

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 (seaton@bakersfieldcollege.edu or x4743)

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

Due Dates for Non-Instructional Programs

- September
 - Training for department chairs and administrators
- October
 - Week of October 3: Program data from Institutional Research & Planning to Services
 - October 31: Services submit APR to supervisor by Halloween
- November
 - November 11: By Veteran's Day finalize APR and send to supervisor, Student Services send APR to June Charles for Vice President Ester, and Administrative Services send APR to Debbie Spohn for President Chamberlain

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.

Student Activities

2011-12 Annual Program Review

1. Program/Unit Description, Mission, and Alignment

Description:

The Dean of Students Office is committed to eliminating barriers to student success; helping students develop skills in leadership, teamwork, decision-making, communication and problem-solving; creating a climate of support and appreciation for all; and collaborating with academic units to integrate classroom and co-curricular activities to provide a meaningful and interconnected total learning experience.

Recent research into Engagement/Involvement theory suggests that students involved in an activity on campus, and activity, outside of the classroom are more likely to persist and graduate. The department supports Bakersfield College's strategic initiatives by contributing to student access, retention and success, and by contributing to effective learning pathways via the leadership and service opportunities. Additionally, the Dean of Student's office supports the institutional goal of increasing FTES by making a concerted effort to recruit, educate, inform, and retain students for the clubs, student government, and a plethora of student activities both on and off campus. Students are provided numerous opportunities to develop and hone their leadership skills - ultimately supporting student learning by providing multiple activities in which students can become engaged.

The Dean of Student's office is responsible for Student Activities, Student Government, Student Conduct, Financial Aid, Student Health and Wellness and special projects, such as President's Scholars and the Paramount Farming Mentoring Project.

Mission Statement:

Student Activities: to provide and support quality student life services with an appreciation for diversity by empowering students to achieve their academic, career, and personal goals through the promotion of opportunities and experiences beyond the classroom that encourage learning and student success.

President's Scholars: to instill students with the ability to excel academically and in the real world

Student Conduct: to facilitate student learning and development regarding community standards by balancing individual and community rights while supporting a safe and inclusive environment that enhances academic pursuits and student success.

Alignment with Budget Decision Criteria:

Student Activities, President's Scholars, and Student Conduct missions contribute Strategic Goal #1 to become an exemplary model of student success and Strategic Goal #3 to foster a rich and comprehensive environment. Specifically, the programs' mission complements the Bakersfield College mission to produce students who are critical thinkers by educating the whole student through free inquiry and the open exchange of ideas.

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

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 |
|---|--|---|---------------------------------------|---------------------------------------|--|---|
| Student Activities: collaborate with other departments to develop and deliver diverse student activities | Student Success and Program and Service Sustainability | <p>Student Government Association continues to provide The Renegade Pantry services to students who need food every two weeks when college is in session</p> <p>Safe Space program provides monthly 3 hours of LGBTQ training</p> <p>BC Be Fit program – collaboration with Student Health and Wellness program and committee of staff, students, faculty and administrators</p> <p>Annual Student Leadership Conference with KCCD sister colleges – open to all students</p> | Able to systemically support students | | <p>Safe Space training data from January 2011- June 2011 7 sessions – 87 participants</p> <p>Spring 2011 Leadership Conference – 16 workshops; 97 student participants</p> | Reference Attachment A Renegade Pantry distribution |
| President’s Scholars: Provides multiple life skills and academic opportunities for scholars | Student Success and Program and Service Sustainability | President Scholars participating in monthly leadership activities including a beginning of the year boot camp for incoming scholars | | | | Monthly Attendance # Boot Camp participant evaluations |
| Student Conduct: focuses on the whole student while challenging and supporting the student by focusing on his/her behavior and decision-making processes, and implementing intentional and creative educational | Student Success and Program and Service Sustainability | Low recidivism rate | | | | Data pending |

| 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 |
|---|--|-------------------|--------------------|---------------------------------------|---|--|
| outcomes (sanctions) with the goal of providing a transformative learning experience. | | | | | | |

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 |
|---|--|---|--------------------|---------------------|----------------------|------------|
| Student Activities: Due to the limitations of space at Campus Center, and ongoing negotiations of space, SGA and the Student Clubs are continually struggling to support their presence on campus in light of limited space and access | Student Success and Program and Service Sustainability, Facilities Needs Human Resources Need | Limited Campus Center space or club to meet and work on club projects | | | | |
| Student Activities: Lack of assigned department assistant to provide clerical support for Student Activities | Student Success and Program and Service Sustainability Human Resources Need | Department Assistant assigned to the Associate Vice President of Student Services’ budget has been vacant for more than 18 months. Approval to advertise and hire to fill the vacant position. | | | Budgetary restraints | |
| Student Activities: Clubs continue to grow on campus; as clubs grow, they continue to require more Student Activities support to approve and monitor activities and to process activities request | Student Success and Program and Service Sustainability Human Resources Need | Department Assistant assigned to the Associate Vice President of Student Services’ budget has been vacant for more than 18 months. Club functions typically require both micro and macro direction from the Dean of Students and/or Dean of Students staff. Dean of Students staff is limited to 2 staff (Dean of Students and one DAIII) Approval to advertise and hire to fill the vacant position. | | | | |

| Weakness | Relationship to Budget Decision Criteria | Outcomes Not Yet Achieved | Assessment Results | External Conditions | Internal Conditions | Trend Data |
|--|---|--|--------------------|---------------------|---------------------|---------------------|
| <p>Student Conduct: One of the limitations of an organizational structure with only one primary student conduct administrator is that case management and/or follow-up can be delayed depending upon the work/schedule demands of the Dean of Students.</p> | <p>Delayed processing and monitoring student compliance can hinder student's being successful as failure to comply with initial sanctions typically equal additional sanctioning.</p> | <p>Effective mechanism to effectively and efficiently monitor student compliance</p> | | | | <p>Data pending</p> |
| <p>Student Conduct: Other than document analysis (e.g., reflection essays) and exploring recidivism rates, no formal program evaluation and assessment efforts are currently in place .</p> | <p>Delayed processing and monitoring student compliance can hinder student's being successful as failure to comply with initial sanctions typically equal additional sanctioning.</p> | <p>Effective mechanism to effectively and efficiently monitor student compliance</p> | | | | <p>Data pending</p> |
| <p>Student Conduct: No one common location to facilitate /process student complaints</p> | <p>Student Success and Program and Service Sustainability,</p> | <p>Effective mechanism to effectively and efficiently monitor complaint system use and abuse</p> | | | | <p>Data pending</p> |

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 |
| Student Activities: Provide leadership, advising and resources to a wide range of individual students and student groups and faculty in program development and implementation to bring quality programming to campus. | Student Success and Program and Service Sustainability, - research suggests that involved students tend to remain enrolled and complete academic goals | Students are retained and complete their educational goals | | | | |
| Draft and implement Student Learning Outcomes for Student Activities | Student Success and Program and Service Sustainability, - measure program services | Fiscally responsible effective programming | | | | |
| Student Conduct: collaborate with other KCCD colleges to review current Student Complaint and Student Conduct related Board Policy | Student Success and Program and Service Sustainability, - measure program services | Fiscally responsible effective programming | | | | |
| Student Conduct program staff will work with the Institutional Research staff to create a comprehensive program evaluation and assessment plan. | Student Success and Program and Service Sustainability, - measure program services | Fiscally responsible effective programming | | | | |
| Student Conduct Utilize technology in the tracking and case management of student issues (including student conduct case management). | Student Success and Program and Service Sustainability, - measure program services | Fiscally responsible effective programming | | | | |

| Opportunity | Relationship to | Possible Outcome | Assessment Methods | Non-Financial | Funding/Support Requested | |
|--|--|---|--------------------|---------------|---------------------------|--|
| Student Conduct Develop and distribute a resource guide to faculty and staff on how to best serve distressed and distressing students. | Program and Service Sustainability, - measure program services | Fiscally responsible effective programming | | | | |
| Student Conduct Hold "open forums" for students and staff to explain the student conduct process and philosophy. | Program and Service Sustainability, - measure program services | Fiscally responsible effective programming – enhance students' critical thinking skills | | | | |
| Student Conduct Develop a Student Conduct web site | Program and Service Sustainability, - measure program services | Fiscally responsible effective programming | | | | |

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 |
|---|--|------------------|--|
| Continue to not replace the vacant DAIII position due to budget restraints will cripple the programs | Student Activities services support student success and student retention. | College Budget | Limit number of clubs and SGA activities |
| Continued requirement of providing micro services inhibits the dean from providing the required macro services as direct services take precedent over paperwork | Student Activities services support student success and student retention. | College Budget | Limit number of clubs and SGA activities; continue to work evenings and weekends |
| | | | |
| | | | |
| | | | |

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

| Goal | Relationship to Budget Decision Criteria | Action Plan |
|--|---|--|
| <p>Student Activities: Provide programs, facilities, and partnerships that promote seamless and comprehensive learning experiences</p> | <p>Will assist students in improving their critical thinking and life skills; assist students in pursuing their academic goals.</p> | <p>Work with SGA to evaluate, maintain, and improve current student activities. Explore adding new programming and developing new campus and community partnerships.</p> |
| <p>President’s Scholars Provide programs, facilities, and partnerships that promote seamless and comprehensive learning experiences</p> | <p>Will assist students in improving their critical thinking and life skills; assist students in pursuing their academic goals.</p> | <p>Evaluate current programs; use evaluation results to improve current programming.</p> |
| <p>Student Conduct: Develop and implement Student Learning Outcomes</p> | <p>Will assist students in improving their critical thinking and life skills; assist students in pursuing their academic goals.</p> | <p>Research other colleges to review SLO for student conduct.</p> |
| <p>Student Conduct Hold “open forums” for students and staff to explain the student conduct process and philosophy.</p> | <p>Will assist students in improving their critical thinking and life skills; assist students in pursuing their academic goals.</p> | <p>Develop 45 minute presentation; schedule monthly forums</p> |
| <p>Student Conduct Develop a Student Conduct web site</p> | <p>Will assist students in improving their critical thinking and life skills; assist students in pursuing their academic goals.</p> | |

8. List any Maintenance and Operations needs

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

10. 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?