including student success strategies, including a significant amount of embedded remediation activities into the lecture and lab environment.

The licensure pass rates with the American Registry of Radiologic Technologists remain consistently excellent. Eighty-seven (87) examinees have passed the exam on the first attempt for the 5-year period of 2009-2013 with a mean pass rate of 95.14%. College results continue to remain slightly higher than the national mean for this percentage.
The Program continues to provide education in fluoroscopy, an advanced imaging modality license necessary for employment. All of the 2012 and 2013 graduates who applied for the State of California fluoroscopy permit earned the permit (100%). This is one area of concern for future performance as the on-campus fluoroscopic unit is broken and not reparable.

I. Discuss areas for improvement in your program.

The annual Employer and Graduate surveys continue to indicate that the community is requesting life-long learning opportunities in medical imaging and radiography following graduation. Comments have included continuing education courses for renewal of licenses as well as program development in specialty areas such as computed tomography and magnetic resonance imaging.

The development of leaders within the radiography program and career has been an informal process within academic and clinical education courses. Student engagement opportunities have been tied to faculty initiatives rather than curricular strands throughout the two-year program. Leadership projects need to be expanded and more formalized across the radiography curriculum.

Within 2 years, two-thirds of the faculty will be retiring which will leave the program with faculty members who are less experienced. These less experienced individuals will not have the ability to work with x-ray laboratory equipment that does not meet regulatory working standards. This could rapidly decrease student success and program outcomes due to the non-fully functioning x-ray equipment.

J. If applicable, describe any unplanned events that impacted your program.

The radiography lab has two x-ray machines capable of producing radiation. One unit is 27+ years old and is the unit used to teach in both the AS Degree radiography program as well as the fluoroscopic Job Skills Certificate program. The fluoroscopic part of this equipment broke in April 2014 and is not reparable. The direct impact is that laboratory experiments that demonstrate fluoroscopic concepts cannot be performed with the on-campus laboratory. This directly impacts the ability of students to learn how to operate fluoroscopy units in a teaching environment as well as to practice and demonstrate the safety considerations in this imaging technique. This negatively affects both the first and second year of the program curriculum.

As reported in the 2013 annual program review, the second x-ray unit is 19 years old and did not have a working collimator. The repair of this unit took almost one year as parts were not readily available. Instructors were not able to teach to the correct standards the principles of positioning with the collimator and competency based education required by programmatic accreditation standards. The unit was repaired in late fall 2013 but it broke again in September 2014. The collimator now does not rotate into certain positions which makes the unit partially operational for the positioning and principles laboratory courses taught. Both of the x-ray units located in the on-campus laboratory are “end-of-product-line” and parts are no longer manufactured. The majority of parts also cannot be purchased when replacement is necessary.

Both of the x-ray units in the laboratory need to be immediately replaced as the regulations in State CCR, Title 17 are not being met. When the State Radiologic Health Branch inspects the college equipment, the college will have 30 days to correct the equipment or take the equipment out of service. It is imperative that laboratory practice be safely accomplished while ensuring that employer expectations for student education and training can also be met.

**Annual Update Program Assessment Model Example: Electronics Program**

A. How did your outcomes assessment results inform your program planning?
For last year’s PR, we identified the following issues as a result of outcomes assessment measures:

1. The need for additional Job Skills Certificates to allow students the opportunity to focus on a specific industry sector and take targeted classes to allow them to enter employment sooner (as opposed to completing the 32 unit Certificate of Achievement). They could then take the remaining courses for the C.A. outside of their work hours. **Results:** Four Job Skills Certificates were Board-approved last year, and several dozen were issued in the spring semester (when the certificates were approved). In addition, we noticed that more of our students were taking multiple courses in our program (as evidenced by a huge increase in FTES when compared to the non-duplicated headcount).

2. The need to “modularize” our curriculum and revise it to allow for hybrid courses utilizing “active learning” in class rather than lecture. The benefits we anticipated would be to have more active participation by students during the course, rather than the passive lecture mode of instruction, as well as the ability to offer two different levels of a course (a “basic” and an “advanced” level) during the same instructional time. Students would take one or the other of the courses, but the courses could be offered more often, since the minimum enrollment requirement would be less for each section since they were “stacked”. **Results:** We began the revision of curriculum this year, with two professors working on the curriculum materials funded by a grant from Chevron.

This year, we were able to look at two different cohorts of students in our program: our general-population students, and those who are part of the C6 grant. C6 students had additional assistance such as academic skills workshops, a dedicated advisor, a lower headcount in those courses, additional workshops on employment preparation, the use of WorkKeys testing in math and gathering information to allow C6 students the opportunities to get additional help and remedial action for deficient areas, and a few other advantages such as field trips to local employers and others. In addition, our faculty members were observed by Academic Development faculty, and suggestions for teaching strategies to incorporate into our classes were given.

The challenge in comparing data and results was that the C6 program focused on only one educational goal: to earn a Job Skills Certificate in Manufacturing Automation. The general population of students had many different goals: to take a class or two for employment advancement, four different Job Skills Certificates to choose from, a Certificate of Achievement and possibly an Associate’s degree, or perhaps taking a basic Electronics class for personal interest or as an elective in another Engineering and Industrial Technology program. Therefore, “completion” and each student’s definition of educational “success” varied between students. It was not as simple as looking at the success rates of a class as a whole. In fact, KCCD “Coursebook” data only allowed us to look at classes, not sections. However, we looked at class-level results over time, and found some interesting trends:

- The withdrawal rate for ELET B1 dropped to 16% last year (compared to the high of 24% in a previous year), meaning the retention rate was the highest in the past five years. This also corresponded with one of the largest enrollment in this course in the past five years (181 students at census date).
- The success rate for ELET B1 students only varied slightly from year to year (between 59.0% to 62.1%), but there were different combinations of instructors (full-time and adjunct) with various teaching experience. About six years ago, we revised our common course materials for the class, and the curriculum has been fairly consistent throughout the past five years. The fairly consistent success rate despite the variance of instructors shows that our curriculum is an important element for student success.
- The C6 courses that were included were ELET B1, B4, B5, B55a, B56, and B70. Last year’s success and retention percentages were compared with the five-year average. Gains in the success percentage were noted in B5, B55a, B56, and B70, and were between 5.28% and 7.65%. Gains in the retention percentage were noted in B56 and B70. Most of the remaining courses had only modest declines in retention rates. Since retention percentages normally fluctuate from year to
year, we do not feel this is need for concern.

- It was apparent to us that collecting better SLO and PLO data is important to determine the reason for the success indicator improvement, so we can get a better picture as to the positive gains by outcome and be able to expand the techniques and methods we feel were responsible for the gains.

B. How did your outcomes assessment results inform your resource requests?

In the past five years, we have seen an overall increase in student success. When we consider the changes that have taken place during this time, we can see that there are five different possible causes:

1. We increased our stock of equipment and new, relevant technology throughout our program’s courses.

2. We utilized the C6 “guiding principles” and made use of resources available to students and our own instructional methods, including the professional development each of us received.

3. We offered more sections of classes, and were able to offer more daytime classes as well. We were able to add a third full-time faculty member to our program last fall.

4. We maximized the use of our facilities, and changed course content to move from 4-unit, two days per week classes for all courses to mostly 3-unit, one day per week courses.

5. Most sections of our courses use Moodle to deliver instructional resources to our students.

This year’s resource request are focused on improving these efforts, but are mainly focused on increasing student access to our program and its courses. Although SLO’s and PLO’s are not focused on industry needs and labor market data, the need for our program to grow is well supported by that type of data. A CTE instructional program can have outstanding SLO and PLO data, but this is not beneficial to the community and ultimately to the student if the job market is poor.

C. Instructional Programs only: How do course level student learning outcomes align with program learning outcomes?

We are not sure what you are looking for with regards to this question. In your handbook, there was simply a vague re-statement of the above question. Do you want a table that cross-references this, or a narrative? We looked on your committee website and didn’t see anything that answers this question.

Our attempt at answering this question is: Our program consists of eleven different courses, and each course has its own SLO’s that distill the course outlines into measurable knowledge, skills, and competencies that the students should demonstrate in order to be considered a successful student. Our PLO’s are more global skills and abilities that a person who completes our program should have attained.

D. How do the program learning outcomes align with Institutional Learning Outcomes?

The Institutional Learning Outcomes for BC were only recently developed; years after our Program Learning Outcomes were developed. Our ILO’s are:

1. Think critically and evaluate sources and information for validity and usefulness.
2. Communicate effectively in both written and oral forms.
3. Demonstrate competency in a field of knowledge or with job-related skills.
4. Engage productively in all levels of society—interpersonal, community, the state and nation, and the world.
Our program’s PLO’s are:

1. Students will demonstrate proficiency in technical skills and safety principles required for industrial employment.
2. Students will demonstrate problem solving skills used in industrial design and product development.
3. Students will demonstrate a deep understanding of the core material required for transfer to a four year university degree program or for certification in the department programs.

Note that PLO #2 has been revised since it was originally written, but we are under the impression that we cannot change it now that it has been stated. Our PLO #2 could be re-written as “Students will demonstrate problem solving skills that are desirable for technical employees in the industries in which we train students.”

BC ILO #1 corresponds in some way to all three PLO’s, since problem-solving and critical thinking is woven through our courses.

BC ILO #2 is developed in courses specific to written and oral communication, but in some of our courses, there are written and orally-communicated projects assigned.

BC ILO #3 corresponds in some way to all three PLO’s, especially once the SLO’s for the individual courses in the program are examined.

BC ILO #4, to us in a CTE program, is intended to create an employable, productive member of society. Each of our PLO’s are meant to emphasize the overall skill areas for employment in the industry sectors for which we prepare students.

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**Annual Update Program Assessment Model Example: Physics and Astronomy Program**

E. How did your outcomes assessment results inform your program planning? **Astronomy:** Data from assessment of the SLOs in the astronomy courses is posted in Curricunet. The data do not show any need to modify astronomy course offerings. The outcomes assessment data do show a need to increase in-class instruction on lunar phases in the Solar System Astronomy B3 course and Physics of the Cosmos Astronomy B1 course, so a new set of worksheets was developed. It is too soon to evaluate the effectiveness of the new curriculum for lunar phases. Retention rates in the Solar System course are higher than for the Physics of the Cosmos course (+14% in Spring 2014, +3.5% in Fall 2013, +27.3% in Spring 2013, +0.3% in Fall 2012, +12.1% in Spring 2012, & +10.9% in Fall 2011). Success rates in Astronomy B3 course are higher than for the Astronomy B1 course (+20.7% in Spring 14, +3.5% in Fall13, +26.8% in Spr13, +2.7% in Fall12, +5% in Spr12, & +12.1% in Fall 2011). Besides the more tangible (less abstract) subject matter, the Solar System class has been using a sophisticated interactive online homework system through Pearson Higher Education that enables homework to be assigned and graded before every class lecture. This forces the Solar System students to remain focused on the course content. The Physics of the Cosmos students are now using the online homework system starting Fall 2014. For the planetarium outreach part of our program, the continued rave reviews, repeat visits by K12 schools year-after-year, and very rapid selling out of planetarium evening shows illustrate the need to continue our planetarium offerings. The Planetarium is also a draw for the NON-science major students to enroll in the astronomy classes. **Physics:** Assessment results from physics course SLO’s indicates students in all physics courses (and especially in courses in the calculus-based sequence) rate extremely well in showing proficiency in critical thinking exercises such as qualitative and quantitative synthesis problems. Data collected also shows that knowledge of and appropriate use of conservation laws to accomplish problem solving is very evident in student assignments and evaluations. Areas of weaknesses in course SLO’s includes a less than satisfactory ability to communicate technical
information in a fashion understandable to an educated reader in critical writing assignments as are placed in the lab component of the course. Another weakness seems to be a slightly lower than hoped for attention to units and uncertainties associated with observations and physical quantities dealt with in the lab portion of the course. These two mentioned weaknesses can be remedied somewhat, we believe, by stand-alone exercises in the lab during the first portion of the semester that emphasize and reinforce this learning.

F. How did your outcomes assessment results inform your resource requests? Astronomy: assessment of our SLOs did not necessitate resource requests beyond the normal red pens and staples requests needed for evaluating assignments. We had a technology request for a new SciDome system based on the age of the system (system is now 8 years old). Physics: Slightly reflected in course SLO’s but more directly concluded from anecdotal evidence supplied by students, simulations used in the last two courses in the calculus-based physics sequence and the last course in the trig-based physics sequence were deemed to be less than engaging by a fraction of the students in the course (although many others argued otherwise). It has been determined to either revise those simulations to make them more engaging (probably by source selection) or to request the purchase of more expensive lab equipment, the lack of which was the reason that we resorted to simulations. Physics: A noticeable weakness shown in the assessment of one of the SLO’s used in both the PHYS B4B and PHYS B2B courses was interpreted as being due to the diluted involvement of students in laboratory activities in exercises in which limited equipment necessitated working in larger than normal lab teams. Additional apparatus has been requested for those lab experiments that are involved in hopes that it will make a difference.

G. Instructional Programs only: How do course level student learning outcomes align with program learning outcomes? Physics: Physics courses have fairly specific and detailed course SLO’s that are not nearly as aligned to the program SLO’s as they are with the SLO’s listed in the C-ID descriptors for those C-ID course with which ours articulate. Astronomy: Astronomy courses have broadly-defined SLOs that mesh closely with the program SLOs. Each Astronomy course stands on its own—their are not part of a sequence, so they achieve the same SLOs through different content. The mapping of course SLOs to PLOs to ILOs is shown in the following mapping.

<table>
<thead>
<tr>
<th>Course SLO</th>
<th>Program Learning Outcome</th>
<th>Institutional Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a correct understanding of the cause of a given phenomenon,</td>
<td>Demonstrate a knowledge of and recognize the processes that explain natural phenomena</td>
<td>I. Think critically and evaluate sources and information for</td>
</tr>
<tr>
<td>the physical nature of a given object, and the properties and processes of</td>
<td></td>
<td>validity and usefulness.</td>
</tr>
<tr>
<td>a habitable world [this is the &quot;what we know&quot; SLO]</td>
<td></td>
<td>II Communicate clearly and effectively in both written and oral</td>
</tr>
<tr>
<td></td>
<td></td>
<td>forms [we focus on written form]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>III. Demonstrate competency in a field of knowledge or with job-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>related skills.</td>
</tr>
<tr>
<td>Describe the scientific method, give the evidence for an explanation and</td>
<td>Apply the methodologies of science when approaching a problem</td>
<td>I. Think critically and evaluate sources and information for</td>
</tr>
<tr>
<td>the technique(s) used in determining either the property of something,</td>
<td></td>
<td>validity and usefulness.</td>
</tr>
<tr>
<td>how it interacts with its environment, or its origin and history [this is</td>
<td></td>
<td>II Communicate clearly and effectively in both written and oral</td>
</tr>
<tr>
<td>the &quot;how we know&quot; SLO]</td>
<td></td>
<td>forms [we focus on written form]</td>
</tr>
</tbody>
</table>

Table continued...
III. Demonstrate competency in a field of knowledge or with job-related skills.

**Solve word problems and apply concepts to new situations not given in the book or in lecture using logical, deductive reasoning.**

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)</th>
<th>Progress on goal achievement (choose one)</th>
<th>Comments (if applicable)</th>
</tr>
</thead>
</table>
| 1. Develop and pilot Linked Courses ACDV B66 with History 17A Progress on Goal: In progress | □ 1: Student Success  
□ 2: Communication  
□ 3: Facilities & Infrastructure  
□ 4: Oversight & Accountability  
□ 5: Integration | □ Completed: __________ (Date)  
□ Revised: __________ (Date)  
□ Ongoing: Fall 2014 (Date) | We are still working on making co-requisites for the History 17A course, but the challenge is in the curriculum restraints for repeatability and lack of prerequisites for most disciplines. |

**Use a computer to locate information on the internet.**

I. Think critically and evaluate sources and information for validity and usefulness.

II Communicate clearly and effectively in both written and oral forms [we focus on written form]

III. Demonstrate competency in a field of knowledge or with job-related skills.

Annual Update Program Goals Model Example – Academic Development

<table>
<thead>
<tr>
<th>Program Goal</th>
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</tr>
</thead>
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<td>Progress on goal achievement (choose one)</td>
<td>Comments (if applicable)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>2. Develop and pilot innovative Basic Math and Basic Writing course linked with open lab course (PLATO).</td>
<td>☐ 1: Student Success   ☐ 2: Communication   ☐ 3: Facilities &amp; Infrastructure   ☐ 4: Oversight &amp; Accountability   ☐ 5: Integration   ☐ 6: Professional Development</td>
<td>☐ Completed: __________ (Date)</td>
<td>Developed during Fall 2012, but it was determined during the Spring 2013 pilot that the student time spent in the lab would be better spent in the classroom with additional support provided in the lab as needed.</td>
</tr>
</tbody>
</table>

| 3. Develop and pilot *accelerated reading courses: ACDV B61 | ☐ 1: Student Success   ☐ 2: Communication   ☐ 3: Facilities & Infrastructure   ☐ 4: Oversight & Accountability   ☐ 5: Integration   ☐ 6: Professional Development | ☐ Completed: __________ (Date) | The Accelerated Reading course ACDV B61 class was initially taught as Learning Community B517 in Spring 2013 with a limited number of sections and faculty members. Since the ACDV B61 course was approved, we have offered over six different sections with three faculty members teaching the course. The course appears to effectively meet the needs of those students who desire to complete the requirements of the two skill levels of ACDV B62 |

* Accelerated courses blend outcomes from 2 or more courses into 1 course by redesigning the curriculum, which shortens the amount of time and units it takes to progress through the basic skills coursework.
and B50 in one semester. Our data size on retention and completion rates at this time is too small to provide statistical samples to accurately assess how well our students are doing in the class.

<table>
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<th>Comments (if applicable)</th>
</tr>
</thead>
</table>
| 4. Increase security in the Learning Center.| ☐ 1: Student Success  
☐ 2: Communication  
☐ 3: Facilities & Infrastructure  
☐ 4: Oversight & Accountability  
☐ 5: Integration  
☐ 6: Professional Development | ☐ Completed: __________ (Date)  
☐ Revised: __________ (Date)  
☒ Ongoing: __________ (Date) | To achieve an acceptable level of protection for both personnel and equipment, further increased coordination between 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 2nd 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 |
<table>
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</tr>
</thead>
</table>
| 5. A Campus-wide Study Skills Assessment needs to be re-instituted. | X 1: Student Success  
☐ 2: Communication  
☐ 3: Facilities & Infrastructure  
☐ 4: Oversight & Accountability  
☐ 5: Integration  
☐ 6: Professional Development | ☐ Completed: __________ (Date)  
☐ Revised: __________ (Date)  
X Ongoing: Fall 2014 (Date) | There is hope that Accuplacer placement test will address this goal. We also have a Study Skills component available in Success Lab if students are directed to remediate through some form of diagnostics assessment process. |
| 6. Re-institute the presence of Learning Center support staff (DA III) | X 1: Student Success  
X 2: Communication  
☐ 3: Facilities & Infrastructure  
X 4: Oversight & Accountability  
X 5: Integration  
☐ 6: Professional Development | ☐ Completed: __________ (Date)  
☐ Revised: __________ (Date)  
X Ongoing: __________ (Date) | We continue to request at least a part-time presence of a DAIII in the Learning Center, but with multiple administrative changes over past 5 years, this request has not been agreed to. |
7. Increase number of instructional assistants’ hours through increasing current IA from 15-19 hours and hiring additional 19 hour IA.

<table>
<thead>
<tr>
<th>Program Goal</th>
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<th>Progress on goal achievement (choose one)</th>
<th>Comments (if applicable)</th>
</tr>
</thead>
</table>
| 8. Add PLATO software availability for Delano Campus. | □ 1: Student Success  
□ 2: Communication  
□ 3: Facilities & Infrastructure  
□ 4: Oversight & Accountability  
□ 5: Integration  
□ 6: Professional Development | □ Completed: __________ (Date)  
X □ Revised: __________ (Date)  
□ Ongoing: Fall 2014 (Date) | There is PLATO software available at the Delano campus; however, there may be a need to revise the goal because the PLATO software is underutilized on the Delano campus. Faculty on the campus may not be aware of its availability and/or the faculty may not know how the software can be effectively used to support student learning. There appears to be a need to create a Flex-day workshop for the Delano campus faculty or to assign a teacher assistant to the Delano campus from the main Bakersfield College campus who is familiar with PLATO, someone who can effectively work with a lead faculty member from... |
the Delano campus
and/or have a lead person
from the Delano campus
work closely with the
Bakersfield College faculty
Student Success Lab
(PLATO) Coordinator for
cross-training purposes.

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 9. Assess and address the needs for the current Learning Center in Delano. | X 1: Student Success  
X 2: Communication  
X 3: Facilities &  
Infrastructure  
X 4: Oversight &  
Accountability  
X 5: Integration  
□ 6: Professional Development | □ Completed: __________ (Date)  
□ Revised: __________ (Date)  
X□ Ongoing: __________ (Date) | The Learning Center at the Delano campus is located in room 1102, which houses the Tutoring Center, the PLATO lab, and a small collection of reference books (books-on-reserve). However, it is unclear whether this area is an open or closed resource space. How do students make use of the resources? For example, do entire classes drop in or must faculty schedule appointments? Moreover, is staffing a concern? Are there enough hours available to accommodate the student needs? This particular goal is still in progress as the needs require further assessment. |
10. Develop curriculum for new accelerated math course.

Accelerated courses blend outcomes from 2 or more courses into 1 course by redesigning the curriculum, which shortens the amount of time and units it takes to progress through the basic skills coursework.

**Compressed and Stacked courses compress 16 weeks of curriculum for two courses (8 weeks each) and stack them into one semester, which shortens the amount of time but the units remain the same for each course.

Initially, the two skills levels of ACDV B78 and MATH B50 were **compressed/stacked into an accelerated LRNC B504 worth 7 units taught by one faculty member. To improve the results, the two levels (with the 3-unit ACDV B78 having become a 2-unit ACDV B77) were then blended into a single. 4-unit *accelerated LRNC B504 pilot that would lay the groundwork for a new ACDV math course running side by side with MATH B50 sections and meeting the same requirements in order to offer students from lower skill levels the opportunity to complete two skill levels in one semester and with fewer basic skills units. The new ACDV B72 course was approved last year and this semester has 9 full sections taught by 4 faculty members.

<table>
<thead>
<tr>
<th>New/Replacement Program Goal</th>
<th>Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)</th>
<th>Anticipated Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. New or revised goals (if applicable)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Increase utilization of PLATO software on the Delano campus.

<table>
<thead>
<tr>
<th>New/Replacement Program Goal</th>
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<th>Anticipated Results</th>
</tr>
</thead>
</table>
| Delano campus flex-day workshops for the faculty informing them about PLATO’s effectiveness and training of Delano staff and/or faculty to learn from the experiences of the main campus regarding PLATO usage should increase student learning and support student success and retention. | X 1: Student Success  
X 2: Communication  
X 3: Facilities & Infrastructure  
X 4: Oversight & Accountability  
X 5: Integration  
X 6: Professional Development | Data collection and analysis to better inform decisions related to ACDV course offerings. |

B. New or revised goals (if applicable)

<table>
<thead>
<tr>
<th>New/Replacement Program Goal</th>
<th>Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)</th>
<th>Anticipated Results</th>
</tr>
</thead>
</table>
| Work with district IR staff to gather success and retention data and better disaggregate data related to the new new accelerated courses as well as define ACDV program elements unique to ACDV program offerings. | X 1: Student Success  
X 2: Communication  
X 3: Facilities & Infrastructure  
X 4: Oversight & Accountability  
X 5: Integration  
X 6: Professional Development | Data collection and analysis to better inform decisions related to ACDV course offerings. |

**Annual Update Goals Model Example – Delano Center**

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (choose one)</th>
<th>Progress on goal achievement (choose one)</th>
<th>Comments (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase student access to available Delano Campus technology by 50 percent through increased lab hours and using currently available staff by 1 April 2012</td>
<td>1: Student Success</td>
<td>2: Communication</td>
<td>3: Facilities &amp; Infrastructure</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
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</tr>
<tr>
<td>2. Create a Delano Adjunct Staff Development Plan and submit it to the SDCC for approval and inclusion on the SDCC training schedule.</td>
<td>1: Student Success</td>
<td>2: Communication</td>
<td>3: Facilities &amp; Infrastructure</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>1. Establish a five year “Delano Career Tech Expansion Plan” that supports the needs of the Northern Kern County citizens by June 1, 2012.</td>
<td>1: Student Success</td>
<td>2: Communication</td>
<td>3: Facilities &amp; Infrastructure</td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

**Completed:**

**Revised:**

**Ongoing:**

---

We did increase the use of computers, but were limited on our ability to use available staff. This goal is still valid, and we will continue to improve access and target a 50 percent increase.

The BCDC Director is a member of the SDCC. The SDCC has a focus to improve Delano’s faculty and staff access to staff development presentations. This includes the use of interactive classrooms to broadcast in Delano. This goal will now read — Work with the staff development committee to improve Staff development offerings to Delano faculty and staff.

The Delano CTE plan is to have a certificate-welding program in Delano; leverage Delano High School facilities to add other programs; increase dual enrollment and articulation agreements with area high schools; and work with Delano Joint Union High School to establish college readiness programs and an early college program. It also includes a key partnership to establish an early college component to the DJUHSD Career Tech High School in Earlimart, California. The scope of the plan has...
The BC Delano Foundation Auxiliary is an active part of the Delano Campus. Since its return, it has sponsored eight separate events, issued $25,000.00 in scholarships, and funded $10,000.00 in an early college pilot program at Cesar Chavez High School in Delano. The auxiliary needs additional community member involvement. This goal remains valid to consider the foundation fully functional.

### C. New or revised goals (if applicable)

<table>
<thead>
<tr>
<th>New/Replacement Program Goal</th>
<th>Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)</th>
<th>Anticipated Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 percent of all Delano Campus students will be fully matriculated by October 1, 2015</td>
<td>1: Student Success</td>
<td>Currently, Delano Campus students are 65 percent have student education plans and 64 percent are fully matriculated.</td>
</tr>
<tr>
<td><strong>1. Increased representation by students on campus-wide committees via SGA</strong></td>
<td><strong>1: Student Success</strong></td>
<td><strong>X: Ongoing:</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

**D. New or revised goals (if applicable)**

<table>
<thead>
<tr>
<th>New/Replacement Program Goal</th>
<th>Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)</th>
<th>Anticipated Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conduct: Highly effective in addressing campus issues of discipline and academic Integrity.</td>
<td>1: Student Success 2: Communication 3: Facilities &amp; Infrastructure 4: Oversight &amp; Accountability 5: Integration</td>
<td>By providing referred students with appropriate sanctions that included student learning outcomes; students who completed the process will be able to articulate how their actions impacts their immediate future, the college, and their future</td>
</tr>
<tr>
<td>Continued development of the governing structure and documents for SGA</td>
<td>1: Student Success</td>
<td>Reestablish the foundations and communications between SGA and its constituents. Being able to redefine the need for the student voice on campus and the representation of students by building a more effective and efficient government that using best practices and in compliance with District, State, and Federal policies.</td>
</tr>
</tbody>
</table>
### Comprehensive Update Goals Model Example – English

<table>
<thead>
<tr>
<th>Previously Established Goal (state goal)</th>
<th>Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)</th>
<th>Progress on goal achievement (Choose one)</th>
<th>Comments (if applicable)</th>
</tr>
</thead>
</table>
| 1. 2012-13 GOAL: increase number of students successfully advancing through departmental pre-requisite courses. | X 1: Student Success  
☐ 2: Communication  
☐ 3: Facilities & Infrastructure  
☐ 4: Oversight & Accountability  
☐ 5: Integration  
☐ 6: Professional Development | ☐ Completed: ________ (Date)  
☐ Revised: _________ (Date) (state revised goal) | Accelerated courses, particularly English 510 appear to have helped with success, but data is limited. This is an ongoing pursuit. |
| 2. 2012-2013 GOAL: Continue addressing SLO alignment between sequence courses. | X 1: Student Success  
☐ 2: Communication  
☐ 3: Facilities & Infrastructure  
☐ 4: Oversight & Accountability  
☐ 5: Integration  
☐ 6: Professional Development | X Completed: 5/5/2014 (Date)  
☐ Revised: _________ (Date) (state revised goal) | All the SLOs in the composition sequence now account for the introduction, development, and mastery of writing essays that use outside sources and MLA citation. |
| 3. 2012-2013 GOAL: Increase number of English majors; support campus increase in transfers. | X 1: Student Success  
☐ 2: Communication  
☐ 3: Facilities & Infrastructure  
☐ 4: Oversight & Accountability  
☐ 5: Integration  
☐ 6: Professional Development | X Completed: Spring 2014 (Date)  
☐ Revised: _________ (Date) (state revised goal) | English AD-T degree was approved to support increase in transfers; English majors have rebounded. |
| 4. 2012-13 GOAL: Outreach to other departments on campus to support student learning. | X 1: Student Success  
☐ 2: Communication  
☐ 3: Facilities & Infrastructure  
☐ 4: Oversight & Accountability  
☐ 5: Integration  
☐ 6: Professional Development | X Completed: 9/20/2013 (Date)  
☐ Revised: _________ (Date) (state revised goal) | See #8 below — “2013 Previously Established Goal 4” |
| 5. 2013 Revised GOAL 1: The department will expand B53 and Writing Express offerings to the Delano campus to provide all students with equal opportunity. | X 1: Student Success  
☐ 2: Communication  
☐ 3: Facilities & Infrastructure  
☐ 4: Oversight & Accountability  
☐ 5: Integration  
☐ 6: Professional Development | ☐ Completed: ________ (Date)  
☐ Revised: _________ (Date) (state revised goal) | Early data is promising but too limited to allow for evaluation. Process is ongoing. |
<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>6.</td>
<td>2013 Revised Goal 2: The English dept. will compare course SLOs with CB21. The English dept. will align SLOs of the composition sequence of courses.</td>
<td>X 1: Student Success</td>
<td>X Completed: Spring 2014 (Date)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: Communication</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3: Facilities &amp; Infrastructure</td>
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<td>4: Oversight &amp; Accountability</td>
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<td>5: Integration</td>
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<td></td>
<td>6: Professional Development</td>
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<td>(state revised goal)</td>
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<td></td>
<td>English 60 and English 1A SLOs were rewritten. English 1A SLOs approved for C-ID.</td>
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<tr>
<td>7.</td>
<td>2013 Revised GOAL 3: The dept. will begin the process for state approval of English transfer degree.</td>
<td></td>
<td>X Completed: Spring 2014 (Date)</td>
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<tr>
<td></td>
<td></td>
<td>1: Student Success</td>
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<td></td>
<td></td>
<td>2: Communication</td>
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<td>6: Professional Development</td>
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<td>(state revised goal)</td>
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<td></td>
<td>AD-T approved.</td>
</tr>
<tr>
<td>8.</td>
<td>2013 Previously Established Goal 4: Outreach to other departments to support student learning.</td>
<td>X 1: Student Success</td>
<td>X Completed: 9/20/2013 (Date)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X 2: Communication</td>
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<tr>
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<td></td>
<td>3: Facilities &amp; Infrastructure</td>
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<td>4: Oversight &amp; Accountability</td>
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<td>5: Integration</td>
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<td>6: Professional Development</td>
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<td></td>
<td>(state revised goal)</td>
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<td></td>
<td>Creation of Writing Rubric Think Tank; working with Writing Center and adjunct faculty; aligning courses with Academic Development; publishing Roughneck Review; promoting accelerated and compressed courses.</td>
</tr>
<tr>
<td>9.</td>
<td>2013 GOAL: Continuation of goal 4: work on C6 Common Assessment, multiple measures, Roughneck Review, Writing Rubric Think Tank; collaborate with Writing Center, CSUB through Building Bridges, and local high schools through RIAP.</td>
<td>X 1: Student Success</td>
<td>X Completed: 9/20/2013 (Date)</td>
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<tr>
<td></td>
<td></td>
<td>X 2: Communication</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3: Facilities &amp; Infrastructure</td>
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<td>4: Oversight &amp; Accountability</td>
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<td>5: Integration</td>
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<td></td>
<td>6: Professional Development</td>
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<td></td>
<td></td>
<td>(state revised goal)</td>
</tr>
<tr>
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<td></td>
<td>All ongoing successfully. Accuplacer adopted for placement and multiple measures created with help from high schools. Building Bridges in 20th year and still expanding. RIAP continuing.</td>
</tr>
<tr>
<td>10.</td>
<td>2013 GOAL: Use data to research success of students in accelerated and compressed courses.</td>
<td>X 1: Student Success</td>
<td>X Completed: 9/20/2013 (Date)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X 2: Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Facilities &amp; Infrastructure</td>
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<td>4: Oversight &amp; Accountability</td>
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<td>5: Integration</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>6: Professional Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(state revised goal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Established and ongoing. Data not sufficient to determine persistent success.</td>
</tr>
</tbody>
</table>
B. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program goal must include an action plan.

<table>
<thead>
<tr>
<th>Future Goal</th>
<th>Action Plan</th>
<th>Lead person for this goal</th>
<th>Timeline for Completion:</th>
</tr>
</thead>
</table>

Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)

- X: Student Success
- 4: Oversight & Accountability

<table>
<thead>
<tr>
<th>Future Goal</th>
<th>Action Plan</th>
<th>Lead person for this goal</th>
<th>Timeline for Completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Assess all courses in English program and, particularly, the effectiveness of accelerated and compressed courses. To complete earlier goal.</td>
<td>Work with individual course level faculty to move forward with rotation of SLO assessment; these course-level faculty will set goals and dates for each semester. Gather data for this semester and the next three semesters.</td>
<td>Scott Wayland</td>
<td>End Spring 2016.</td>
</tr>
</tbody>
</table>

Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)

- X: Student Success
- 4: Oversight & Accountability

<table>
<thead>
<tr>
<th>Previously Established Goal (state goal)</th>
<th>Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)</th>
<th>Progress on goal achievement (Choose one)</th>
<th>Comments (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. 2012-13 GOAL: increase number of students successfully advancing through departmental pre-requisite courses.</td>
<td>X 1: Student Success 2: Communication 3: Facilities &amp; Infrastructure 4: Oversight &amp; Accountability 5: Integration 6: Professional Development</td>
<td>Completed: ________ (Date)</td>
<td>Accelerated courses, particularly English 510 appear to have helped with success, but data is limited. This is an ongoing pursuit.</td>
</tr>
<tr>
<td>12. 2012-2013 GOAL: Continue addressing SLO alignment</td>
<td>X 1: Student Success 2: Communication</td>
<td>X Completed: 5/5/2014 (Date)</td>
<td>All the SLOs in the composition sequence now account for the</td>
</tr>
<tr>
<td>Number</td>
<td>Goal Description</td>
<td>Completed Dates</td>
<td>Revised Dates</td>
</tr>
<tr>
<td>--------</td>
<td>------------------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>3.</td>
<td>Facilities &amp; Infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>2012-2013 GOAL: Increase number of English majors; support campus increase in transfers.</td>
<td>X Completed: Spring 2014</td>
<td>Revised: (Date)</td>
</tr>
<tr>
<td>14.</td>
<td>Outreach to other departments on campus to support student learning.</td>
<td>X Completed: 9/20/2013</td>
<td>Revised: (Date)</td>
</tr>
<tr>
<td>15.</td>
<td>2013 Revised GOAL 1: The department will expand B53 and Writing Express offerings to the Delano campus to provide all students with equal opportunity. The department will collect data on all composition sequence courses to evaluate their comparative success rates.</td>
<td>X Completed:</td>
<td>Revised: (Date)</td>
</tr>
<tr>
<td>16.</td>
<td>2013 Revised Goal 2: The English dept. will compare course SLOs with CB21. The English dept. will align SLOs of the composition sequence of courses.</td>
<td>X Completed: Spring 2014</td>
<td>Revised: (Date)</td>
</tr>
<tr>
<td>17.</td>
<td>2013 Revised GOAL 3: The dept. will begin the process for state approval of English transfer degree.</td>
<td>X Completed: Spring 2014</td>
<td>Revised: (Date)</td>
</tr>
<tr>
<td>18.</td>
<td>2013 Previously Established Goal 4: Outreach to other departments to support student learning.</td>
<td>X Completed: 9/20/2013</td>
<td>Revised: (Date)</td>
</tr>
</tbody>
</table>
C. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program goal must include an action plan.

<table>
<thead>
<tr>
<th>Future Goal</th>
<th>Action Plan</th>
<th>Lead person for this goal</th>
<th>Timeline for Completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Assess all courses in English program and, particularly, the effectiveness of accelerated and compressed courses. To complete earlier goal.</td>
<td>Work with individual course level faculty to move forward with rotation of SLO assessment; these course-level faculty will set goals and dates for each semester. Gather data for this semester and the next three semesters.</td>
<td>Scott Wayland</td>
<td>End Spring 2016.</td>
</tr>
</tbody>
</table>

Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)

- 1: Student Success
- 2: Communication
- 3: Facilities & Infrastructure
- 4: Oversight & Accountability
- 5: Integration
- 6: Professional Development

Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)

- 1: Student Success
- 2: Communication
- 3: Facilities & Infrastructure
Previously Established Goal 1: (state goal) The VN Program will perform a major curriculum revision for the entire program, which includes revising the instructional plan for each course and revising all clinical evaluation tools.

Progress on Goal:
☐ Completed: _______ Fall 2013 _______ (Date)       ☐ Revised: ___________________ (Date)

Comments on Goal 1: The curriculum revision has been completed. The sequencing of the program courses began with the first semester courses starting in Fall 13, 2nd semester in Spring of 14, and 3rd semester in Summer of 14. The faculty have also revised the clinical evaluation tools.

Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)

☐ 1: Student Success    ☐ 2: Communication    ☐ 3: Facilities & Infrastructure
☐ 4: Oversight & Accountability    ☐ 5: Integration    ☐ 6: Professional Development

Previously Established Goal 2: (state goal) Improve retention and on-time completion rates by 5%.

Progress on Goal: Our on time completion rates over the last 3 years are:

☐ Completed: _______________ (Date)       ☑ Reviewed: Feb 2014:  This goal is ongoing until goal is met

Comments on Goal 2: The factors that impact student’s ability to finish the program in 3 semesters are often personal or the student is under prepared; both of which are beyond our control. However, the faculty believe that in order to improve the on time completion and retention we have to acknowledge the individual and unique characteristics of the student early in the semester. Once a student is identified as being at risk and in need of supportive services, the appropriate referrals (financial aid, counseling, tutoring) are made. Our future goals reflect strategies that will continue to aid in on time completion and student success.

Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)

☑ 1: Student Success    ☐ 2: Communication    ☐ 3: Facilities & Infrastructure
☐ 4: Oversight & Accountability    ☑ 5: Integration    ☐ 6: Professional Development
b. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program goal must include an action plan.

**Newly Established Program Goals and Action Plans**

If the program is establishing more than two (2) goals, please duplicate this section.

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Assigned to</th>
<th>Timeline for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the on time completion rate by 5% over the next 3 years.</td>
<td>All VN faculty</td>
<td>By 2017</td>
</tr>
</tbody>
</table>

Which institutional goals from the [Bakersfield College Strategic Plan](#) (see pages 6-11) will be advanced upon completion of this goal? (select all that apply)

- [ ] 1: Student Success  
- [ ] 2: Communication  
- [ ] 3: Facilities & Infrastructure  
- [x] 4: Oversight & Accountability  
- [x] 5: Integration  
- [ ] 6: Professional Development  

**Action Plan for Goal 1:**

1) Develop Boot camp for new students. Workshops will focus on strategies for success (study skills, note taking, reading apprenticeship, time management, and stress reduction.)
2) Make appropriate referrals for at risk students.
3) Consistently identify the at risk student based on any test scores below an 80%. Student must then meet with the faculty member to discuss an improvement plan and possible referrals.
4) Embed remediation in all courses.

<table>
<thead>
<tr>
<th>Goal #2</th>
<th>Assigned to</th>
<th>Timeline for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate curricular changes.</td>
<td>All faculty</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

Which institutional goals from the [Bakersfield College Strategic Plan](#) (see pages 6-11) will be advanced upon completion of this goal? (select all that apply)

- [ ] 1: Student Success  
- [ ] 2: Communication  
- [ ] 3: Facilities & Infrastructure  
- [ ] 4: Oversight & Accountability  
- [x] 5: Integration  
- [ ] 6: Professional Development  

**Action Plan for Goal 2:**

The first cohort will complete the new curriculum at the end of **Summer 14**. During the **Fall 14** semester, the program will evaluate the curricular changes based on student feedback. Faculty have been taking note of necessary revisions which will need to be submitted to the BVN/PT for approval. Plan for submission in **Spring 15**. Once approved, the revision will be submitted via CurricUNET for BC approval with the hope of implementing the revisions in the **Fall of 15**, when a new cohort starts.
Update course, instructor and facility evaluation tools

Which institutional goals from the Bakersfield College Strategic Plan (see pages 6-11) will be advanced upon completion of this goal? (select all that apply)

- [x] 1: Student Success
- [x] 2: Communication
- [x] 3: Facilities & Infrastructure
- [ ] 4: Oversight & Accountability
- [ ] 5: Integration
- [ ] 6: Professional Development

Action Plan for Goal 2:

Regulation requires that evaluation of the course, instructor and facility be evaluated at the end of each experience. We need to update the evaluation tools to reflect the curriculum changes.

Fall 2014 - 1) Review each of the forms. 2) Complete a draft of the new form, develop instructions, and determine process for administrations (electronic vs pen and paper).
Spring 2015 - Pilot with one clinical group Make changes to the form or process as necessary.
(Fall 15) Implement new form in all program courses.

<table>
<thead>
<tr>
<th>Goal #4</th>
<th>Assigned to</th>
<th>Timeline for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve collection of employer survey data.</td>
<td>Assistant Director, Director</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

Which institutional goals from the Bakersfield College Strategic Plan (see pages 6-11) will be advanced upon completion of this goal? (select all that apply)

- [x] 1: Student Success
- [x] 2: Communication
- [x] 3: Facilities & Infrastructure
- [ ] 4: Oversight & Accountability
- [ ] 5: Integration
- [ ] 6: Professional Development

Action Plan for Goal 2:

- Discuss employment patterns with our industry partners during a VN advisory meeting. (VN students are not traditionally employed in the hospital setting)
- Develop a timeline for administration of the survey.
- Administer the survey during an in person meeting with employers. (mailings and electronic surveys have provided poor return).
A. Changes in student demographics (gender, age and ethnicity). None

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

Due to budget decisions, the ACDV department experienced drastic section reductions (23%) from 2010-11 to 2013-14. However, our first day enrollments increased by 10.5% during this same era causing an increase in students per section of 26%. We have planned an increase of 20% for 2014-15, and based on demand based on placement data, ACDV needs to strategically increase section counts by 10% by the 2015-16 year. Research shows that developmental education students need a lower teacher-student ratio, ideally 20:1. There was a decrease in FTEF by 38%. ACDV decreased from 13 FT faculty to 8 FT faculty over the past 2 years. In addition, the next few years are going to bring an influx of students in need of basic skills instruction (80% of BC students place into 1 or more basic skills courses) in addition to a higher demand at the state level to accelerate the basic skills coursework with lower units, which means we need to add many more sections of accelerated, summer bridge (student success), rural, weekend, and evening sections.

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

Success and retention rates have continued to rise since 2010-11 due in part to curriculum revisions and successes in accelerated courses.

D. Other program-specific data that reflects significant changes (please specify or attach)

a. Other program-specific data (please specify or attach) See section 2A and attached.

b. The ACDV, English, Math, and ESL, along with other CTE and discipline departments on campus continue to work collaboratively in order to continue offering accelerated and linked courses for basic skills students who are in general education and CTE courses.

c. Last year the Math Department included working with ACDV as their Number One Strength in their unit plan update. “Strength: Working with the Academic Development Department to design a fast track AC-Dev 78-50 program. We met with AC DEV and designed a fastrack class. AC DEV is hoping to try out the class this year.”

d. We currently do not have adequate access to data to track the progression of students in order to determine the effectiveness of courses in regard to student success and retention. In order to effectively assess our program offerings, we need more Institutional Research support. We plan to meet with district IR.

e. Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

Although there are no degrees or certificates directly related to ACDV, a high number of students who started in ACDV coursework completed a wide range of degrees and certificates within 6 years of their first course in ACDV (Total Awards 09/10-13/14 = 4,511). Since 2009-10, AA awards are up by 8%, AS Awards are up by 14%, and Certificates are up by 31% for students who began their academic coursework in one or more ACDV courses.

Highlights of awards by number for ACDV students from 2010 through 2014:

AA Business 286
Appendix B

Accrediting Commission’s Definitions of Student Achievement and Student Learning

Characteristics of Evidence

Evidence is information upon which a judgment or conclusion may be based. As such, it is presented in answer to questions that have been deliberately posed because an institution regards them as important. Evidence tells all stakeholders that an institution has investigated its questions and knows something about itself; it knows what it achieves. Evidence can include data, which refers to categories of information that represent qualitative attributes of a variable or a series of variables.

For evidence to be useful, it must have undergone analysis and reflection by the college community. The dialogue required for analysis and reflection is an integral part of the capacity an institution has for using the evidence it has accrued to make improvements.

Good evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making it reliable. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable.

It is important to note that evidence per se does not lead to confirmations of value and quality. Rather, the members of the college community, or of the higher education community, must arrive at the decisions about value and quality through active judgments. The purpose of good evidence is to encourage informed institutional dialogue that engages the college community and leads to improvement of its processes, procedures, policies, and relationships, ultimately with the effect of improving student achievement and learning.

Good evidence should provide the means for institutions or evaluators to make sound judgments about quality and future direction, and at the same time it will probably stimulate further inquiry about institutional quality.

Institutions report or store good evidence in many formats, and institutions engaged in self-evaluation or external evaluation teams may find good evidence in a number of sources, including institutional databases; documents such as faculty handbooks, catalogs, student handbooks, policy statements, program review documents, planning documents, minutes of important meetings, syllabi, course outlines, and institutional fact books; from survey results; from assessments of student work on examinations, class assignments, capstone projects, etc.; from faculty grading rubrics and assessment of student learning outcomes; and from special institutional research reports.

Self-evaluation should be only one phase of on-going institutional evaluation. An External Evaluation Team should be able to see how the institution develops and uses evidence of effectiveness as part of its ongoing evaluative processes. Institutions should gather and use both qualitative and quantitative evidence, and often must use indirect as well as direct measures to
assess institutional effectiveness. Good evidence used in evaluations has the following characteristics:

- It is intentional, and a dialogue about its meaning and relevance has taken place.
- It is purposeful, designed to answer questions the institution has raised.
- It has been interpreted and reflected upon, not just reviewed in its raw or unanalyzed form.
  - It is integrated and presented in a context with other information about the institution that creates a holistic view of the institution or program.
  - It is cumulative and is corroborated by multiple sources of evidence and/or data.
  - It is coherent and sound enough to provide guidance for improvement.

The institution will provide to the Commission and the evaluation team members visiting the institution an electronic copy of the Self Evaluation Report and evidence in advance of the visit. **Evidence presented to the Commission must be in electronic format.** During the visit, the team members should also have access to the evidence and data upon which the institutional analysis is based at the time of the institution's submission of the Self Evaluation Report. Institutions have been informed that it is useful for readers when the electronic copy of the report contains hyperlinks to the relevant evidence provided on an electronic memory device. Links to websites or other materials should be tested to ensure they are working.

### Evidence on Student Achievement and Student Learning

The evidence the institution presents should be about student achievements (student movement through the institution) and should include data on the following:

- Student preparedness for college, including performance on placement tests and/or placement
- Student training, needs, including local employment training needs, transfer education needs, basic skills needs, etc.
- Course completion data
- Retention of students from term to term
- Student progression to the next course/next level of course
- Student program (major) completion
- Student graduation rates
- Student transfer rates to four-year institutions
- Student job placement rates
- Student scores on licensure exams

The evidence should be disaggregated by age, gender, race/ethnicity, socio-economic status, delivery mode, instructional site, cohort group, and other categories relevant to the institution's service area and mission. (Refer to the Manual for Institutional Self Evaluation, Section 5.4 "Requirements for Evidentiary Information" for a detailed description of evidence.)

### Institution-set Standards for Student Performance

The institution must establish standards of success with respect to student achievement and learning in relation to the institution's mission. It will set expectations for course and program completion, student persistence from term to term, degree and certificate completion, state licensing examination scores, job placement and transfer rates. The institution must demonstrate it gathers data on institution-set standards, analyzes results on Student achievement and learning and makes appropriate changes/improvements to increase student performance, educational quality, and institutional effectiveness. Evaluation teams will
identify these institution-set standards, determine their reasonableness, review the data and analyze the college's performance, describe the institution's overall performance, and determine whether the institution is meeting its standards.

The evidence the institution presents should also be about student learning outcomes (mastery of the knowledge, skills, abilities, competencies attitudes, beliefs, opinions, and values at the course, program, and degree levels in the context of each college's mission and population) and should include data on the following:

- Development, dissemination, and assessment of student learning outcomes attainment
- Samples of student work/performance (recitals, projects, capstone courses, etc.)
- Summary of assessment data on student learning outcomes
- Measurement and analysis of student attainment of student learning outcomes used as part of the institution's self-evaluation and planning processes
- Improvement of the teaching/learning process as a result of the above analysis
Subject: ACCJC Rubric for Evaluating Institutional Effectiveness

Attached you will find a copy of the Rubric for Evaluating Institutional Effectiveness, updated by the Accrediting Commission for Community and Junior Colleges/WASC in June 2011. This Rubric was first published in 2007 and has undergone two previous editorial revisions. The 2011 edition reflects language added to provide some additional detail.

Since 1994, the Commission's Accreditation Standards have required institutions to engage in a systematic and regular review of program quality as well as in short-and long-term planning, and an allocation of resources to assure that institutions achieve their stated mission and assess and improve institutional effectiveness. The 2002 Accreditation Standards added requirements that institutions become more
intentionally supportive of student learning by defining intended student learning outcomes, assessing learning, and incorporating the results of assessment into decisions about institutional priorities and improvement plans.

The Rubric for Evaluating Institutional Effectiveness was developed to assist colleges as they conduct Self-evaluation, and to assist external review teams as they examine institutional quality during accreditation reviews. The Rubric gives institutional members, evaluators, and the Commission a common language to use in describing the institution's practices in three key areas of the continuous quality improvement process- Program Review, Integrated Planning, and Student Learning Outcomes.

It is important to note that the sample behaviors described in each text box of the Rubric are not new criteria or standards for evaluation of an institution's quality, but rather are examples of behavior that, if characteristic of an institution, would indicate the institution's stage in the implementation of the Accreditation Standards, particularly Standard IB and important sections of Standard II and Standard III. The Rubric should be used in conjunction with the Accreditation Standards and the Guide to Evaluating Institutions, and Guide to Evaluating Distance Education and Correspondence Education

The Commission has previously announced its expectations for institutional performance with regard to the practices described in the Rubric, as follows:

- The Commission expects all accredited institutions to be at the Sustainable Continuous Quality Improvement level in Program Review (Part 1 of the Rubric) and Planning (Part 2 of the Rubric).
- At present, the Commission expects all accredited institutions to be at least at the Development Level or above in Student Learning Outcomes (Part 3 of the Rubric).
- The Commission expects all accredited institutions to be at the Proficiency Level in Student Learning Outcomes by fall 2012. The Commission will assess all member institutions during the 2012-13 year.

Institutions in the ACCJC membership widely share a commitment to the purposes of assessment - to improve student outcomes. The Commission hopes that institutional leaders will find the 2011 Rubric helpful as they assess their own institution's quality and work to achieve greater student success.

The Commission welcomes any ideas for improving the Rubric and for improving institutional practices in continuous quality improvement. Please direct comments to accjc@accjc.org.

BAB/bd

Attachment

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1 The ACCJC's Task Force on Student Learning Outcomes met in spring 2011 to provide the updates contained in the 2011 Rubric.
### Rubric for Evaluating Institutional Effectiveness - Part I: Program Review

(See cover letter for how to use this rubric.)

<table>
<thead>
<tr>
<th>Levels of Implementation</th>
<th>Characteristics of Institutional Effectiveness in Program Review (Sample institutional behaviors)</th>
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</table>
| Awareness                | • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.  
• There is recognition of existing practices and models in program review that make use of institutional research.  
• There is exploration of program review models by various departments or individuals.  
• The college is implementing pilot program review models in a few programs/operational |
| Development              | • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.  
• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.  
• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Etc.)  
• Appropriate resources are allocated to conducting program review of meaningful quality.  
• **Development of a framework for linking results of program review to planning for improvement.**  
• Development of a framework to align results of program review to resource allocation. |
| Proficiency              | • Program review processes are in place and implemented regularly.  
• Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.  
• The program review framework is established and implemented.  
• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.  
• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.  
• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. |
| Sustainable Continuous Quality Improvement | • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.  
• The institution reviews and refines its program review processes to improve institutional effectiveness.  
• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. |