

# Bakersfield College 2018-2019

## Program Review – Annual Update - Non Instructional

Program Name:

Program Type (Administrative, Student Affairs, Academic Affairs, 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 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.

- 1. Program Goal:** Establish clear faculty roles and responsibilities to enhance inmate scholar success by providing quality academic and counseling support to improve program completion and transfer rates for incarcerated students.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

Student Learning and Student Progression and Completion

**Progress on goal achievement:** Faculty roles and responsibilities are being developed as part of the Innovation Grant. The grant has been funded and partnerships with California Department of Corrections & Rehabilitation and Cerro Coso Community College are being established.

**Status Update – Action Plan and any link to Resource Requests:** Establish four faculty coordinator lead positions in CTE, Letter and Sciences, Student Services and Library and Learning Support

- 2. Program Goal:** Improve Public Safety pathway momentum points to include an increase in the total percentage of Public Safety Pathway first-time students (11.6%) attempting 15 units to meet or exceed the STEM and Social & Behavior Pathway rates averaging 22.5%; and an increase in the ratio of first semester completion of transfer-level Math and English in the first year.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?** Student Learning & Student Progression and Completion

**Progress on goal achievement:** Established baseline data at 11.6 percent attempting 15 units and Math and English completion ratio of 163/336 first time students taking transfer-level English and 33/336 taking transfer-level math.

**Status Update – Action Plan and link to Resource Requests:** Leading the implementation of Public Safety Completion committee plans to improve on baseline data.

- 3. Program Goal:** Facilitate the increase of FTES for the Westside Energy Services Training and Education Center (WESTEC) with a target of 300 FTES which correlates with the increase in students achieving the requirements for WESTEC provided job certificates.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

Student Learning and Student Progression and Completion

**Progress on goal achievement:** A plan has been established for increasing BC-FTES with the WESTEC Operation. Curriculum for new programs is still pending.

**Status Update – Action Plan and any link to Resource Requests:** Establish quarterly meetings with WESTEC staff to document progress.

B. List new or revised goals (if applicable)

**Program Goal:** Plan the increase of Psychology courses (PSYCH B5 & B6) that support all pathways in meeting the math momentum point.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

Student Progression and Completion

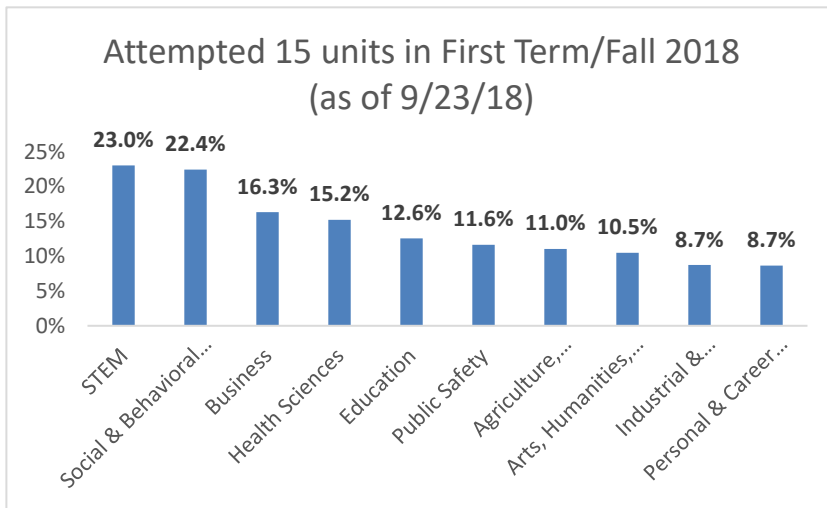
**Progress on goal achievement:** Psych B5 offerings increased by 23 percent over last year's offerings. We will need to double the offerings to meet the demand for pathways to meet the momentum points.

**Status Update – Action Plan and link to Resource Requests:** Bakersfield College has maximized the use of faculty to include fulltime and adjunct faculty. The Behavioral and Social Sciences department will need to recruit 10 – 15 additional adjuncts to support the increase.

**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). Please report on any unexpected changes or challenges that your program encountered this cycle:

1. How does your trend data (or other data your area collects) impact your decision making process for your program? Course sections have trended up the past five years. The Behavioral Science area had a 20 percent increase in course offerings from Fall 2017 to Fall 2018. The increase in course offerings positively impacted enrollments and resulted in a five percent jump in FTES between semesters. In particular, Psych B1a, Psych B5, and Psych B6 offerings were increased to support all pathways. These three courses experienced a 40 percent increase in FTES (169 to 237 FTES) and enrollments. The Public Safety Guided Pathway momentum points established a baseline.



Math, English or Psych B5 Enrollment	
LCP	Public Safety
STUDENT_TYPE_DESC	First-time student
Row Labels	Count of ID
English	208
B1A	162
B1B	1
B50	24
B53	18
B60	3
Mathematics	91
B1A	1
B1B	1
B22	19
B23	1
B60	20
B65	25
B70	24
Psychology	37
B1A	24
B20	2
B5	11
<b>Grand Total</b>	<b>336</b>

2. Evidence of Program Dialog of data Pathway minutes and reports. Attempted 15 units in the first semester baseline is 11.6 percent of 1427 pathway students. It is difficult to obtain

attempted 30 units in first year, but we believe the level is at 12 percent. The first time students had a ratio of 163/336 of students taking transfer-level English and 33/336 of students taking transfer level math in the first semester.

3. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle? No.

4. Equity gaps

Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

In Radiology at this time, no gaps are identified in student retention. However, 77.7% of the graduating class were employed while enrolled in a demanding program that included clinical and classroom education. Furthermore, 50% of the graduates reported a Hispanic/Latino ethnicity. To improve performance in these two populations Program Orientation will look to integrate Extended Opportunity Programs and Services (EOP&S) and Cooperative Agencies Resources for Education (CARE). Inmate Education has approximately 20,000 incarcerated individuals in the Bakersfield College area of responsibility. Enrollments have increased dramatically, but the population is still underserved simply based on their isolation (no internet service, limited resources, and other equity factors that come with being incarcerated. The remaining programs provide equity data in their program reviews, but all are essentially equivocal from last year.

5. Please describe any recent achievements of members of your area who have won awards or distinctions, new projects your area has implemented, professional development work, professional conference presentations or recently published work.

- Behavioral Sciences: Department Chair, Christian Zoller provided exceptional leadership to expand the Psychology program to meet the needs of students in the myriad of guided pathways at BC. Psychology expanded operations at all our Rural and Inmate Education sites. He more than doubled the offerings and has demonstrated a propensity to improve access for all our students.
- Public Safety: Public Safety expanded the fire technology program. The leadership provided by Tommy Tucson, was instrumental in establish the communication needed to expand the wild fire and fire technology programs by 30 percent based on contact hours. Brent Burton provided training to all Kern County Firefighters in the new High Performance CPR. The effort was instrumental in Kern Fire being recognized as a leader in the state for adopting this new protocol.

- c. Radiology Technician Program: The first cooperative Allied Health and Nursing Simulation was held April 2018. With the leadership of Ronnie Knabe, RN, and assistance from Jacy Hill, RT-R, senior-level cohorts from Nursing and Radiologic Technology collaborated on a patient simulation held in the Nursing Skills lab, utilizing the SIM Man Technology. The collaboration was the first of its kind, promoting inter-discipline cooperation, communication and team-work from both disciplines. Over 35 students from both programs completed assignments in preparation for the simulation, all students participated either directly or remotely by live-feed video, all students debriefed together immediately following the simulation.
  - d. Criminology: This department established Kern County's first Criminology Laboratory. The area is a space for Criminology, Police Academy and Public Health specialist to examine real evidence from criminal cases. The lab simulates what an investigator might typically find when responding to a crime scene to collect evidence. This lab will have a positive impact on pathways that include program transfers and will be unveiled at the first annual Public Safety Career Expo.
6. The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

See example of Public Safety Guided Pathway above. Guided pathways have become the center piece for all program activities. In my area, all faculty chairs, directors, and staff are involved in pathways. Ayan Hill, Faculty Director, HEIT is a faculty lead of the Health Sciences Pathway; Tommy Tunson, Director Public Safety is co-administrator on the Public Safety Pathway; Brent Burton, is faculty lead for the Public Safety Pathway. Christian Zoller participates in three separate pathways as a Department Chair/member advisor (Social Sciences, Public Safety, and Health). All planning centers around the needs of the pathways. For example; the behavioral science department had a 140 percent increase in Psych B5 offerings to allow more pathway students to complete the transfer level math requirement. The enrollments increased from 340 students each semester to 670 students. All growth that is centered around supporting student completion in all pathways.

7. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives. Behavioral and Social Sciences are increased course offerings by 114 percent to rural sites. The effort resulted in a 57 percent increase in course enrollments at these sites and 60 percent increase in FTES. This department is also heavily involved in Inmate Education and provides key course offerings that meet CSU transfer breadth requirements.

**Assessment Report - Annual Update**

- A. List your Administrative Unit Outcomes (AUOs)
  - a. Expand Inmate Scholars Program: Surrounding CDCR facilities have a underserved population in excess of 20,000 individuals. Bakersfield College has expanded from a fall 2016 unduplicated headcount of 233 to a Fall 2017 unduplicated head count of 417. The adjusted success rate for all courses is 73 percent compared to 69 percent for all Bakersfield College.
  - b. Improve Career Training Understanding for Public Safety Guided Pathway: All team members attended Student College & career planning training to understand the 10 year-plan being developed at individual high schools. This has shifted our effort toward supporting high schools as students implement their 10 year plan.
  - c. Expand Behavioral Science offerings to Rural, Inmate, and BCSW: Guide faculty and staff to increase the Behavioral Science programs for students at distant sites.

- B. How did your outcomes results inform your program planning? The AUOs provided the goals for expanding programs to satellite sites and prisons. This resulted in the increases discussed above and aligned with the college’s guided pathway initiative.
- C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes? Expanding course offerings has brought the course offerings needed for students to develop critical thinking skills. In addition, they allowed for students to develop communication and demonstration skills Also, our incarcerated and rural site students often comment of how this will help them become better community members and to engage productively in all levels of their society.

**Analysis of Received Resources from Previous Cycle**

**Discuss the type of resources you received and their Impact on program effectiveness? N/A**

**Facilities:**

*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.*

1: Space Allocation     N/A

2: Renovation           N/A

3: Furniture            Received furniture from Delano Campus to furnish room LA-216. The area provided space for new faculty workstations.

4: Other

5: Beyond Routine Maintenance

**Technology:**

*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?*

1: Replacement Technology

2: New Technology

3: Software

4: Other \_\_\_\_\_

**Other Equipment**

*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.*

**Conclusion:**

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.

