2012-2013

Program Review Committee

Annual Report

Summary of APR Process and Outcomes
Fall 2012
Prepared by the Program Review Committee

Purpose of Annual Report:
The Program Review Committee prepares an annual report for the College President, Academic Senate President, and the College Council. The purposes of this report are as follows:

- To summarize themes and issues among the 26 instructional units/programs and 15 administrative or student service units (non-instructional) across the College.
- To self-assess the Annual Program Review process and the validity of its outcomes for the purpose of providing recommendations for future improvement, as well as to celebrate achievements.

Outcome of APR Findings: Synthesis of Common Themes and Issues
While individual APRs provide insightful information specific to that program/unit, a synthesis of all programs seeks to identify common themes and issues that tend to appear among several programs, as well as to identify outliers who deviate from shared tendencies among other programs. For the 2012 reporting year, the Program Review Committee identified the following emergent themes. Please note that these themes do not necessarily reflect shared experiences among all programs, but certainly emerged as common themes among multiple units.

- Academically Underprepared Students
  - Several units indicated their concern and observations of a growing number of students who are academically underprepared to succeed at the college level, and/or who seem to require academic support. These increasing demands, combined with decreasing institutional resources to support these students, require additional support from faculty, as well as impact course success and retention rates.
- Fiscal Constraints
  - A recurring theme this year was the growing concern of fiscal constraints (including possible fiscal implications pending election results), along with the secondary effects of those limitations (such as course and/or personnel reductions, dwindling instructional supplies, program sustainability, and the ability to meet the diverse academic needs of students)
- Need for Additional Faculty
  - As noted above, the growing fiscal concerns have resulted in the necessity not to hire additional faculty (in some cases, not to replace retiring faculty or previously vacated positions). These vacancies are resulted in faculty overloads in many instances. These concerns are also precursory to questions pertaining to program sustainability.
- Facility and Security Concerns
  - Several programs requested additional support and services to maintain facilities and/or improve security consideration to aging buildings.
- Student Success and Retention
  - Some programs experienced increases in their success and retention rates. However, several programs continue to experience lower than desirable rates. Providing additional support and guidance to programs regarding realistic rates may help guide their efforts.

APR Process: Synthesis of Common Concerns and Issues

- New Timeline:
  - This is BC's second year implementing our current APR format. However, a new timeline was administered to ensure that information could be submitted to decision-making committees in a timely manner. It is generally agreed that the PRC's timeline and due dates were quite aggressive. Unfortunately, this timeline conflicted with other processes this fall (including accreditation), which resulted in increased anxiety among faculty chairs and programs.
- APR Tracking:
  - Not all APRs were submitted by their due date. In some cases, it was difficult to ascertain when and to whom the APR was submitted (program, dean, IRP?)
- Self-Evaluation:

  - Data provided by IRP was helpful and standardized. However, the self-evaluation process is not completely objective when opportunity is given to provide subjective (narrative) data.
- Integration:
  - The APR process seems to occur in relative isolation from other campus process, lacking integration with critical functions of the institution, such as program sustainability, assessment, and curriculum.
- Lengthy APR Process:
  - The APR process is very lengthy and time-consuming. Some participants do not believe in its value and utility upon completion.
- Data Accuracy:
  - Some data provided by IRP were found to be inaccurate, which resulted in decreased trust and faith in the APR process by some faculty chairs and program directors.

APR Process: Summary of Commendations

- Integration with College Strategic Goals and Budget Decision Criteria:
  - Despite its current lack of integration with some institutional processes, the APR has become better integrated with College Strategic Goals and the Budget Decision Criteria. APRs are reviewed by the PRC for their degree of integration with these two critical documents.
- Increased Usage of Objective Data:
  - Since last year, additional data is reported on each APR by IRP. Units also have the opportunity to provide a narrative response to the objective data.
- Best Practice Forms:
  - Increased usage of Best Practice forms (17 instructional and 5 non-instructional units submitted at least one Best Practice form with their APR) compared to last year.
- Use of Action Plans:
  - The Program Review Committee noticed that units were more consistently developing action plans.
- Program Resourcefulness:
  - The Program Review Committee noticed that many departments demonstrated creativity in the use and allocation of their resources (refer to attached Best Practice forms).
- Improved APR Support and Training:
  - The Program Review Committee provided frequent communication to deans, faculty chairs, and program directors regarding the APR timeline/calendar, as well as training opportunities on developing their APR (including an APR Manual).

APR Process: Recommendations for Future Practice

- Develop an APR tracking mechanism to determine when and to whom the APR has been submitted.
- Begin the APR process in the Spring to ensure ample time in the Fall to meet deadlines and due dates.
- Incorporate the use of Program-level Learning Outcomes in the APR process.
- Allow programs to self-assess program goals that were reported on last year's APR.
- Develop additional key performance indicators common to all programs. Data to be provided by IRP. The key performance indicators (metrics) would also be used to annually assess program sustainability.
- Ensure accuracy of data reported by IRP.
- Develop a more concise and simplified APR process.
- Integrate APR with other institutional process (program sustainability, assessment, and curriculum).
- Clarify role and function of PRC pertaining to APR (review, evaluation, accountability, etc...?).
- The APR process should allow for programs to respond to, clarify and revise APR upon initial feedback from PRC.

Appendices to Report:

- Chart of APR Survey Responses
- Summary of APR Survey Responses
- Best Practice Forms submitted to the Program Review Committee

APPENDIX 1:

Chart of APR Survey Responses

Evaluation of 2012-13 APR Process (n=23, Sep-Oct)

Q1. Role	Q2. Challenges Encountered	Q3. How can we improve the process	Q4. Anything else like us to know
Chair or Manager	Buy-in from department faculty.	Not sure--your efforts to streamline the process, provide the necessary information, and make the whole thing more efficient have been largely successful, for which I am appreciative.	How to turn one dollar into two.
Chair or Manager	short time frame from start of school to due date	process seemed to work well. For clarity, re-name the column 'outcomes achieved' under program strengths - call it outcomes. The next colum is assessment which identifes the outcome achieved.It got confusiing wording it correctly.	the 'other data' section should be part of the document. cost/ftes should be included for all areas and labor market data should be a section with an 'as indicated' qualifier.
Chair or Manager	I had a hard time filling in the M&O (maybe it was the ISIT) spreadsheet. Is there anyway those can be part of the document rather than separate sheets? The directions are great, but I couldn't find the tab with the empty cells from the attached excel document, so I just asked another chair for a copy of their request, deleted their info and added mine and saved it under our dept.	Offering a workshop is a great idea, but the workshop should be just that--not an hour + run through of how to, and/or demonstration of how to get from links to pages, etc. Future workshops, I hope, would be open in an area with computers, and the appropriate personnel available (in the room or via phone). Maybe L148 could be used. Then, departments could hammer out their APR and get all questions answered when they get to any areas where they have questions.	I liked that we had an earlier deadline for the APR, and I hope we keep it. If departments had their form (maybe without the trend data, unless it was available) in late spring, then departments could complete over summer; even if the documents weren't ready in late spring, I still prefer the deadline in week 3 I appreciate the committee's help and information. The APR is superior to the Unit plans of old.

Evaluation of 2012-13 APR Process (n=23, Sep-Oct)

Q1. Role	Q2. Challenges Encountered	Q3. How can we improve the process	Q4. Anything else like us to know
Chair or Manager	The APR was challenging to complete in that it seemed repetitive in the second columns of the chart that asked for "relationship to budget decision criteria / college strategic goals" . I felt like I kept including the same criteria over and over again. Perhaps there could be a check off box for this somewhere to make this be less repetitive.	The M&O request form are very good and permit us to discuss needed campus improvements. However, the "Estimated total cost" should be removed from this request. As a faculty member, I really have no idea what lighting, construction, paint, carpet, etc. costs. I did send the requests to M&O ahead of the deadline to submit (albeit only one week) and they were very responsive in coming over to my area to look things over so that process was great. However, the cost should be entered by the professional staff of M&O and not the person/dept that is recognizing a need for repair/replacement. The data provided by IR needs to be out earlier than 1-2 weeks prior to the due date. If the APR has the same deadlines next year than the data should be out the week before school starts in August. Chairs could then discuss this with faculty in start of semester faculty meetings and this would permit greater discussion in the process.	Keep the "optional data" aspect of the APR. It permits programs to highlight items that are not asked for anywhere else on the form. Thank you for keeping the form the same from 11-12 to 12-13, this helped in the completion process.
Chair or Manager	Gathering Data. Time Frame.	It shouild not be due until October not right after the start of School.	Employment Data.
Chair or Manager	It was a fairly easy process to complete.	Nothing that I can think of.	I would just like to thank you for your hard work on this project.
Chair or Manager	Timeline did not allow for much interaction with the department.	I commend you on the level of support offered. Still the timeline is just too short and I realize that is not an easy problem to solve.	

Evaluation of 2012-13 APR Process (n=23, Sep-Oct)

Q1. Role	Q2. Challenges Encountered	Q3. How can we improve the process	Q4. Anything else like us to know
Chair or Manager	Finding some of the information I needed to do the report.	Have the data available ahead of time. Make it more clear what extra forms have to be filled out.	
Chair or Manager	There were many questions or boxes where information was difficult to find.	This should be a department project with input from everyone. It's very difficult for one person to do. PLEASE don't change the format again. We plan on taking this 2012-13 APR and simply editing it for 3013-14.	A critique of this year's APR as a guide to better it next year would be great.
Chair or Manager	Time was very short to gather information. Getting data was not the easiest. I did not have approvals (log ins) to get data.	Simplify the form or let us know how much information should be recorded. 21 pages was what was submitted should it have been longer or shorter? Give more time to complete the process, the timing with school just getting started was not convenient.	Is there a rubric on how the information will be used and how important some details may or may not be weighted in comparison to other departments?
Chair or Manager	Timeline was rather short, but also overlapped with other major reports due at about the same time. This should be examined for the future.	Stagger the timelines for APR, Spring schedule, and Assessment reports so that they are not all due at about the same time. Continue to use a similar format. It was very helpful to use the same form two years in a row.	Not at this time.
Chair or Manager	The S.W.O.T. section seems too robust	Streamline the S.W.O.T. section	NO
Chair or Manager	I felt the process was straightforward.	no suggestions	No
Chair or Manager	Lack of time. Perhaps it would be better if we could receive the forms sooner. I had little time to work with my faculty. With more time perhaps we could get the statistics we need.	Maybe some feedback on what could be improved, left out or added. Still feels like I am operating in the dark.	
Chair or Manager	It felt tlike I was entering the same information on the APR, the Auo program in Curricunet, and on the strategic plan from Admin. Council.	Perhaps we can combine what we put in the other two reports into the APR.	

Evaluation of 2012-13 APR Process (n=23, Sep-Oct)

Q1. Role	Q2. Challenges Encountered	Q3. How can we improve the process	Q4. Anything else like us to know
Chair or Manager	Obtaining up to date data.		Obtaining departmental data early was fantastic. I would also recommend that the APR contain an area that would compare Main Campus vs. Delano/Arvin/Stockdale courses (retention, success, zip codes)
Chair or Manager	Quick turnaround time, getting help from my colleagues.	It seemed to go smoother this time. I appreciated the fact that the template wasn't changed yet again. I suggest having the "workshop" be a workshop with administrators helping departments, answering questions. I didn't need to have the website shown to us - we already had gotten all the materials and seen them. Q & A, yes, workshop, yes, but too much time was wasted going over what was on the website.	I never feel confident about how I've done the APR. I'd like my Dean to not only give brief written feedback, but go over it with me when I'm doing the APR or at least give oral feedback as well at some point during the process.
Chair or Manager	Only challenge was my inexpeience.	You guys did a great job. All information was redily accessible. Great support network. Very happy with the process.	
Chair or Manager	Getting the time to do it in the shortened deadline compared with last year.	I honestly have nothing to suggest other than to work harder to make people aware of the schedule, even if they get irritated.	Where were my doughnuts and coffee?? ;-)
Chair or Manager	The timing of the APR, which was due soon after the Assessment plan, was a challenge.	I'd like more data, or the ability to acquire more data easily. I'd like not to have to fill in the cells in MS Word. There were spacing issues that I couldn't resolve.	

Evaluation of 2012-13 APR Process (n=23, Sep-Oct)

Q1. Role	Q2. Challenges Encountered	Q3. How can we improve the process	Q4. Anything else like us to know
Dean or Other Administrator	None.	It would be awesome if this could all be done online. Kind of like the way you do your tax return online. You could save it halfway through and still come back and resume from where you left off. Maybe down the road this can happen....	Timeframe is very short. Also, the Administrative Services APR's really should be done AFTER reviewing the Instructional APR's. There are impacts to the Administrative Services APR's based on information in the Instructional APR's. Having them done at the same time creates some problems and doesn't properly show how we are planning and linking.
Dean or Other Administrator	Much too time consuming. BC needs one good arena that permits areas to input their data. Staff are required to input data and information in TOO many places. With the current tools staff tend to have a hard time to connecting their day to day activities to the college's mission. There is a real disconnect between the two ... Many of the documents require staff to put the same info, staff is required to start the entire document each year as opposed to building upon past input information!!!	Make sure that the data is real and it doesn't change from week to week when the variables remain the same. Find and invest in one good software program that make these processes easier, organic and something that helps everyone connect the dots. Everyone should be able to easily see what other departments are doing. It seems futile and avwastevof time to be told to include in the budget everything you need when everyone knows it's not happening ... Respect staff's time!	No
Support Staff	Checklist is not formatted correctly.	Form needs to be online - similar to a "Turbo Tax" software that leads you through the process. It would be easier to fill out and complete in a timely manner.	

APPENDIX 2:

Summary of APR Survey Responses

Additional Resources:

The Program Review Committee invited faculty chairs, program directors, and administrators to provide anonymous feedback regarding the APR process. This survey yielded 23 respondents. Their feedback is summarized as follows:

Challenges Encountered:

Process / Timeline

- Too short
- Does not allow enough interaction with department/getting help from colleagues/buy-in
- Overlap with assessment plan and work on strategic plan
- Obtaining up-to-date data

Forms

- SWOT section in APR repetitive
- Gathering data / finding some information needed
- Too time consuming to fill out
- M&O / ISIT spreadsheets
- Checklist not formatted correctly

How to Improve the APR Process:

Timeline

- Stagger timelines for APR, Assessment reports, Spring schedule
- Improve APR schedule awareness/announcements
- APR should be due in October
- Send APR form to departments in spring (maybe without trend data)

Format / Content

- Continue to use similar format
- Simplify form
- Provide guidance about appropriate length/number of pages
- Let chairs know how much information should be recorded
- In SWOT Strengths, clarify "outcomes achieved" and "assessment results"
- M&O form: remove "Estimated total cost"

Training

- Hold future "hands on" workshops in computer room (e.g., L148) with appropriate personnel to help (don't need to show website information)
- Provide more clarity about extra forms
- Provide more guidance for improving, adding/deleting information

Trend / Other Data

- Send IR data the week before school starts in August; will help facilitate more chair-faculty discussion at beginning of semester
- Include employment data
- Include Cost/FTES for all areas
- Labor market data should be a section with an "as indicated" qualifier
- Provide more data or ability to acquire more data easily
- "Other data" section should be part of document

Process / Miscellaneous

- Go online with "central arena" for planning information
- Everyone should be able to see easily what other departments are doing

Anything Else You'd Like Us to Know:

- Is there a rubric on how the information will be used? And how important some details may be weighted in comparison to other departments?
- Include section to compare Main Campus vs. Delano/Arvin/Stockdale courses (retention, success, zip codes
- Dean should review APR with chair to provide oral feedback in addition to the brief written feedback
- "... the Administrative Services APR's really should be done AFTER reviewing the Instructional APR's. There are some impacts to the Administrative Services APRs based on information in the Instructional APRs. Having them done at the same time creates some problems and doesn't properly show how we are planning and linking."

APPENDIX 3:

2012-2013 APR Best Practice Forms

2012-13 Annual Program Review

General Best Practices Form

Department ACDV

Name of Chair/Director/Manager Kimberly Van Horne

Email Address kvan@bakersfieldcollege.edu

Phone 4539

Practices:

	Currently-implemented strategies and best-practices	Future plans, ideas, and recommendations
Student Success Metrics	(please use bullet points to summarize ideas and concepts)	
Success rates	• CAS Workshops • Tutoring • Reading and Writing Labs to supplement instruction • Feedback on assignments on a regular basis	• Revised CAS workshops to reach grater population of students across disciplines and vocational programs • Add Emporium Style math , reading, and writing courses • Develop courses that will shorten time it takes to move through ACDV courses
Retention rates	• Learning communities • B55 -- Student Success Course • CAS Workshops • Tutoring • Collaborative projects with vocational and discipline programs	• More learning communities • Develop courses that will shorten time it takes to move through ACDV courses
Equivalent services		
Student satisfaction	• Course and material evaluations • Collaboration with vocational and discipline programs • Collaboration with Student Services	•

2012-13 Annual Program Review

General Best Practices Form

Submit this form as a separate attachment to the same email message with your completed APR.

Programs often do something particularly well; usually they have learned through assessment—sometimes trial and error—what solves a problem or makes their programs work so well. These are often called **Best Practices** and can help others. Please share the practices your program has found to be effective. The contact information lets others know whom to contact for more information.

For examples of Best Practices visit the Assessment Web Site at: http://www2.bakersfieldcollege.edu/assessment/

Or go directly to the Assessment Blog at: http://bc-outcomes.tumblr.com/

Department Agriculture Name of Chair/Director/Manager Lindsay Ono

Email Address lono@bakersfieldcollege.edu Phone 4938

Practices:

We are preparing course completion check off lists for each discipline that will remind students how close they may be to completion and it prepares them to register for classes they still need to complete.
Use real world applications relevant to the lesson plan.
Keep students engaged with concentrated tests, not broad topic cumulative tests. (Not including final exams.)
Use of the early warning system.
Tutoring recommendations for those in need.
The Country Garden Radio program informs the public about classes and gardening but also draws attention to the Ag program, our classes and potential students for employment.
Use the phone to issue warnings and ideas to a stumbling student, because phone calls are much more personal and less likely to be ignored than an e-mail.
For face-to-face classes, "read them the riot act" from the beginning. Do not assume everyone in the class knows what is expected of them and how many hours they have to study to be successful.

2012-13 Art Department Annual Program Review

General Best Practices Form

Department	Art	Name of Chair	David M. Koeth
Email Address	dkoeth@bakersfieldcollege.edu	Phone	395-4674

Practices:

1. Aligning degrees and certificates – The department has written and is waiting for final approval of new degrees and certificates that will align with freshman and sophomore courses at the university level.

2. Course names and numbers – Students tend to follow course numbers. Alignment of course sequences with course numbers helps to reduce confusion in student scheduling. (Example: Drawing I is Art B2, Drawing II is B3.)

3. PLO/SLOs – All courses contain elements of the PLOs, all syllabi contain the PLOs, and PLOs are embedded in assignments. All courses have established Student Learning Outcomes.

4. "Art Vocabulary" document – Professor Emily Maddigan lead an effort to compile a list of commonly used terms for college art majors. All professors were encouraged to contribute. Once the entries were complete, the document ("Art Vocabulary") was prepared as a PDF file for distribution to faculty to provide to students at no cost.

5. Creating community - Creating a community of colleagues who respect one another has been valuable for the department. The department strives to conduct business in a fair and transparent manner, and work toward consensus in decision-making. The Chair's goal is to create a welcoming and supportive workplace with colleagues who respect one another, and who share best practices. Faculty members know that they can ask for help and discuss ideas without fear of retribution or ridicule.

6. Participation in Assessment Showcase – Participation in the Showcase exposed the department to other assessment ideas, and allowed our ideas to be seen by others.

7. Cleanup of outdated materials – Working with M&O to remove old outdated materials has proven successful. Occasional reminding needed on the part of M&O. Work cooperatively with M&O to establish timeline for projects; remind them as necessary to get projects completed.

8. Committee participation – Provide expectation to all tenure-track faculty members that they need to be part of a committee or group on campus for the good of the department.

9. Strong outcomes and retention for online courses – Choose adjuncts for distance education carefully, and monitor their success and retention rates closely. Engaging, enthusiastic online professors are just as important as engaging, enthusiastic face-to-face instructors.

10. VTEA participation – Participation in VTEA effort assists the Digital Arts program stay current with technology and trends in industry, and purchase software and hardware to stay current with professional standards.

2012-13 Annual Program Review

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Programs often do something particularly well; usually they have learned through assessment—sometimes trial and error—what solves a problem or makes their programs work so well. These are often called **Best Practices** and can help others. Please share the practices your program has found to be effective. The contact information lets others know whom to contact for more information.

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Department ___Beh Sci___________________Name of Chair/Director/Manager __becki whitson______________________________

Email Address _bwhitson_________________________________ Phone ___4619_________________

Practices:

Online students are now participating in online experiments as one of many means of understanding the material better. They are also being given weekly opportunities to "Chat with the Professor" to engage them more in discussions in addition to their weekly professor notes and discussion forums with one another.

Professor Lori Larkin

Statistics students conduct a survey, including application of chapter material by creating graphs, tables, calculations of descriptive and inferential statistics, utilization of statistical software, inclusion of outside empirical sources, and a professional write-up of their findings in APA referencing style. Thus, at the end of the semester, students have their own complete empirical research for their academic portfolios.

Professor Lori Larkin

2012-13 Annual Program Review

General Best Practices Form

Department; Biology

Name of Chair/Director/Manager; Joe R. Saldivar, Ph. D.

Email Address; jsaldiva@bakersfieldcollege.edu

Phone; (661) 935-4099

Practices:

Instructor prepared lecture note packet from the current BIOL textbook is offered for purchase by the students. These notes accurately reflect the topics and depth of material that the course covers from each respective text chapter.

Instructor prepared laboratory manual utilizing lecture text as a reference reinforces lecture concepts in the laboratory environment.

Asking students to do chapter reviews before coming to lecture so they can better understand lecture and better participate in the discussions

Changing the format of in-class review sessions so that students are expected to come prepared, but are not hindered by those students who do not prepare

Committed to following individual student progress more carefully, and holding them accountable during lab time

Departmental Mentoring of Adjunct and New FT faculty ensures that new faculty and adjuncts understand the rigors and standards expected of our students.

Designate two office hours a week as group study/tutoring sessions. Sessions are held in a classroom, rather the faculty member's office. The study sessions are held at a time when the instructor and students discuss difficult concepts in an informal and relaxed setting. More students attend these group study/tutoring sessions than regular office hours (one-on-one with the instructor), and as such, faculty are able to assist a greater number of students, many of whom would not normally attend office hours.

The use of SQ3R method as a reading and study strategy: Survey, Question, Read, Recite and Review. Once students have learned this study strategy, students work in teams to prepare study questions that can be shared by the entire class to review for an exam.

Use multiple and diverse assessment techniques

Stress the availability and benefits of the tutoring center

Aligning labs and lecture to provide adequate hands on time with content

Aligning the program with prerequisite courses building on the students prior knowledge

Use of clickers to stimulate meta-cognition

Use of quick CATs (Classroom Assessment Technique - a quick graded in class assessment for immediate feedback) so students can monitor their own learning

Team projects and assignments to provide experience and breadth in learning

Use of a glossary in Moodle to help students grasp new terminology

Posting of online visual aids specific to class assignments

Oral reporting to produce ease and facility with the content in the class

FUN activities such as mysteries, discussions about world applications and field trips

2012-13 Annual Program Review

General Best Practices Form

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Department BMIT Name of Chair/Director/Manager Bill Moseley

Email Address bmoseley@bakersfieldcollege.edu Phone 395-4741

Practices:

- Make initial calls last Friday to all students absent days one & two, or day two.
- Call /contact any student missing two classes in a row.
- Utilize BC Early Alert.
- Call/contact any student missing two assignments.
- Offer optional review sessions for exams.

2012-13 Annual Program Review

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Department: Counseling

Name of Chair/Director/Manager: Angelica Gomez

Email Address: angegome@bakersfieldcollege.edu

Phone: (661) 395-4334

Practices:

Face to Face Counseling sessions, New Student Workshop and Student Development course inform students about;

- assessment results, enrolling in appropriate courses and sequence based on assessment results
- early registration in remedial courses when needed
- drop policy, repeat policy, probation/disqualification policy and consequences
- career decision making and program selection
- goal setting
- time management
- development of an SEP (Student Educational Plan)
- development of semester by semester plan
- certificate, degree and transfer requirements
- utilizing campus resources, such as, library workshops, tutoring, health center, transfer center, writing center, financial aid, various labs, career center
- graduation and other college policies
- review other college transcripts and advise appropriate courses
- early alert

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General Best Practices Form

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Department __Delano Campus__________________ Name of Chair/Director/Manager ___Richard McCrow______________

Email Address __rmccrow@bakersfieldcollege.edu_____________ Phone __559-408-8391__________________

Practices:

Bakersfield College Delano Campus has implemented the "Community of Practice" concept when dealing with problems that have multiple internal and external variables. We established two communities (ENSL and MATH) that can meet to discuss problems and solutions unique to their particular communities.

The Community of Practice concepts are adapted from the business world and are important because they **Connect people** who might not otherwise have the opportunity to interact, either as frequently or at all; **Provide a shared context** for people to communicate and share information, stories, and personal experiences in a way that builds understanding and insight; **Enable dialogue** between people who come together to explore new possibilities, solve challenging problems, and create new, mutually beneficial opportunities; **Stimulate learning** by serving as a vehicle for authentic communication, mentoring, coaching, and self-reflection; **Capture and diffuse existing knowledge** to help people improve their practice by providing a forum to identify solutions to common problems and a process to collect and evaluate best practices; **Introduce collaborative processes** to groups and organizations as well as between organizations to encourage the free flow of ideas and exchange of information; **Help people organize** around purposeful actions that deliver tangible results; and **Generate new knowledge** to help people transform their practice to accommodate changes in needs and technologies. (Adapted from the Community of Practice Guide http://net.educause.edu/ir/library/pdf/NLI0531.pdf).

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Department _Engineering & Industrial Technology_ Name of Chair/Director/Manager __Liz Rozell_______

Email Address mrozell@bakersfieldcollege.edu___ Phone _661-395-4622___

Practices:

(1) Last year Welding purchased a virtual simulator welding machine. This particular simulator allows students to practice welding without using consumable gas and materials. It also gives feedback on the angle of the weld, speed, etc. This feedback helps the students make corrections and improve their physical skills for welding prior to actually using standard industry equipment. However, it is critical the students use actual industry equipment during the course, but this approach is a safer, more economical way to begin training in an introductory welding course.

(2) Through STEM grant funding, EIT was able to conduct in-house training for faculty and include community partners to build a capacity of STEM knowledge in the community. This year EIT hosted a training event in Solidworks, a computer software package used predominately in engineering, manufacturing and welding. As a result, some important curricular changes were able to be incorporated. EIT also hosted a training event using Parallax microcontrollers and robots. Both of these technologies will be incorporated in existing engineering courses and were incorporated into recent Week Zero activities.

2012-13 Annual Program Review

General Best Practices Form

Department English Name of Chair/Director/Manager Pam Boyles (Chair)

Email Address pboyles@bakersfieldcollege.edu Phone 395-4237

Practices:

- I develop rubrics for each assignment. Each rubric includes assignment directions, lists of resources, and how the points will be allocated. I use the check boxes to grade their work; they help keep me focused and as objective as possible. Students use the boxes as a checklist to make sure they have met all the assignment requirements. They receive all the rubrics at the beginning of a project, so the expectations are clear.
  (Kate Pluta: kpluta@bakersfieldcollege.edu, ext 4531)

- My plan to help students succeed: Students seem to have a greater stake in a writing project and are therefore more likely to be successful when they have a role in developing the writing topics. Some students would still like to be given topics, but that doesn't develop their critical thinking skills.
  I have found it very helpful to work with the class to develop topics. They work individually, then in groups. They put the proposed topics on the board, which gives me a chance to discuss both subject and correctness (often sentence and grammar errors). We can also analyze how to respond to essay questions.
  (Kate Pluta: kpluta@bakersfieldcollege.edu, ext 4531)

- "Reality Check" Exercise: For the last few semesters I have been giving students a "reality check" exercise in the fourth week of the semester. I believe we have all experienced students who seem genuinely unaware of the amount of work they are supposed to do that they don't do—despite the routine collection of this work in the classroom and the reminders on both the outline and those that the instructor makes in the classroom. At the fourth week, a pretty clear pattern emerges—some students turn everything in, but there are also students who miss most of the assignments without comment or explanation. I used to assume students were aware of the work they skipped, but there seems to be a very interesting selective amnesia for some. I create a form that lists every assignment that was due up to that point. There are three boxes after each assignment, and the students are asked to check them. The boxes are "Turned In," "Not Turned In, " and "Don't Know." Following the boxes are lines that give the students room for explanations—they are told that if they checked "Not Turned In" or "Don't Know" after any assignment, that they are to write an explanation. When done, students are to turn the form over and write a self-assessment of themselves as students in the class up to this point, with an "action plan" of what they will need to do to pass the course, improve their grades, and so on. Students who are able to check "Turned In" after all their assignments are asked to write a self-evaluation and action plan based on their desire to earn the highest grade possible. The feedback I have gotten from students is very positive, with students writing that they were honestly shocked at how much work they missed.
  (Gloria Dumler: gdumler@bakersfieldcollege.edu, ext 4542)

- I primarily teach English 50, Introductory Composition. In order to help more students successfully complete the course, I've implemented a few changes which might be considered "best practices."

  First of all, I offer more opportunities for students to revise written work. After an initial review and grade by me, students now have the opportunity to discuss their graded work with me individually and revise the work for a better grade. Instead of just doing a revision that is not much better than the original, students have an opportunity to get more individualized feedback which addresses their specific needs. (Richard Marquez: rmarquez@bakersfieldcollege.edu, ext 4217)

- Another tool I have recently implemented is "scaffolding." What this means is that much more time and energy are spent on separate pieces of the writing process. Instead of expecting each student to turn in a perfect essay in its entirety, I spend one or more class sessions discussing and modeling individual parts of an essay; for example, we might spend an entire class just discussing introductions. Then students will practice writing introductions both in and out of class before moving on to working on paragraphs and conclusions.

  Each successive part of the writing process is built upon the preceding parts. When we've completely discussed and practiced all of the components of an essay, I find that students produce better writing.
  (Richard Marquez: rmarquez@bakersfieldcollege.edu, ext 4217)

- A few years ago I switched to a syllabus that does not only give the class policies but also explains the rationale behind the policies. I also try to keep the tone conversational rather than authoritative, and I include some of my philosophies about grading and student success. On the first day, students get in groups and are assigned a few questions about the syllabus that they are responsible for explaining to the class. Since I've been doing this, I get fewer questions about policies, and the whole students seem quite satisfied that the policies are fair and reasonable.
  (Ann Tatum: atatum@bakersfieldcollege.edu, ext 4362)

- One thing I do is keep a basket full of lollipops in my office. On the first day I tell students that I am not above bribing them to get them to come to my office for extra help. If they come and ask a question related to the subject, they get a lollipop. In about 10 years of doing this, only one time did I have a student make up a question.
  (Becky Mooney: rmooney@bakersfieldcollege.edu, ext 4455)

- Another thing I do now is include a student checklist on the handout describing each assignment. Everything that is supposed to be done for the assignment and everything that should be included in the packet being turned in is listed for the student.
  (Becky Mooney: rmooney@bakersfieldcollege.edu, ext 4455)

- To promote student success in the classroom, I initially use a diagnostic in-class to assess the needs of the class and modify instruction to scaffold the weaker areas to ensure mastery of the SLOs. I also make students aware of various campus organizations like the Writing Center and the other tutoring centers and require them to receive help. On a more individual level, I make sure that veterans are familiar with support structures on campus to help them acclimate back to academic life. I think a key to retention is for the student to feel as if he or she is not struggling in a vacuum; I believe the feeling of a shared experience sometimes makes the difference between classroom success and failure. Additionally to support that, I try to inform students about campus events to promote a feeling of community within the classroom and through BC at large.
  (Theresa Gaumond: theresa.gaumond@bakersfieldcollege.edu, ext 4252)

2012-13 Annual Program Review

General Best Practices Form

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Department EOP&S/CARE/CalWORKs Name of Chair/Director/Manager : Primavera Arvizu

Email Address prarvizu@ bakersfieldcollege.edu Phone (661) 395-4863

Practices:

Orientation/Intake:
Orientation/intakes are provided to familiarize the EOP&S, CARE and CalWORKs eligible students with: the location and function of college and EOP&S, CARE and CalWORKs programs and services; the college catalog; application, and registration process, with emphasis on academic and grading standards, college terminology (i.e. units) course add and drop procedures and related rules; financial aid and scholarship application procedures; and graduation and transfer procedures to four year institutions.

A Mutual Responsibility Contract is reviewed and signed by the student and the EOP&S, CARE and/or the CalWORKs program and demonstrates the intended level of involvement and commitment of both parties towards the achievement of the student's educational goal.

- The orientation process familiarizes EOP&S, CARE and/or CalWORKs students with: the location and function of the college and EOP&S, CARE and/or CalWORKs programs and services.
- A Mutual Responsibility Contract is reviewed and signed by the student and the EOP&S program and demonstrates the intended level of involvement and commitment of both parties towards the achievement of the student's educational goal. Students sign the contract understanding the contract between the student and the program.

Program orientations familiarize EOP&S/CARE/CalWORKs students with: the location and function of the college, EOP&S/CARE/CalWORKs programs and services; the college catalog, application, and registration process, with emphasis on academic standards, program expectations, college terminology, financial aid application procedures and transfer procedures to four year institutions.

Orientations are required for new and continuing students to attend. Orientations are also held each semester. Each semester the students also sign a Mutual Responsibility Agreement during the orientation. The Mutual Responsibility Agreement covers the following:
-The student agrees to meet with a counselor to establish an educational goal and to develop an educational plan.
-The student adheres to the educational plan and the mutual responsibility contract.
-The student agrees to make progress toward an educational goal.
-The student agrees to meet with the staff and to comply with all mandated contacts
-The student agrees to check the college student email for program updates
-The student agrees to provide update address and telephone information to the program,
-The student agrees to comply with all academic probation requirements.
-The programs agree to provide support services to assist students in meeting their educational goals.

2012-13 Annual Program Review

General Best Practices Form

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Department ESL Name of Chair/Director/Manager Jeannie Parent

Email Address jparent@bakersfieldcollege.edu Phone 395-4543

Practices:

Is it Plagiarism?
Instructors provide case studies in a reflective classroom group activity to illustrate for both international and immigrant students the importance of academic honesty. Using multimedia and groups, instructors ask students to analyze cases, then read the catalog descriptions of both plagiarism and cheating, after which "judges" make final decisions. Contact Andrew Baker for more information: andrew.baker@bakersfieldcollege.edu

Compressed/Stacked ESL Writing Express
Combining two composition classes in one semester might seem counterintuitive for ESL students, but it is exactly what keeps students engaged, increasing student success because of the daily interaction. Class becomes like a family, with incredible support from classmates and the instructor, and the daily instruction provides reinforcement of skills. Success rates far exceed those of regular classes (by 10 - 15%). Contact Jeannie Parent at jparent@bakersfieldcollege.edu.

Community Projects

Students read Eric Schlosser's *Chew on This* (or *Fast Food Nation*), and groups conduct primary research based on the knowledge they have gained on the health value (sodium, calories, fat, etc.) in fast food restaurants. They then summarize and present their research to the class, resulting in lively discussion and often lifestyle changes. Connecting their classroom skills to the outside world improves their writing and reading skills, and keeping them engaged through online research as well as PowerPoint presentations keeps millennial students engaged. Contact Jeannie Parent for more information at jparent@bakersfieldcollege.edu

Linking Instruction to the Community

ESL Instructors regularly choose books written by visiting authors so that students can connect to the outside and read articles and books that are culturally and journalistically important. Various assignments are given that encourage authentic communication with the authors, such as writing email or creating blogs and websites. Contact Andrew Baker for more information at andrew.baker@bakersfieldcollege.edu or Beth Rodacker at erodacke@bakersfieldcollege.edu

Cultivating Compassion

Although service learning cannot be mandated, no one says it can't be encouraged. Why should it only be left to high school students? After reading literature about suffering, why not have groups of students do online research about local (or global) non-profit organizations in an activity in which they answer questions, and summarize their findings, using MLA, and report to the class using multi-media. Different causes can be researched, and students can become inspired to think beyond their noses. Who knows, they might even volunteer without being required to do service learning. Contact Jeannie Parent at jparent@bakersfieldcollege.edu for more information.

Online Supplements

ESL instructors are using MyEnglishLab, an online supplement to *Focus On Grammar*, as well as MyFoundationsLab, as an ongoing assessment tool, instead of infrequent high-stakes grammar tests. They not only provide frequent practice and assessments, but also give immediate feedback to the student and the instructor, so that lessons can be revised. The online interactive nature of the programs appears to be very engaging, as well. Contact Jeannie Parent for more information at jparent@bakersfieldcollege.edu or Kelli Michaud at kmichau@bakersfieldcollege.edu for information about MyFoundationsLab.

Low Stakes Testing

The ESL Department has implemented a low-stakes portfolio to replace the Final Essay Exam in ENSL B60 in Fall 2012. It includes an email, multiple-draft essay, and in-class essay. Instead of the all-or-nothing approach of the FEE, this best practice of having students choose their best work that is representative of writing for different audiences in different environments is intended to lower the affective filter and reflect more accurately their writing abilities. Contact Jeannie Parent for more information at jparent@bakersfieldcollege.edu .

2012-13 Annual Program Review

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Department : Extended Learning Name of Chair/Director/Manager Todd Coston, IT Director, Kristin Rabe Media Services Coordinator

Email Address tcoston@bakersfieldcollege.edu Phone 395-4601 krabe@bakersfieldcollege.edu Phone 395-4615

Practices:

Best Practices as listed in the Extended Learning APR are as follows:

1. Collaboration between the Extended Learning Department, Media Services and Information Technology has allowed the program to function effortlessly.
2. Faculty are trained on interactive classroom equipment at the beginning of each semester by the Media Services Department. Teaching assistants are available at each remote site for technology assistance only, not subject matter.
3. The Educational Media Design Specialist was able to save the college travel dollars by attending necessary training for Moodle online instead of having to travel to obtain training and can now provide support to faculty.

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Department Information Services   Name of Chair/Director/Manager Todd Coston

Email Address tcoston@bakersfieldcollege.edu   Phone (661) 395-4602

Practices:

1. Stagger staff lunches and vacations to provide the widest support coverage possible.
2. Getting representatives from each campus together when evaluating new technologies or innovative solutions to existing problems.
3. Keep ISIT committee updated on all technology related projects on campus so constituents can provide input.

2012-13 Annual Program Review

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Department Institutional Research and Planning   Name of Chair/Director/Manager Ann Morgan

Email Address anmorgan@bakersfieldcollege.edu   Phone 394-4453

Practices:

IRP applies Excel Dashboard technology to map data downloaded from ODS to trend data grid and graphs – this automates the previous manual data entry.
Ann has several examples from conference presentations.
Heidi applied this to trend data in 2011-12 and added graphs in 2012-13.

2012-13 Annual Program Review

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Department Institutional Research and Planning Name of Chair/Director/Manager Ann Morgan

Email Address anmorgan@bakersfieldcollege.edu Phone 394-4453

Practices:

I use Adobe Acrobat 9 Pro to create "multiple file" PDF with bookmark navigation panel on left side.
This helps reader to navigate large documents easily. For accreditation evidence it is a nice way to present several pieces of evidence sequentially in one file.
I have written directions or can show you at my pc – several people have already learned how to do this.

`2012-13 Annual Program Review

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Department: Library　　Name of Chair/Director/Manager: Anna Agenjo

Email Address: aagenjo@bakersfieldcollege.edu　　Phone: 395-4463

Practices:

When doing library orientations for some classes, I prepare questions ahead of time that are related to the relevant parts of the library tour or the assignment the class is doing. For example, with a tour, I will prepare questions about the services students can find at the circulation desk, about the printing and copying functions in the library, about the Library of Congress arrangement of books, etc. I print out the individual questions on different colors of paper to group the questions for the beginning, middle, and end of the tour. When the class arrives for the tour, I give randomly chosen students the questions and have them ask these as the tour progresses. For the beginning part, for example, I'll say, "Who has a yellow question?" And one by one students offer the questions and I provide the answer. (Example question: I have to work on a project this weekend. Will the library be open on Saturday or Sunday? Librarian's answer: Provide the library hours for Saturday, but also point out the multiple resources that are available 24/7 via online databases, eBooks, and vetted web sites through the Library web page.) This technique also works in the classroom setting for activities like going over the syllabus at the beginning of the semester or when a project has a long explanation. (A PowerPoint presentation can be created that coordinates with the questions.) I have found this technique more effective than the "usual" librarian-led tour or syllabus review because the students listen to each other and have an active role in making the tour/activity a success. They are wondering who has the next question and seem to be more engaged. **Dawn Dobie ddobie@bakersfieldcollege.edu**

English B34 had been taught the way most college courses are taught: the professor introduced the topic/skill in class and then the students completed homework using that information. Like most college students, many English B34 students would then wait to complete their assignment until just before the class session it was due. As a result, many of them did not retain the information/skills needed to complete the assignment and asked many questions of the reference librarian. I redesigned the course to include more hands-on time in class, so all of the students started their assignments in class, and many completed the assignments in class. This method enabled me to circulate among the students, assisting them and reinforcing the skill set each assignment requires. Students' time outside of class was spent preparing for the next topic/skill and reinforcing the skills they performed in class. This redesign entailed changing each research assignment and homework assignments as well as re-distributing class time.

As a result, students generally did better on assignments; most turned assignments in; and they asked fewer frenzied questions of the reference librarian at the desk just before class met.

Marci Lingo **mlingo@bakersfieldcollege.edu**

As a result of assessment conducted in the Spring of 2011 on AcDv62 students who had completed "The Country Report," the library component of this assignment was simplified and redesigned to focus on specific library skills such as using an index, locating information in reference books, and navigating through a periodical database. Rather than locating specific facts on a country (a requirement of the previous assignment), the students printed out articles on the country and used the information to create a portfolio. This new approach allowed the students to learn library skills that will be useful in conducting research in future classes. A library PowerPoint presentation was also created as a visual reinforcement of the library research skills necessary for the assignment. **Nancy Guidry nguidry@bakersfieldcollege.edu**

The schedule of library research workshops was recently added to the Library Channel on insideBC. This allows students to get, in summary form on the library channel, not only operating hours and a link to research databases, but also a list of workshops being presented in the next 2-3 days. Additionally, a calendar view of workshops, using a Google calendar, was recently added to the workshops page on the library website. This allows students a visual view of workshops by week. **Kirk Russell krussell@bakersfieldcollege.edu**

The library has recently added all monographic instructor reserve titles to the library catalog. Approximately 600 titles were added during summer 2012. This has allowed for better inventory and control of reserve materials, allowing reference librarians to better assist students in locating reserve titles, and makes the circulation of these titles less time consuming. **Kirk Russell krussell@bakersfieldcollege.edu**

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Department Media Services Name of Chair/Director/Manager Kristin Rabe (Coordinator) Todd Coston IT Director

Email Address krabe@bakersfieldcollege.edu Phone 4615

Practices:

1. Keep a constant log of when equipment was maintained assists in making key equipment replacement decisions.
2. Assisted in the creation of a knowledge base for the help desk system that will assist in tier one phone support for all faculty/staff.
3. Respond quickly and effectively to instruction down situations in the classroom.
4. Collaborate effectively with the KCCD infrastructure group in the collaboration of our interactive technologies.
5. Developed interactive classroom standards which are used by all district-wide interactive classrooms. They follow a BC developed standard
6. Saved significant costs to our administration with travel costs by operating our own internal video conferencing system for administrative purposes.
7. Use of alternative technologies such as CCC Confer and Edustream (free services) to reach traditional and online students.
8. Repurpose equipment and refurbish what we can reuse for as long as we can sustain it.

2012-13 Annual Program Review

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Cindy Collier, Dean/Director of Nursing Programs

Department ___Nursing______________________ Name of Chair/Director/Manager Jennifer Johnson, Department Chair

Email Address _jlwilson@bakersfieldcollege.edu___________________ Phone __395-4372_____________

Practices: Early Identification and Remediation to Success Program

This practices has 3 components- 1) Assessment 2) Intervention 3) Remediation to Success Process
1)Assessment: All RN and VN are required to complete an assessment exam (Test of Essential Academic Skills- TEAS). The TEAS assesses basic knowledge in the areas of math, reading, english, and science. Based on the CCCCO review of the data, the score on the TEAS exam is a predictor of first year success. Faculty review the TEAS scores and work with the student to identify strategies/activities that incorporate leaning styles and improve the identified deficiencies. The program data reflects that students who are identified early in the semester and complete the suggested remediation activities, are successful in the first year of the program.
2) Intervention: The students purchase a product (Comprehensive Assessment and Remediation Program-CARP) which includes proctored exams in specific content areas, practice exams and critical thinking assessment. The faculty assists the student in using CARP to create an individualized review of the content which focuses on the areas in which they were below the benchmark. Program data demonstrates that students who utilize the focused review are successful in their course.
3) Remediation and Success Process: Any student who was not successful in a program course, upon re-admittance is required to create in a remediation plan. Working with the student success coach and program manager, the student completes the activities identified in the remediation plan. The student is required to have their course instructor complete progress notes which includes the current grade and faculty signature. If the student is not passing the course, the student meets with the success coach for further intervention (this may include tutoring, evaluation of study/testing techniques, referrals to financial aid, referral to student health center for counseling). Since implementing the progress report, students are reporting the increased accountability is beneficial because it keeps them on track in their courses; therefore, they do not have to report a failing grade ("It's embarrassing" said the student).

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Cindy Collier, Dean/Director of Nursing

Department _____Nursing___________ Name of Chair/Director/Manager Jennifer Johnson, Department Chair

Email Address __jlwilson@bakersfieldcollege.edu____________________________ Phone _935-4372__________________

Practices: Week Zero Activities

Prior to the start of the semester, all new students for the RN and VN programs convened on campus for 3 days of activities as described below:

- Orientation: Students were provided a student hand book which includes programmatic information including, program mission, philosophy, and PLO's . Students participated in a review of handbook material and the safety requirements using I-clickers .
- Using their leaning styles assessment, the student success coach facilitated the student discussion about strategies that will facilitate success.
- Students participated in a scheduling activity which involved developing a schedule for a week using the class scheduled and homework expectations from week 1 in the first semester in the program. The rigors of the program and time management strategies were also discussed
- Participating faculty, administration, and classified staff were introduced as partners in their educational process, reinforcing the available support network.

2012-13 Annual Program Review

General Best Practices Form

Department Philosophy Name of Chair/Director/Manager Reggie Williams

Email Address rwilliam@bakersfieldcollege.edu Phone 395-4439

Practices:

My Colleague, Rene' Trujillo, provides the following Best Practice and can be reached for comment at rtrujill@bakersfieldcollege.edu:

My approach in the classroom begins by cultivating a sense of the importance of the issues we discuss. I emphasize peer-learning modalities and each student's contributions to the enterprise of learning. I work, whenever possible, as a facilitator within the classroom. However, I also recognize that a common foundation must be achieved and that many students need a clear structure within which to work. My goal is to achieve such a structure and provide the necessary foundation so that students may then take on the role of both teacher and learner. Ultimately, I believe that there must be a dynamic equilibrium between the instructor and the students; that is, a balanced and continual reversal of roles. We must both teach our students and learn from them. Additionally, they must learn from each other. This process leads to both student success, as measured through the development and attainment of the relevant skill sets for the course and program, and to student confidence in the unique contribution that each of them makes to their mutual learning.

To Professor Trujillo's Best Practice, I would add one of my own:

When teaching composition and the elusively problematic awkward sentences, I get my students in groups of two and have them read their own work to each other aloud. I then have them read each other's work aloud. One's sentences always sound "good" to oneself, but when another smart person cannot read them smoothly, without pause, confusion, or stumbling, one's sentences are awkward. Students learn a lot about sentence clarity from this practice.

2012-13 Annual Program Review

General Best Practices Form

Department **Radiologic Technology** Name of Chair/Director/Manager Nancy Perkins

Email Address nperkins@bakersfieldcollege.edu Phone ext. 4247

Practices:

1. **Program Retention and Student Success, Program Wait List and Institutional Research**
   The Program has experienced a large number of applications for multiple years which has resulted in a large Wait List for entry. This means that the time from completion of the program prerequisites to program course work has increased significantly. Therefore the retention of information of previously learned material and the retention of students in the first 6 months of the program is of concern.
   To help address this issue, the Program has instituted program orientations focusing on student success issues. These orientations have been offered in the spring semester prior to starting the program each summer. Issues addressed have included such topics as study requirements, program time commitments, college resources available such as financial aid and tutoring and best practices for student success. These orientations have included presentations by current students, program graduates, members of the advisory committee and faculty.
   The program also reviewed the prerequisites for entry. Faculty worked with the Institutional Research office to determine student success and retention related to course completion for the prerequisites. As a result, prerequisites were revised and then advertised to potential students. As part of this process, new applications for the program were not accepted in 2012 which reduced the Wait List. Assessment of these changes will begin with the 2013 program admission when the new prerequisites will be in place.
2. **Technology Innovation**
   In 2012-2013, the faculty will be working with iPad technology in the on-campus radiologic technology laboratory. This new technology will provide opportunities for video of student x-ray exam simulations with peer and instructor review and will accommodate different learning styles. Applications specific to x-ray imaging procedures and radiographic anatomy will be available on the iPads in lab for students to use. The program is implementing technology that the current generation of students prefer using.