

2011-12 ANNUAL PROGRAM REVIEW

The Annual Program Review is a data-informed review, needs assessment, and goal setting mechanism. It must contain linkages to District and College goals. It is also a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to the College on findings of ongoing assessment and evaluation of instructional programs and services units. The College is looking for quantitative data which document the program's and unit's quality initiatives and outcomes. While anecdotal accounts may be beneficial, they should only supplement other data which establish longitudinal trends and patterns. In addition, each review should show the progress of the Action Plan from the previous review, if applicable. Start by filling in the chart below. These data points are areas which the District and College have identified as key performance indicators of College and student success.

If you need training or any help, contact either of the following to schedule an appointment or suggest workshop times:

Ann Morgan, Director, Institutional Research and Planning (anmorgan@bakersfieldcollege.edu or x4453)

Stephen Eaton, Dean of Instruction (seaton@bakersfieldcollege.edu or x4743)

Bill Barnes, Assistant Professor, Agriculture, Co-chair, Program Review Committee (wbarnes@bakersfieldcollege.edu or x4637)

Due Dates for Instructional Programs

- September
 - Training for department chairs and administrators
 - Week of September 19: 5-Year trend data from Institutional Research & Planning to instructional units
- October
 - Week of October 3: Instructional chairs submit APR to deans
 - Columbus Day (10/10): Submit final copy to dean and vice president

Assessment Plan

The assessment plan and results will be due **April 16, 2012** to Dean Suderman. Forms and supporting documentation are in the Office of Academic Affairs public folder. [Click here](#) for directions to the folder.

Trend Data from Institutional Research & Planning¹

Counseling

Student Demographic Information										2010-11			
Student Headcount	2006-07		2007-08		2008-09		2009-10		Department		Collegewide		
	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	
Unduplicated ²	2,708	--	3,310	22%	3,932	19%	3,161	-20%	3,458	9%	27,396	-3%	

										2010-11			
	2006-07		2007-08		2008-09		2009-10		Department		Collegewide		
	#	%	#	%	#	%	#	%	#	%	#	%	
Gender													
Female	1,733	64%	2,044	62%	2,469	63%	1,878	59%	2,079	60%	14,947	55%	
Male	972	36%	1,253	38%	1,458	37%	1,281	41%	1,365	39%	12,365	45%	
Unknown	3	0%	13	0%	5	0%	2	0%	14	0%	84	0%	
Age													
19 & Younger	1,533	57%	1,831	55%	2,139	54%	1,811	57%	1,789	52%	6,852	25%	
20-29	877	32%	1,072	32%	1,329	34%	970	31%	1,228	36%	13,602	50%	
30-39	194	7%	240	7%	275	7%	234	7%	277	8%	3,872	14%	
40 & Older	104	4%	167	5%	189	5%	146	5%	164	5%	3,070	11%	
Ethnicity													
African American	161	6%	217	7%	315	8%	231	7%	202	6%	2,185	8%	
American Indian	29	1%	32	1%	41	1%	20	1%	24	1%	261	1%	
Asian/Filipino/Pacific Islander	206	8%	221	7%	236	6%	192	6%	185	5%	1,421	5%	
Hispanic/Latino	1,410	52%	1,754	53%	2,134	54%	1,812	57%	2,000	58%	14,018	51%	
White	834	31%	953	29%	1,085	28%	830	26%	959	28%	8,595	31%	
Two or more races	22	1%	42	1%	56	1%	50	2%	79	2%	578	2%	
Unknown	46	2%	91	3%	65	2%	26	1%	9	0%	338	1%	

Course Enrollments - Productivity										2010-11			
	2006-07		2007-08		2008-09		2009-10		Department		Collegewide		
	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	
Number of Sections	94		122		127	12	100	4	117	1	3,431	296	
Enrollment⁴													
Census	2,939		3,743		4,143	385	3,368	113	3,898	35	113,343	11,151	
Students/Section ⁵	31		31		33	32	34	28	33	35	33	38	
Productivity													
FTES ⁶	79.9		109.9		120.5	25.7	89.0	4.7	97.9	0.5	12,809.0	1,242.8	
FTEF ⁶	5.2		7.2		7.5	1.7	5.8	0.4	6.4	0.0	745.7	69.4	
FTES/FTEF ⁷	15.3		15.3		16.0	14.9	15.4	12.8	15.2	16.1	17.2	17.9	

Trend Data from Institutional Research & Planning¹

Counseling

Outcomes	2010-11											
	2006-07		2007-08		2008-09		2009-10		Department		Collegewide	
	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE
Retention Rate by Delivery Mode ^{8,9}	95.0%		95.7%		89.3%	64.5%	87.4%	85.7%	87.4%		83.5%	74.2%
<i>Overall Department Retention Rate</i>	95.0%		95.7%		87.0%		87.3%		87.4%		82.6%	
Success Rate by Delivery Mode ^{8,9}	81.9%		80.0%		75.4%	40.1%	77.7%	63.4%	77.5%		65.5%	49.8%
<i>Overall Department Success Rate</i>	81.9%		80.0%		72.0%		77.2%		77.6%		64.1%	

Definitions

¹ **Source:** ODS Reports (September, 2011)

² **Student Headcount, *Unduplicated*:** Number of students enrolled on census day, where each student is counted one time.

³ **F-t-F:** Face to Face delivery mode.

⁴ **Enrollment:** Every course in which students are enrolled on census day.

⁵ **Students/Section:** Student enrollments per section on census day. Cross-listed sections are not combined.

⁶ Acronyms **FTES** and **FTEF** represent full-time equivalent students and full-time equivalent faculty, respectively.

⁷ **FTES/FTEF:** A measurement of productivity where the generally accepted target is 17.5.

⁸ **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).

Retention rate numerator: Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR).

Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.

⁹ Distance education retention and success rates not displayed if only one distance education course was offered.

**Matriculation data will be provided shortly

Counseling

2011-12 Annual Program Review

1. Program/Unit Description, Mission, and Alignment

Description:

The department provides student learning through assessment interpretation, study skills, college orientation, and career and academic development including the development of individual student educational plans. The Counseling Department includes the Counseling Center, Disabled Students Programs and Services (DSPS), Career Center, Transfer Center, and International Student Services. Day-to-day activities include instruction in student and career development, face-to-face counseling and advising sessions at both the main BC campus and the Delano Campus, group workshops, as well as online and telephone advising. Additionally, our department maintains comprehensive counseling, transfer and international student websites. We offer online college orientation, online probation workshops, and online new student workshops that increase student access to our college by providing updated and consistent information to all, both within and outside the greater Kern County geographical area. To further student educational success, the department regularly interfaces with academic and other Student Service and District departments.

Mission Statement:

The Bakersfield College Counseling Department educates and promotes basic skills completion, career technical education and transfer success for our diverse population of students. Our department supports the college mission by establishing strong connections with our students whether it is in a workshop presentation, individual appointment, extended learning session or in the classroom. We are also in alignment with the new California State focus on transfer, career and technical education and basic skills.

Alignment with Budget Decision Criteria

Counseling supports the Core Mission and Student Success goals.

2. Other Program Data

- **Provide the following data if available and relevant to your program:**
 - Cost per FTES – From the Office of Academic Affairs
 - CTE: Non-traditional enrollment, Student survey results, Employment
 - Transfer data – may use National Student Clearinghouse data when reliability improves

Face to Face 15.2 and Distance Education 16.1

3. What are the Program’s/Unit’s strengths?

- Discuss the following elements where applicable. List any strength that may be unique to your program or unit. For each strength, complete all relevant boxes on the chart.
- Questions to consider: [Link to APR SWOT Questions](#)
- Best practices contact: [Link to Form](#) (this will ask for name, email, phone, practices)

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
Online workshops for new and probation student	Fulfills matriculation requirement	2,000 students participated	92% of students rated the workshop good or excellent	Workshop is being redesigned to make sure students are completing and understanding all components of the workshop	Google Analytics showed that students were not spending enough time on the workshops. Workshops are being redesigned.	
Dedicated Workshop room SS 151	Fulfills matriculation requirements and student success goals	More students are served			SS 151 has some issue. The room needs window treatments and a quieter fan.	

4. What are the Program’s/Unit’s weaknesses?

Weakness	Relationship to Budget Decision Criteria	Outcomes Not Yet Achieved	Assessment Results	External Conditions	Internal Conditions	Trend Data
Offering New Student and Probation Workshops	Fulfilling matriculation	Too few staff resources doesn't allow individual attention	While students were satisfied with NSW, there were pedagogical issues. Students are making individual appointments after completing NSW	Google analytics showed online participants were spending less than 3 minutes on the workshop	Workshop took counselor and advisor time away from serving individual student needs	
SS 151 is currently not conducive to student learning	Fulfilling matriculation and student success	SS 151 is not currently fully utilized		SS 151 has windows on the East side that are bright in the morning sun. Fan is too loud		

5. What are the Program's/Unit's opportunities?

- Consider items that do not currently exist in the program/unit that could be implemented to help the program, unit, and/or College reach its goal.

Opportunity	Relationship to Budget Decision Criteria	Possible Outcome	Assessment Methods	Non-Financial Resources Required (including collaboration)	Funding/Support Requested	
					Equipment <ul style="list-style-type: none"> ▪ Include # of units & estimate total cost ▪ For ISIT requests, use form on APR website ▪ For M&O requests, use form on APR website 	Staffing <ul style="list-style-type: none"> ▪ # Positions ▪ Total cost for each position ▪ % time ▪ Other ▪ Staff request forms on APR website
Hire More Staff	Fulfill matriculation and student success	More individual attention and success of students	Current counselor to student ratio is 1:2288			
Re-do SS151		More workshops to serve student needs			Window Treatments on East side and carpet cleaned.	

- How could the weaknesses listed above be addresses to move them from weaknesses to strengths?

6. What external threat(s) does the Program/Unit face?

Threat	Relationship to Budget Decision Criteria	Source of Threat	Action Plan if Threat Materializes
Reduced counselor hours outside of academic year		State budget	More students will be funneled into online and face to face workshops
Retirements		Age and years of service	Request more staff
Reduction in Advisors		Better opportunities outside the college	Request more staff

7. List the Program’s/Unit’s goals for the coming year.

Goal	Relationship to Budget Decision Criteria	Action Plan
Based on assessment update New Student Workshop and Probation Workshop	Core Mission and Student Success	Update workshops online so that students have the same experience as face to face students.
Identify educational/career goals and evaluate how you will reach those goals	Student Success	defined similarly among all full and part time instructors in STDV courses

8. List any Maintenance and Operations needs

[Link to Multipage Excel M&O Worksheet on APR website](#)

Support need for room with appropriate [Link to room utilization statistics](#) developed by FCDC subcommittee

9. List any Information Systems & Information Technology (ISIT) Requests

[Link to Multipage Excel ISIT Worksheet on APR website](#)

10. List curriculum changes.

- What curriculum did/will the Program/Unit review . . .

Last Year (2010-2011)	This Year (2011-2012)	Next Year (2012-2013)
STDV B1, B2, B3, B4, B6		None

- Has the Program/Unit made any of the following changes? If so, please list.

Added or Deleted Courses	Added Prerequisites	Changed Units	Modified, Added, or Deleted Degrees or Certificates
Deleted STDV B51, B55a, B74m, STDV B201, B202, B206			

- Has the Program/Unit made any online/distance education changes? If so, please list.

11. How do the Retention/Success rates of Face-to-Face courses vs. Distance Education/Online courses compare?

(Refer to data table from Institutional Research & Planning)

Type of Course	Retention	Success
Face-to-Face Courses	87.4%	77.5%
Distance Education / Online Courses	84.2%	77.5%

12. Evaluation[Link to Evaluation \(Survey Monkey\)](#)

- Please click the link above that will take you to an evaluation form that asks:
 - What did you find beneficial about this process?
 - How can we improve the process?
 - Is there anything else you would like to know?