

Bakersfield College 2018-2019

Program Review – Annual Update - Non Instructional

Program Name: **Adult Education- Serving South Kern**

Program Type (Administrative, Student Affairs, Academic Affairs, Other): **Student Affairs and Academic Affairs- Program provides transitional & supportive services, with a focus on assisting the Adult Learner in attaining a live--able wage through Career and Education development.**

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:

As part of a statewide effort to assist underserved populations to obtain employment and earn a livable wage, Bakersfield College has partnered with rural adult schools to provide additional services to adult learners. The goal is to identify students' career aspirations and provide targeted services aimed at eliminating barriers into entrance into their respective fields.

Adult Education has incorporated the Bakersfield College Mission in its day to day practices, through seamless transitions and various learning platforms such EMLS, CTE and Career Development course offerings within multiple site locations through-out north and South Kern. The Adult Education Block Grant stands to impact the lives of adult learners throughout the state, helping individuals meet life-changing personal and career goals while supporting California's economy by giving them the academic, language and career skills they need to advance into new jobs, new positions or higher levels of education.

Adult Education Program Learning Outcomes were designed specifically with Institutional Learning Outcomes in accordance with AEBG provisions and guidelines. By creating seamless transitions for adult learners and by providing direct access to resource and education, the program assures student support as they navigate through educational pathways to employment. Additionally, retention rates within EMLS courses have declined from 91.1% in Spring 2013 to 88.1% in Spring 2017. In order to support Institutional and Program Learning Outcomes, Adult Education has and will continue to support the expansion and recruitment of the EMLS courses, as they specifically provide foundational skills for Adult learners transitioning from Adult School into College level courses. Strategic plans include "Sample A Course" events designed to highlight EMLS courses and the BC student experience by engaging potential students with campus tours.

By providing interactive opportunities for Adult School students to connect and providing direct access to these opportunities and resources via AEBG funding, Institutional Learning Outcomes are attained and will continue can be accomplished through Adult Ed Program efforts.

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.

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: Provide seamless transitions for adult learners

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**, Facilities, **Leadership and Engagement**)

Progress on goal achievement: Eliminating barriers and providing direct access to resource and education directly on the various Adult School and community sites will allow for transitional.

Status Update – The Adult Education team consists of an Education Advisor, and an Academic Liaison, along with the facilitation of the Program Manager to ensure day to day operations persist. Onsite advising allows for early conversations with Adult school students on Career Pathway options, while the Academic Liaison provides tutoring services, resource coordination and advocacy. The two positions complement one another in supporting students as they transition into the college atmosphere.

2. Program Goal: Create job security through Career Pathway and Education Development

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?
(1. **Student Learning**, 2. **Student Progression and Completion**, 3. Facilities, 4. **Leadership and Engagement**)

Progress on goal achievement: Continued efforts to partner with CTE and America's Job Center, help insure student support and success as they navigate through their educational pathways to employment.

Status Update – The addition of an Educational Advisor to the Adult Ed team has been invaluable. The Advisor is primarily housed at the Job Spot and flexibility has been built into the role, to better accommodate to students needs on site and through-out south Kern. The Adult Ed Advisor works hand and hand with CTE and Job Development to coordinate services onsite, making Career Pathway options readily available to Adult School students.

B. List new or revised goals (if applicable)

1.) **Program Goal:** Expansion into industry partnerships in order to provide additional venues of higher learning.

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**, Facilities, **Leadership and Engagement**)

Progress on goal achievement: Continue to build current and new community partnerships.

Status Update – Several key community partnerships within this academic year, including partnerships with Arvin and Lamont Branch Libraries, The Dream Center Bakersfield, Building Healthy Communities and most recently with Garden Pathways. Through these relationships, the program has been able to expand Enrollment and Support Services through-out south Kern.

2.) **Program Goal:** Marketing of Adult Education to the community

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**, Facilities, **Leadership and Engagement**)

Progress on goal achievement: Univision marketing in progress and set to launch this fall and early spring along various community outreach efforts.

Status Update – The Univision marketing campaign ended up launching late December with several commercials that aired until March. Commercial #1: Job Spot Specific, Commercial #2: 1st Generation Focused, Commercial #3: 2nd and 3rd Generation Targeted. Additionally, several 2 min slots aired highlighting both North and South Adult Education, EMLS Non-Credit Courses and John Hart, Department Chair. BAS ESL courses as a result of the marketing and a pipeline was established for BC EMLS as a result. Increased interest and increased enrollment goals were accomplished through these efforts.

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?
 - a. **With any new program, navigating through new systems and processes is to be expected. Data and accountability are a huge priority for Adult Ed and such is working with the district on best practices and efficiency in collecting this data. Data allows Adult Ed the opportunity to accommodate to the needs of the student and specifically the adult learner. Data shows a decline in enrollment for EMLS courses from 616 in spring 2013 and to more recently with 349 enrolled as of spring 2017. This shows the need to support the growth of EMLS courses as they directly support student success rates. There are several points of contact in which data is gathered**

and services tracked. Adult Ed has 3: Inquiry (Interest), Student Task (Services provided) and Student Intake Forms (Demographic/ Needs Assessment). Student Intake Forms are utilized to gather specific information and transferred into TopsPro to meet State/ Funding Data and Accountability requirement.

2. Evidence of Program Dialog of data

- o If you have had time to review and discuss your program’s data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

Please follow links below:

- o **AEBG Staff Meeting Agenda-** https://kccd-my.sharepoint.com/:w:/g/personal/endeegrijalva_bakersfieldcollege_edu/EXRTTIzdDwlJnMGCp7G8v7oBrQGiiXTkPu8jgmn_Mhs-CA?e=PN28Ac
- o **TopsPro/ CASAS Data Report-** https://kccd-my.sharepoint.com/:b:/g/personal/endeegrijalva_bakersfieldcollege_edu/EZ6y-68bFvtJlrJCwCuCaeIBV8IFio0KsTYJ-cRVJdyKIA
- o **End of Year Services Report-**

Unduplicated Students Served By Location	2016-17	2017-18
Job Spot	N/A	243
Delano Campus	N/A	268

Students Served 17-18	Inquiry	Intake Forms	Matriculated	EMLS Support	Counseling/Advising
Job Spot (BAS)	136	68	46	46	91
Delano Campus	N/A	105	72	112	146

Job Spot Courses	Fall 2017	Spring 18	Summer 18	Fall 2018
# of EMLS Sections	N/A	2	4	6
# of GE Courses	N/A	N/A	N/A	1
# of CTE Courses	N/A	N/A	N/A	N/A

Delano Campus Courses	Fall 2017	Spring 18	Summer 18	Fall 2018
# of EMLS Sections	3	6	4	10

3. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

- a. **Adult Ed demographics vary within itself. Ranges from 18 and older, single parented, head of household homes with income medians below poverty level. One absolute is that 90% are job seeking and wish to obtain resource and or/ education to obtain this objective.**
- b. **TopsPro reporting indicated various levels of completed education with varying backgrounds, such former foster youth, formerly incarcerated, first gen and VA.**
- c. **In the coming year, data has shown the need to continue focus on EMLS course expansion as mentioned. Subject Trend Data reflects the need to focus on specific demographic groups including males who show 41% EMLS participation rates compared to the female**

- d. **There has additionally been an influx of students with international degrees seeking employment, obtain their GED or possibly continue their education utilize the degree they already have.**

4. Equity gaps

- o 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](#).

Adult Ed recognizes the opportunity to serve adult learners in various settings. Continued effort is placed upon providing EMLS/ESL courses on sites through-out North and South Kern, followed by Assessment testing. In previous the program review, several areas were highlighted focused upon for the 2016-2017 academic year in reference to insuring equity and meeting desired program outcomes. One particular program project was the establishment of the Bakersfield Adult School One Stop which opened its doors fall 2017. This site was created to directly equity and education access directly to the community. Another project, was the North Kern Education Alliance which was established to create a community coalition for higher learning. Future objectives include the establishment of the South Kern Education Alliance and expansion into Industry supported educational resource. Equity support is additionally being provided through a DSPS Counselor serving North Kern which includes the Delano Campus and its surrounding rural communities. Academic Liaison positions have been put into place in both North and South kern to bridge academic and transitional gaps, creating expanded platforms for equity.

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.
 - a. **By Leveraging the AEBG funds, BAS coordinated a partnership that has brought education and training programs to our underserved adult population in South Kern. The BAS expanded services through the newly launched Job Spot, a one-stop that is staffed by both KHSD and BC Advocate Team that include an Academic Liaison and Educational Advisor. The new BAS Job Spot featuring the BC One-Stop, serves as a Resource Hub by providing an innovative and creative space for Student Success and won a Beautiful Bakersfield award for Tenant Improvement, via Greater Bakersfield Chamber of Commerce. The Job Spot was additionally nominated for another Beautiful Bakersfield award in the category of Education. **Please follow Link to see News Coverage-** <https://www.facebook.com/BeautifulBakersfieldAwards/videos/944708572375212/>**
 - b. **The Job Spot has also been highlighted in the Renegade Rip and the Adult Education Newsletter, “In Touch, In Tune.” **Please follow link to Newsletter-** https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/AEBGNewsletter3-2_0818.pdf**
 - c. **A BC student who transitioned from the Bakersfield Adult School via Job Spot was featured in Adult Education Kern Consortium Newsletter recently. His story like many in Adult Ed, is inspiring and shows us that it’s never too late to go back to school and**

The Spot for Success

\$ AT A BARGAIN PRICE



Jesus Serrano couldn't find a job without his GED. He got it at The Job Spot, which helps students address their barriers to employment.
PHOTO BY KEVIN TORRES JR.

The GED or high school diploma programs are free, and students don't even need to purchase books.

Jesus needed his GED to get a job, but his experience at The Job Spot inspired him to aim higher.

BY GAIL ALLYN SHORT

After nearly a decade delivering newspapers part time, Jesus Serrano says he dreamed of landing a better-paying, full-time position with benefits.

He applied for several jobs. Employers, however, rejected him because he lacked a high school degree.

"Most of the jobs ask you for the high school diploma or a GED," Serrano says.

Last year, he went the Bakersfield Adult School to enroll and study for a GED. That is when a school adviser told him he could study closer to his home at the school's new workforce development center, The Job Spot.

Established in 2017, The Job Spot operates through a partnership between Bakersfield Adult School, Bakersfield College and America's Job Center of California.

"The Job Spot was designed as a multifaceted agency to better serve students who have employment barriers, who are facing multiple levels of poverty and other resource barriers," says Elnora Orjalva, program manager for adult education at Bakersfield College. "Our goal is to get them into a career field or a guided pathway to a career."

Mark Wyatt, the Bakersfield Adult School's principal director, calls The Job Spot an "all-in-one" facility where adult

learners can obtain remediation, study for their high school diploma or GED, learn English as a second language and obtain job training in areas such as training, medical billing and information technology. Students can also get help finding a job or transferring to college.

"It made me believe in myself again."

Jesus Serrano
Former student at The Job Spot

"We've had 40 students to transfer to Bakersfield College for full-time community college work," he says. Additionally, several students have passed their GED exams, "a first step toward employment."

Moreover, The Job Spot has hosted several job fairs, Wyatt says.

"I'm an immigrant," says Serrano, "so English is my second language and I'm still learning. But I was able to improve my writing skills while attending the classes."

Serrano passed his GED in March 2018, however, he says his teachers encouraged him to set his sights higher. He is currently a student at Bakersfield College and plans to become an ultrasound technician, he says.

"It made me believe in myself again and showed me that if other people can do it, then I can do it, too."

The Kern Adult Education Consortium adult schools offer programs to help residents get the education they need to pursue careers of their choice and start earning more. Best of all, thanks to the California's Adult Education Program funds and the generosity of the community, students can participate in these programs at a bargain price.

"Students can get a top-of-the-line education that is affordable," says Mark Wyatt, principal director of the Bakersfield Adult School.

Although some programs require fees, most are free. All of the required reading materials are available online or in the classroom.

Students at the adult schools also get more individualized attention than at community colleges and other institutions, which means students have more support to get where they want to go.

"At the adult schools, we have committed educators who have a personalized approach to helping each student," Wyatt says.

Steve Baharah, principal of the education center at Tehachapi Adult School agrees. "All of our teachers care deeply and our students know it. A lot of older students have anxiety about returning to school. We help put them at ease."

Wyatt finds that students at the adult school are uniquely motivated to reach their goals and get an education because they know it will have a positive impact on their lives.

"We have students from all walks of life," says Wyatt. "Every one of our 12,000 students has a unique and powerful story."

"If it wasn't for the adult school, I often wonder where these students would go to get the help that they need," says Baharah. "With an education, these students can give back to the community and become hard-working, taxpaying citizens."

If students need more help on their career path, they can always return to adult schools to gain more skills that will help them advance or find a new job.

6 | THE PATHWAY TO YOUR FUTURE | Kern Adult Education Consortium | A Special Advertising Supplement

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.
 - a. **Each Adult Ed Team is assigned to a Guided Pathway, affinity group and/or a completion team. For example, the Adult Ed Advisor is a member of the Personal & Career Exploration Pathway and I (Program Manager) participate in the Dreamer Affinity Group.**

- b. **Participation on various Bakersfield College and community committees/ councils such as FCDC, CTE Committee and Administrative Council, have provided opportunities for collegial dialog. Additionally, these types of collaborations have created platforms for educating the BC and Kern Community on AEBG and its purpose which is to eliminate educational barriers for Adult learners. As a result, multiple department and program relationships/ partnerships have been established in order to better serve Adult Education students and support student learning outcomes.**
 - c. **One particular partnership that occurred has between Adult Education and the EMLS Department. Transitional gap trends were identified through the Adult School collaborations in both North and South Kern leaving room for foundational support and basics skills provided within the EMSL courses. The resulting collaboration provides for student learning outcomes to be accomplished and adult learning gaps to be diminished over time.**
 - d. **There is continued conversations around establishing and Adult Ed Affinity Group.**
7. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
- a. **The goal is to eliminate barriers for underserved students by taking the resources directly to them, with this in mind, the Adult Program serves under the Rural Initiatives umbrella. Currently, the program serves students in North and South Kern County in various locations such Delano Adult School, Wasco, Delano, and McFarland High Schools, Arvin, Lamont and the Bakersfield Adult School Job Spot and Mt. Vernon campuses.**
 - b. **Adult Education works on collaboration with Inmate Education, as formerly incarcerated individuals are one of the many demographics served through the program.**
 - c. **Additionally, the team provides support to the dual enrollment efforts on various High School campuses within Rural Initiatives service areas. Without hesitation, our team works diligently towards the success of the initiative and the many students served through its efforts.**
 - d.

Assessment Report - Annual Update

- A. List your Administrative Unit Outcomes (AUOs)
 - 1. **To create seamless transitions for Adult learners**
 - 2. **Create job security through Career Pathway and Educational Development.**
- B. How did your outcomes results inform your program planning?
As previously mentioned, Subject Trend Data reflects the need to focus on specific demographic groups. With this in mind, we have been incredibly strategic in our recruitment efforts. By allowing for flexible scheduling, providing full supportive services and resource coordination directly on site, our team is specifically designed to be agile and incredibly high touch. Additional data points, such as student intake forms, provide several layers of student info on which to needs assess and place a call to action for future program planning. For example, course offerings are based on student driven data and need, as to ensure a seamless transition into the college atmosphere.
- C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes?
Adult Education recognizes the need to create platforms in which Program Learning Outcomes can be accomplished and assessed, not only for Bakersfield College and to meet AEBG funding guidelines, but to provide added value to the Adult learners that the program serves. This occurs

through various avenues, such as EMSL course offerings on multiple community sites such as McFarland, Wasco, Delano, Arvin and Bakersfield Adult School Job Spot and Mt. Vernon locations. This community based course offering, partnered with future implementation of assessment testing will allow Adult Ed to better measure success of learning outcomes quantitatively.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

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
- 2: Renovation
- 3: Furniture
- 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: As per the Adult Ed 3-year and Annual Plan, 20 laptops were purchased last fiscal year, BC Tag and established with the KHSD BAS network. They are utilized for Enrollment/ Matriculation, Accuplacer and CASAS Testing, directly on site at the new Bakersfield Adult School- Job Spot Site and as well as other sites within the service area.

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.

Head phones and mouse sets we additionally purchased in order to better accommodate Accuplacer Assessment and CASAS testing for ESL, DSPS, etc... students on various sites as previously mentioned.

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.

What is Adult Education? Program Overview

Assembly Bill 86 was brought to legislation after seeing a correlation between poverty, unemployment and education. The Adult Education Block Grant (AEBG- Adult Education Block Grant) provided funds to Kern High School District (KHSD)'s Bakersfield Adult School (BAS) and Bakersfield College (BC) for the purpose of implementing regional plans for adult education. The intent of the Adult Education Block Program (formerly AEBG), was to expand and improve the provision of adult education via the Kern Community College consortia. The goal is to eliminate barriers for underserved students by taking the resources directly to them. Currently, Adult Education serves students in North and South Kern County in various locations, including Kern's rural communities. The Adult Education South Team, has a service area including the Bakersfield Adult School Job Spot and Mt. Vernon campus, Arvin, Lamont, Greenfield and partners with various community organizations to provide transitional support for Adult Learners.

Community Partnerships for Adult Education:

Leveraging AEBG funds, BC coordinated a partnership with BAS to bring education and training programs to our underserved adult population in South Kern. The services were expanded with the launching of the Job Spot, a one-stop job/education shop that is staffed by individuals from BC, BAS, and America's Job Center of California. The new Job Spot is a resource hub and an innovative, creative space for student success. The new site will allow BC to collaborate more closely with BAS to align Basic Skills and EMLS/ESL courses in an effort to ease the transition from an adult school to a higher education program. **Please follow link to Job Spot Webpage- <https://www.bakersfieldcollege.edu/job-spot>**

Services Provided through Collaboration:

Bakersfield College Adult Education is dedicated to providing support to adult learners directly on site at locations such as the Bakersfield Adult School Job Spot and Mt. Vernon locations as well as in North Kern at the Delano Adult School, McFarland, Wasco and Delano High Schools.

- The BC Advocate Team includes AEBG Program Manager, an Academic Liaison and Educational Advisor all dedicated to serving Adult Education students.
- One on one career pathway development, academic support, resource coordination, and student advocacy are primary functions of the BC team directly on site.
- The goal is to bridge multi-layer gaps encountered by many Adult Education students. Primarily those found within the transition from Adult School student to college student; allowing for seamless transitions and increased student success rates.

Program Highlights:

- Implement EMSL courses both for credit and non-credit at the Job Spot and BC- Delano.
- Provide an EMLS certificate as a first step for Adult Education students as they transition to BC.
- Identify cohorts of students and assist in the transition to Bakersfield College- Main or Delano Campus.
- Create platforms for connectivity to BC for Adult Education students, such as campus tours, workshops, and career/ personal development opportunities.
- Eliminate barriers by providing resources such as books, bus passes, and school supplies.
- Provide an EMLS certificate as a first step for BAS students as they transition over to BC.

Adult and Community Support Services:

As part of a statewide effort to assist underserved populations to obtain employment and earn a livable wage, Bakersfield College has partnered with rural adult schools to provide additional services to adult learners. The goal is to identify students' career aspirations and provide targeted services aimed at eliminating barriers into entrance into their respective fields. As members of the Kern AEBG Consortium and in collaboration with other local educational institutions, Bakersfield College is currently able to offer the following services free of charge.

- **Multi-level English Classes** - One of the greatest barriers to achieving career or educational goals is insufficient English language fluency; therefore, the support team offers beginner and intermediate conversational English classes weekly in North Kern.
- **GED/HSE Tutoring** - Bakersfield College does not offer GED courses but works in collaboration with the local adult schools to provide transitional support. Students enrolled in GED or HSE programs often need additional assistance outside the classroom to gain the skills and confidence needed to pass required exams; therefore, the support team offers one-on-one or group tutoring in all subjects.
- **Career Planning/Assistance** - General career services available include resume and cover letter writing, applications, internships, foreign degree consultations, college transfers, and career exploration in South and North Kern locations.
- **Transitional Support** - All adult school students who choose to further their education at Bakersfield College will continue to receive support from AEBG support staff for their first semester at BC.

