

Program Viability ACDV

Criteria

- **Employment Outlook for Kern County and State- Demonstrates Community Need**
 - **Secretary's Commission on Achieving Necessary Skills (SCANS) Report: America 2000** Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks <http://www.academicinnovations.com/report.html>
 - **ACDV coursework covers the following basic skills development (SCANS):**
 - A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
 - B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
 - C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
 - D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
 - E. Speaking--organizes ideas and communicates orally
- **Meets one of the 3 core missions: CTE, basic skills and/or general education for transfer**
 - ACDV offers basic skills courses in reading, writing, math, tutoring, and study skills
 - The ACDV program has won three exemplary program state awards as recently as 2010
- **The "Domino Effect"** (how the elimination of a program will impact other programs)

The trend data reflects the increasing need for ACDV to provide an adequate number of course offerings and services in order to meet the unique needs of our at-risk student population. Recent cuts in the number of ACDV course offerings and services have already greatly impacted our ability to reach these at-risk basic skills students or to support them as they strive to reach their academic, vocational, and personal goals at BC. If they cannot get support in their basic skills coursework, they will not be able to retake reading, writing, or math assessments in order to progress into their subsequent coursework. Further, because of a lack of basic skills prerequisites on courses campus-wide, students' inability to get help in support of their basic skills development needs will not keep them from enrolling in higher level courses in which they are at high risk for failure. The impact of cuts in Academic Development will likely decrease retention and success rates in programs across the campus.

The following ACDV program cuts were already made by the Administration for Spring 2013, and were not based on viability criteria recommended by Academic Senate:

- 58% decrease from Spring 12 to Spring 13 in the number of units ACDV offers in basic skills: reading, writing, and math credit courses
- ALL sections cut for ACDV B78 (Math), B68 (Writing), and B91 (Reading)
 - 10 sections of B91 (Reading) 3 units: Loss of 33 units (280 students)
 - 14 sections of B68 (Writing) 4 units: Loss of 56 units (392 students)
 - 14 sections of B78 (Math) 3 units: Loss of 42 Units (392 students)
 - Total loss: 38 sections to ACDV
 - Total loss: 131 units to ACDV
 - Even with 3 ACDV faculty retiring/resigning, we will not make load for all FT faculty in Spring 2013.
 - 1,064 students will be displaced in ACDV for Spring 2013.
- **COMPASS PLACEMENT RESULTS 2011**
 - 2,736 students placed into ACDV B78 (Math)
 - 3,347 students placed into ACDV B68 (Writing)
 - 1,749 students placed into ACDV B91 (Reading)

Additional ACDV program cuts currently proposed by the Administration for Spring 2013 and not based on viability criteria recommended by Academic Senate: Replace all full-time and adjunct faculty in Student Success Lab (except 24 hour/week Lab Coordinator) with classified employees.

The Student Success Lab serves all students on campus across all disciplines and vocations. F06 to F11: ACDV Student Success Lab Courses enrollments increased:

- ACDV Student Success Lab credit course enrollments increased by 240%
- ACDV Student Success Lab credit course hours completed increased by 160%

Current Lab Coverage

- Lab hours open to students: 44 hours
- M-R 8:30-12:30 and F 8:30-12:20
- 12: 70a-f series study skills 0.5 unit sections are required to complete lab 18 lab hours for each ½ unit section throughout the semesters (Study skills sections are funded by Nursing)

- Faculty Support Hours: 70 hours (One faculty member is needed to cover the 70 series and LNRC 515 and 516 sections and at least one other to cover the credit regular 201abc courses.
- 18 one unit sections of LNRC 515 and 516 (Writing and Math) are required to do four lab hours per week on assignments. One of those hours they need to meet with a faculty member at a designated class hour to do testing and get individual support on their modules and track their progress, and the other three lab hours TBD by the student with regular lab faculty as support.

Proposed Coverage

- Lab hours open to students: Proposed cut 48%: 44 hours to 24 hours
- Faculty Load Hours: Proposed cut 60%: 60.27 to 24
- Faculty Support Hours cut 66%: Proposed cut: 70 hours to 24
- **CTE Licensure Exam Pass Rates of Graduates**
 - **ACDV provides support to CTE programs on campus.**
 - Allied Health: ACDV B70 Study Skills series
 - Welding: Critical Academic Skills (CAS) workshops in math
 - Culinary Arts: Critical Academic Skills (CAS) workshops in math
- **Success Rate (by course & dept) – as compared to similar programs statewide**
 - ACDV success rates increased from 58.7% to 59.3% from 10-11 to 11-12
 - ACDV 2011: Credit Courses (Reading, English, Math credit courses)
 - 57.36%
 - Bakersfield College 2011: All Basic Skills Courses (ACDV, English, Math Depts)
 - 56.92%
 - Merced College 2011: All Basic Skills Courses
 - 58.66%
 - College of Sequoias: All Basic Skills Courses
 - 58.72%
- **Retention Rate (by course & dept) – as compared to similar programs statewide**
 - ACDV retention rates increased from 78.1 to 78.6% from 10-11 to 11-12
 - Success rates from 10-11 to 11-12 from 58.7% to 59.3% (First increase in 5 years)
 - ACDV 2011: Credit Courses (Reading Writing, Math credit courses)
 - 84.54%
 - Bakersfield College 2011: All Basic Skills Courses (ACDV, English, Math Depts.)
 - 81.65%
 - Merced College 2011: All Basic Skills Courses
 - 81.96%
 - College of Sequoias: All Basic Skills Courses

- 90.34%
- **Course Completion Rate - as compared to similar programs statewide**
 - Need data
- **CTE Program Completion Rate**
 - **ACDV provides support for CTE programs**
 - Allied Health: ACDV B70a-f study skills courses
 - Welding: Critical Academic Skills (CAS) workshops in math
 - Culinary Arts: Critical Academic Skills (CAS) workshops in math
 - C6 Grant: ACDV faculty are collaborating with the 12 colleges in the C6 consortium to embed basic skills in curriculum and instruction for those programs in areas of Allied Health, Alternative Energy, and Ag/Manufacturing.
- **Trend Enrollment for 5 years**
 - ACDV courses continue to serve a higher percentage of female students as compared to the college wide averages (63%:45%).
 - The ACDV students have a higher percentage of Latino/Hispanic 59%:54%) and African American students (12%:8%) as compared to the college wide averages.
 - The ACDV students have higher percentage of students who are 19 and younger (35%:24%) as compared to the college wide averages.
 - These demographic attributes combine to comprise the most underrepresented college populations who have the greatest risks for attrition and failure as compared to the general population of college students.
 - Even amidst the higher head count per section and fewer sections offerings, we had a slight increase in retention and success in 2011-2012 (78.1% to 78.6%). This indicates that the ACDV faculty are implementing effective instructional strategies in response to the increasing basic skills needs of our at-risk students.
 - There was an increase in both AS/AA and Certificates for students who started their educational pipeline in ACDV coursework (Total AS/AA 1,008 out of the 1,718 and Certificates 413 out of 775 achieved college wide.) Former ACDV students completed a higher percentage of AS/AA degrees as compared to the college wide population: 59% to 55% respectively.
- **Cost/FTES (after dept review and correction of data)**
 - Not available. ACDV is included in study skills, reading, tutoring, math and English data.
- **Productivity Rate (FTES/FTEF) – as compared to similar programs statewide.**
 - Need data
- **Number of Student Contacts (student services criteria)**
 - Need data
- **Employment statistics of BC students**
 - Need data
- **Transfer-ready rates of students**

- ACDV provides support for general education and transfer-level students through our tutoring services and study skills/critical thinking reading courses
- **Provides necessary student services**
 - Campus wide tutoring, Critical Academic Skills workshops (CAS), study skills courses (Open to all students on campus), Student Success lab open to all students for reading, writing, math, and research paper support.
- **Ability to meet outside agency standards including accrediting agencies, licensing boards and other governing bodies**
 - ACDV programs have won three California Community Colleges Board of Governors Exemplary Program Awards (state-wide recognition) as recently as 2010
- **Ability for students to complete their program of study**
 - Without an adequate number of section offerings for ACDV courses, lowered headcount per sections, and cross-discipline tutoring services, BC students will not be academically prepared for vocational programs, general education, and transfer courses, meet required or recommended reading levels, or be able to progress through their college core course sequences in reading, English, and math.
 - Without adequate Student Success lab hours with faculty supervision, students cannot get the support they need to complete their individualized learning paths for reading, writing, and math basic skills credit courses or complete their Work Keys assessments and preparation lessons.