

Bakersfield College

Program Review – Annual Update

Attachments (place a checkmark beside the forms listed below that are attached):

- [Faculty Request Form](#) x [Classified Request Form](#) [Budget Change Request Form](#)
x [ISIT Form](#) x [M & O Form](#) x [Best Practices Form \(Required\)](#)
 Other: _____

I. Program Information:

Program Name: Delano Campus

Program Type: x Instructional Non-Instructional

Program Mission Statement: The mission of the Bakersfield College Delano Campus is to provide ready access to "...the high quality education necessary for our socially and ethnically diverse students--whether they be vocational, transfer-oriented, developmental, or some combination of these--to thrive in a rapidly changing world. (Renegade 2012)." The Delano Campus is responsible for quality instruction and services that include the unit's strategic initiatives:

- Improve Delano area student access, retention, and success
- Provide effective learning and earning pathways for Delano area students
- Support student learning through appropriate technology
- Support student learning through streamlined systems and processes

Program Description: The Bakersfield College Delano Campus (BCDC) provides the community with local access to Bakersfield College programs and services. Our students live in Delano and the rural communities of Northern Kern and Southern Tulare counties. We often are the only pathway for these students to obtain academic and occupational success. The Campus Director is responsible for advocating programs and services that meet the needs of this community. Student and instructional support services include Counseling, Financial Advising, Educational Advising, Assessment Testing, Computer Labs, Peer Tutoring, Admissions and Registration

Degrees and Certificates: N/A

II. Program Assessment:

- a. How did your outcomes assessment results inform your program planning?
 1. FTES Levels: FTES continues to drive the Delano program as the primary outcome each year. The primary focus is to maintain a minimum of 1000 FTES to ensure center funding from the state. Since 2007, Delano has experience a 52 percent increase in FTES, but last year experienced an 11 percent decline due to budget and state economic issues. The current FTES is 1035 and is only slightly above what we need to maintain center funding. The FTES target is a critical number for the Delano campus and directly impacts facility additions, improvement and development.
 2. Productivity Levels: Productivity levels provide an assessment of efficiencies at the Delano Campus. The target is to be within .5 of the Bakersfield College FTES/FTEF levels and indicates equity among faculty load between the two campuses. Delano has maintained productivity levels above the Panorama Campus since 2009. This past year, Delano's productivity of 17.5 demonstrates equity with the overall BC rate of 17.9. The

face-to-face instruction level is even closer, 17.4 for Delano compared to 17.5 collegewide. Productivity is a key historical scheduling tool used in developing Delano class schedules and faculty assignments.

3. Success and Retention: Delano's success and retention levels have been at about 66 percent and 87 percent over the past five years. Success and Retention drive our plans to collaborate with local high schools. The belief is we can improve student success by helping local educators better prepare students for higher education.
 4. Degree/Certificate Awards: Delano Campus has chosen to focus on AA/AS degrees because our current business is to provide general education requirements and supplemental courses to complete the most popular degrees. Over the past five years, Delano AA/AS degrees have climbed from 145 to 183. Delano area unduplicated students account for 12 percent of the college wide headcount, but 19 percent of all AA/AS degrees awarded. This is significant because awarded degrees dropped of by 18 percent and is probably due to reduction of student services at the campus.
 5. Adult Participation Rates: Delano Adult Participation rates indicate if we are bringing the right programs to meet the needs for our area's 73,000 adults. The Delano rate changed rapidly from 34 per 1000 adults to 58 per 1000 four years ago. Based on enrollment trends we speculate this number has decreased to 50 per 1000 this year. If we were to reach the state's participation rate of 72 per 1000 residents, the Delano campus unduplicated enrollment would increase by 1000-1200 students. The prospect of this increase has a significant impact on planning for facilities and human resources.
- b. How did your outcomes assessment results inform your resource requests this year?
1. Annual FTES & Degree/Certificate Awards: The drop in degrees awarded is most likely associated with a shift in resources. Student support resources had reductions because of budget concerns. It is important that we shift resources back to support counseling and DSPS services and increase AA/AS degrees in Delano.
 2. Annual FTES & Degree/Certificate Awards: Drops in enrollment and support services requires a resource shift to reestablish outreach and prospective student support services including Senior Orientation.
 3. Student Success/Retention: Last year, Delano campus reduced high-touch, one-on-one counseling to assist with the development of Ed Plans. This year we will change the focus back to students support services including assessments and matriculation.
- c. Note any significant changes in your program's strengths since last year.
1. A key strength last year was our strong partnership with Bard College MAT program. This program provided faculty development with the Institute of Writing and Thinking and partnerships with key community programs like Delano Thinks. Bard College moved their operations to Los Angeles, California and this was a loss of a key partner.
 2. Another key strength is Delano's "involved students". At the time, Delano Campus had six active clubs involved in numerous activities and a popular Leadership Course that helped promote student involvement. We cancelled the leadership course because it did not have an approved curriculum. Delano Campus now has only one active club and as such, student involvement has declined.
- d. Note any significant changes in your program's weaknesses since last year.
1. No significant changes are noted. The program weaknesses listed in last year's program review are still current and accurate.

2. Student involvement in BC and Delano Campus activities is a new addition to last year's weaknesses.
- e. If applicable, describe any unplanned events that impacted your program.
 1. Student Education Plans: The new focus on student education plans has some human resource challenges in Delano. In particular, we have begun to plan and implement early matriculation for high school students and a need to increase opportunities for assessment testing. We have attempted to cross-train Delano classified staff to support visiting Assessment Staff.

III. Technology and Facilities Analysis

- a. Has your program received new or repurposed technology in this cycle?
 - i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes? Yes. We installed projectors in two additional classrooms. This improved visuals for students. We had received numerous complaints that the television monitors were difficult to see text when using power point. The changed simply provided better visuals for instructors.
 - ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?
 - iii. How might other areas use this technology? The joint use facilities at Robert F. Kennedy high school needs additional support to include multi-media carts and internet access. The four instructors share three carts and two Verizon MiFi devices. Courses scheduled in the lecture hall routinely have 50 to 70 students and it is essential that we have internet access and reliable audio/visual technology available for instructing these large groups.

(NOTE: Technology requests can be made by filling out the [ISIT Request form](#).)

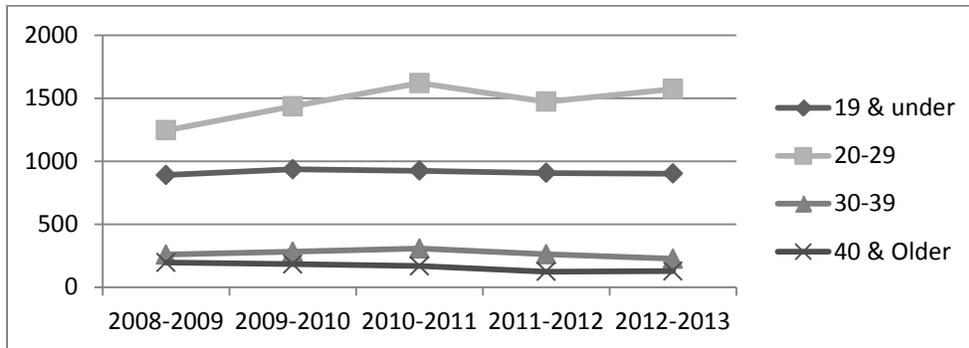
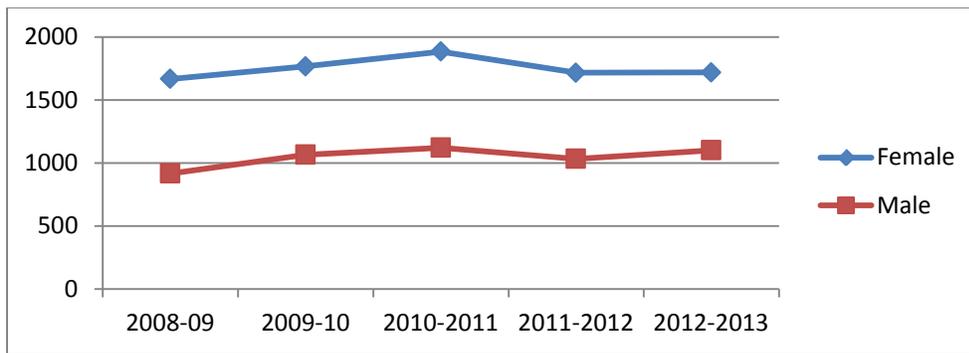
- b. Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success? No.

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

IV. Trend Data Analysis:

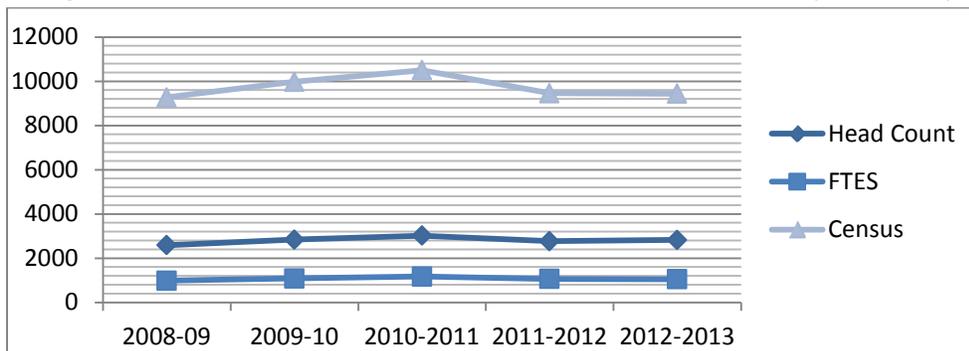
Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

- a. Changes in student demographics (gender, age and ethnicity): Delano campus has traditionally enrolled more females than males and the gap has consistently remained at about 20 percent the past five years (see the chart below). Collegewide the gap is around 8 percent. This is something we may want to address and bring to our area counselor group to discuss.

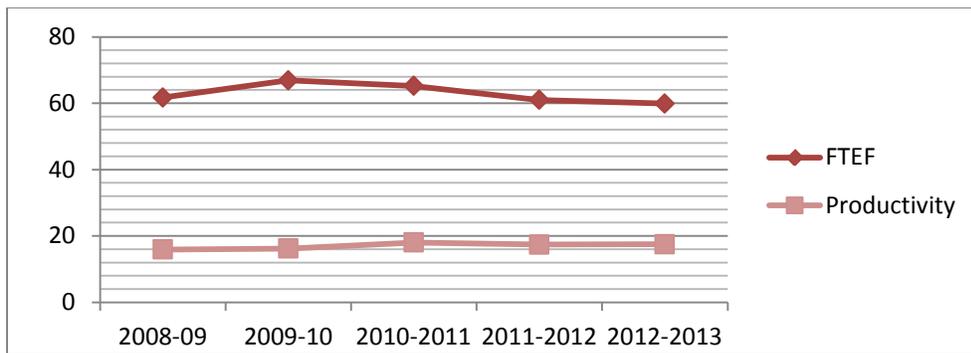


BC Delano’s largest age group is ages 20-29 and they account for about 56 percent of our student population. It is important to note that the 29 and under age group accounts for 88 percent of Delano students. Delano has a much younger population than found campuswide -- 75 percent in this age group. Recruitment of students ages 30 and older could have a positive impact on the area’s participation rate and be a source to increase FTES.

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



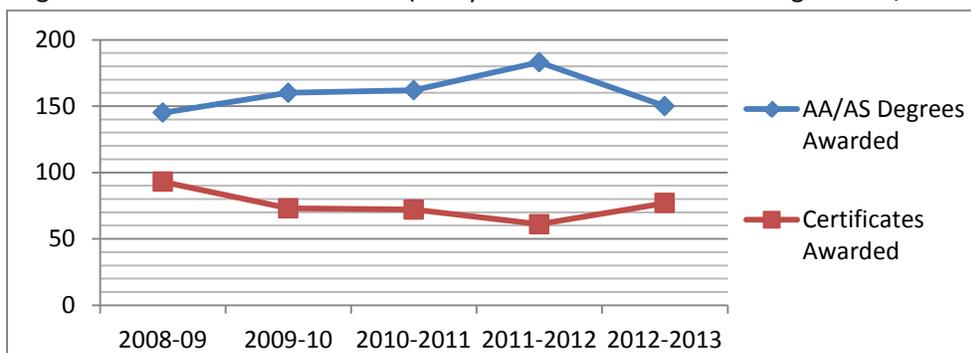
The headcount has been steady the past three years, while census day enrollments took a mild dip. This is an indicator that individuals are taking a lighter course load and could adversely affect the college goal to increase the number of students taking 12 or more units per year. Currently, the drop is mild, but may be a concern individuals take fewer classes. FTES has remained at about 1,050 the past three years and this is by design to address recent budget concerns. This is demonstrated the reduction in FTEF and the slight rise in productivity over the past three years.



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

Delano’s success and retention levels have been at about 66 percent and 87 percent over the past five years. Success and Retention drive our plans to collaborate with local high schools. The belief is we can improve student success by helping local educators better prepare students for higher education.

d. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)



Delano Campus students had a significant increase in AA/AS degrees from 2010 to 2012 and then took a major dip in 2012/2013. This dip followed a reduction in student support services due to a reduction in support staff hours in Delano. We have increase counseling and advisor hours this past year and can watch for improvements in this area.

e. Other program-specific data (please specify or attach)

V. Progress on Program Goals:

List the program’s goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Previously Established Goal 1: (state goal)	
Progress on Goal: <i>Establish a Math Educator Community of Practice modeled after the ENSL Community of Practice by 1 February 2012</i>	
X Completed: <u>February 1, 2012</u> (Date)	<input type="checkbox"/> Revised: _____ (Date)
Comments on Goal 1: The math community practice had three summits this past year and continues to be an active	

group working with Delano area students. The plan is to have math summits each semester.

Previously Established Goal 2: *(state goal) Increase student access to available Delano Campus technology by 50 percent through increased lab hours and using currently available staff by 1 April 2012*

Progress on Goal:

Completed: _____ (Date) x Revised: April 1, 2013 (Date)

Comments on Goal 2: We did increase the use of computers, but were limited on our ability to use available staff. This goal is still valid, and we will continue to improve access and target a 50 percent increase.

Previously Established Goal 3: *(state goal) Create a Delano Adjunct Staff Development Plan and submit it to the SDCC for approval and inclusion on the SDCC training schedule.*

Progress on Goal:

Completed: _____ (Date) x Revised: April 1, 2013 (Date)

Comments on Goal 3: The BCDC Director is a member of the SDCC. The SDCC has a focus to improve Delano's faculty and staff access to staff development presentations. This includes the use of interactive classrooms to broadcast in Delano. This goal will now read -- Work with the staff development committee to improve Staff development offerings to Delano faculty and staff.

Previously Established Goal 4: *(state goal) Establish a five year "Delano Career Tech Expansion Plan" that supports the needs of the Northern Kern County citizens by June 1, 2012.*

Progress on Goal:

Completed: _____ (Date) x Revised: June 1, 2013 (Date)

Comments on Goal 4: The Delano CTE plan is to have a certificate-welding program in Delano; leverage Delano High School facilities to add other programs; increase dual enrollment and articulation agreements with area high schools; and work with Delano Joint Union High School to establish college readiness programs and an early college program. It also includes a key partnership to establish an early college component to the DJUHSD Career Tech High School in Earlimart, California. The scope of the plan has expanded and is very dynamic and will require updates this year.

Previously Established Goal 2: *(state goal) Activate the BC Foundation Delano College Center Foundation Auxiliary NLT 1 December 2011*

Progress on Goal:

x Completed: December 1, 2011 (Date) Revised: _____ (Date)

budget concerns. It is important that we shift resources back to support counseling and DSPS services and increase AA/AS degrees in Delano.

Delano Campus student involvement has dropped significantly this past year and is a major concern. Delano Campus had six active clubs involved in numerous activities and a popular Leadership Course that helped promote student involvement. We cancelled the leadership course because it did not have an approved curriculum. Not having the leadership course adversely impacted the campus as indicated in current active clubs.