

Bakersfield College

Program Review – Annual Update

Program Name: Inmate Scholars Program

Program Type: Instructional Student Affairs Administrative Service Other

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

Program Mission Statement: Currently being written and approved.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals:

- A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
1. Increase Course offerings across all yards and institutions.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	2016/17 we offered 48 sections of Bakersfield College courses across all eight institutions. This will be increased to 70 sections across all eight institutions in 2017/18.

<p>2. Implement math and science courses in the program.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	<p>2016/17 we have not had any faculty volunteer to teach math and science in the prisons. In 2017/18 we will be focused on recruiting faculty members to visit the Inmate Scholars Program and tour the prisons so that they have a better understanding of the program and volunteer to teach.</p>
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B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
<p>Provide courses to students that fit the IGETC or CSU Breadth pattern and track courses to ensure all areas of the pattern are covered to allow students to earn an Associate Degree.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<p>2016/17 Inmate Scholars Program completed this goal. 2017/18 this will be a continued goal throughout all sites.</p>

Best Practices:

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.

1. Active engagement with students: The Inmate Scholars Program solidifies a strong relationship with students to build a partnership. The Program Manager visits each yard at minimum twice a semester to check on the student progress, solicit feedback, answer questions, and connect the students to campus. Through this effort, we have streamlined many practices including reception of transcript requests that are often lost in the mail. We have also assisted the students in building study groups, adding additional classroom space, and purchasing necessary supplies often lacking in the prisons. In response, we have received many letters and correspondence from students and they state their appreciation for being an active partner in the program.
2. Enrollment: All enrollment must be done by hand as students do not have access to computers or internet. It is the responsibility of the Program Manager and DA III to track all students and ensure paperwork is completed accurately and submitted to A&R. Thus far, enrollment paperwork for over 500 students each semester and has been done accurately and in a timely manner due to the protocols the Inmate Scholars team has implemented.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
 - a. The program has grown faster than expected due to the continued success of each course and yard. 2015/16 only covered three yards in two prisons. In 2016/17 it was anticipated that 1-2 yards be added. The Inmate Scholars Program was able to grow to over 15 yards and across eight prisons.

2. How does your trend data impact your decision making process for your program?
 - a. The continued trend data exhibits the continued success of the Inmate Scholars Program. The students have exceed on-campus pass rates across all disciplines. This has allowed the program to continue to grow.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?
 - a. The student success has continued to increase. The biggest success has been in the Japanese courses. The pass rate has exceeded 95% in the Inmate Scholars Program. The retention rate across all courses and sections exceeds the on-campus statistics.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
 - a. Most of the students are male as we serve seven male prisons and one female prison. The female prison only has 12-20 students per course. The male prisons have approximately 500 students each semester.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i>	<input checked="" type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	Hiring a DA III and Admissions and Records Assistant has helped the program tremendously. They have assisted in enrolling over 400 additional students each semester, identifying areas of improvement, and serving students. The program has grown in part due to their continued dedication.
Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either</i>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	Professional Development has provided training before each semester for those teaching in the prisons. The Program Manager assists with running the trainings.

<i>providing or attending) during the last cycle</i>		
Facilities: <i>If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</i>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	NA
Technology: <i>If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?</i>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	NA
Resource Request		Discuss How Effective Request is for Student Success?
Other Equipment: <i>If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</i>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	NA

<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>	<p>Currently, the program is funded by the Renewing Communities/Opportunity Institute grant funding.</p>
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Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program’s current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your annual program review.

Executive Summary

Bakersfield College continues to have a large underserved population in need of college programs and services. Surrounding facilities have a population of over 20,000 individuals and we have already served 795 unduplicated students. These students are generating about 50 Full Time Equivalent Students (FTES) each semester or 100-120 FTES each year. This is not the end of our effort, but simply a beginning.

We launched an initial pilot of one course and expanded to over 50 course offerings in 2016/17. Bakersfield College has far exceeded the site goals/deliverables as outlined in the grant proposal and want to expand even more. Our successes gained attention of other facilities in the area and we are now operating in eight facilities. We have exceeded 500 students and 1,200 enrollments at eight prisons and 14 yards. The expansion includes Corcoran State Prison and Corcoran Substance Abuse Facility both located outside Bakersfield College’s area of operation. This added nine courses to our 2016/17 schedule and increased our enrollments by 226. We are experiencing growth further. Our primary goal was to reach 1,400 unduplicated students and offer 90-100 courses for the three year grant period. We offered 50 courses in 2016/17 and 29 courses are being offered in Spring 2017. We will easily surpass our target in 2017/18 and are preparing for 200-250 course offerings each year. We anticipate we will be operating in 10 facilities by Fall 2017. We are on target to reach over 600 FTES or \$2,800,000.00 in apportionment if our district does not exceed the FTES target. This provides a sustainable level of revenue if we are not forced to reduce or cutback the program because of a change in the economy. Our biggest success had been the rapid implementation of face-to-face college level courses without compromising the quality of Bakersfield College instruction.

The program has been far more successful then we could have imagined. The biggest surprises are the number of requests from students for future opportunities. They are seeking transcript evaluations of other college work, requesting meetings to discuss future plans upon release, and seek

information regarding college for their loved ones. It is a great display of knowledge sharing. They share among each other without yard policies and they share what they have learned with those at home.

Bakersfield College remains a solid partner in this effort. Renewing Communities and the Opportunity Institute have been incredible and we are lucky to have such a committed partner. We are fully prepared to continue to expand and grow this program and keep the promise we have made to our students.

Prison Enrollment:

During 2016/17, the program served eight prisons and correctional facilities. In year two, we plan to further expand into two additional facilities to a total of 10. The program will expand from 14 yards to 16 yards.

Students at each site will be offered courses in the University of California Intersegmental General Education Transfer Curriculum (IGETC) pattern (except McFarland Female Re-Entry Facility, Culinary Arts Certificate). Students will have the opportunity to take 1-3 courses each semester. The Inmate Scholars Program will continue to expand and enroll additional students on each yard. During 2017/18, Bakersfield College will increase student enrollment as follows:

- 2016/17 – Unduplicated 795 / Duplicated 1,188
- 2017/18 – Unduplicated 1,000 / Duplicated 2,700

CDCR Events:

The Inmate Scholars Program administration and faculty have partnered with CDCR to speak at graduation ceremonies and events onsite at the prisons. This will be further expanded during 2017/18. Bakersfield College will also hold small student events onsite. For example, during summer 2017, students in the Japanese course will hold a recital singing in Japanese and members of the college and community will be invited. Events of this type will take place similarly to events held on the Bakersfield College campus.

Campus Club:

Bakersfield College has a club on campus for students previously incarcerated and their allies; “Free on the Outside.” The club was founded in 2016/17. During 2017/18, the club will have a minimum of 2 events on campus during the school year and will be engaged in volunteer activities in the community. The club will focus on strengthening and aligning needs and services for those previously incarcerated to foster success and leadership in its members.

2016/17, Free on the Outside partnered with the Criminal Justice Club for events and to share experiences with one another. During 2017/18, this partnership will be further expanded. Guest speakers, student panels, and events planned will include both clubs working in conjunction with one another.

Fire Brigade Courses:

During 2017/18, the Inmate Scholars Program will expand to offer college courses to the Fire Brigade at Wasco State Prison. The courses offered will include CPR, EMR, Life Support for Health Care Advisors, and other courses necessary for placement on the fire brigade. Students will include both staff of Wasco State Prison and people currently incarcerated at the institution. All students will be enrolled in courses together.

Re-Entry Facilities:

There are numerous re-entry facilities within the Bakersfield College District. The Inmate Scholars Program has partnered with these facilities to assist with Bakersfield College outreach, enrollment, and matriculation services. The Program Manager visited these sites in 2016/17. During 2017/18, the Program Manager will commit to visiting the partner sites at minimum twice a year to assist potential students and current students with attending Bakersfield College.

Jail:

During 2016/17, Bakersfield College offered matriculation services at Lerdo Jail. During year two, the matriculation services will be offered again. The jail has committed to identifying a time to offer student development courses to people currently incarcerated. Bakersfield College is committed to offering these courses in addition to the matriculation services currently being provided.

Bakersfield College Staff:

2016/17 Program Manager was assigned to the Inmate Scholars Program. The Program Manager serves as a resource to other colleges throughout the state, funders, CDCR Sacramento, and a myriad of other partners since Bakersfield College is operating the largest face-to-face college program in the state. In addition, all matriculation, student questions, student requests, etc. must flow through the Program Manager as the students lack the ability to call or visit campus.

A temporary DA III was recently brought on to assist the Program Manager. A full-time DA III was recently offered a position with Bakersfield College and should begin in June 2017. There is still need for additional employees due to the program's growth. The program is 100% paper based due to a lack of electronics allowed in the prisons. This requires the Program Manager and DA III track enrollment and all requests by hand.