

Bakersfield College 2018-2019

Program Review – Annual Update - Non Instructional

Program Name: Adult Education- Delano Campus (North Kern)

Program Type (Administrative, Student Affairs, Academic Affairs, Other): Student Affairs

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: Adult Education has incorporated the Bakersfield College Mission in its day-to-day practices, through the support provided to students of diverse economic, cultural and educational backgrounds in order to achieve seamless transition from adult schools and/or workforce into college programs

Adult Education Program Learning Outcomes were designed specifically to support 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.

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 transition

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
- Oversight and accountability
- Leadership and engagement

Progress on goal achievement: Ongoing

Status Update – Action Plan and any link to Resource Requests: Eliminating barriers and providing direct access to resource and education at various Adult School and community sites will allow for transitional gaps to be bridged.

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

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
- Leadership and engagement

Progress on goal achievement: Ongoing

Status Update – Action Plan and link to Resource Requests: Continued collaboration with CTE and America’s Job Center to help insure student support and success as they navigate through their educational pathways to employment.

B. List new or revised goals (if applicable)

1. Program Goal: Increase EMLS enrollment

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

Progress on goal achievement: Ongoing- 06/31/2019

Status Update – Action Plan and link to Resource Requests: Eliminating barriers to matriculation assistance by providing evening workshops at rural adult school sites.

3. Program Goal: Offer EMLS courses at more rural sites

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

Progress on goal achievement: Ongoing- 06/31/2019

Status Update – Action Plan and any link to Resource Requests: Collaborate with partner Adult Program in Wasco to begin offering EMLS courses in Wasco.

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?

- Data collected allows Adult Education to collaborate with EMLS and other departments to schedule appropriate courses to meet needs of AE students in each of our service areas. Additionally, through the data collected we are able to assess student progression and completion through the EMLS program.

2. Evidence of Program Dialog of data

- 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.

- AEBG Staff Meeting Agenda- https://kccd-my.sharepoint.com/:w:/g/personal/endeegrijalva_bakersfieldcollege_edu/EXRTTlzdDwJnMGCP7G8v7oBrQGiiXTkPu8jgmn_Mhs-CA?e=PN28Ac
- TopsPro/ CASAS Data Report- https://kccd-my.sharepoint.com/:b:/g/personal/endeegrijalva_bakersfieldcollege_edu/EZ6y-68bFvtJlrJcWcuCaeIBV8IFio0KsTYJ-cRVJdyKIA
- 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?

- Adult Education has seen a significant increase in ESL students over the last year. The increase can be attributed to marketing and attendance of outreach events as well as an increase collaboration with partner adult schools.
- There has been a significant increase in the number of students with international degrees seeking employment, obtain their GED or possibly continue their education utilize the degree they already have.

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](#).
- As part of the Rural Initiatives team, one of the primary goals to decrease equity gaps in service was to continue increasing enrollments of Hispanics in our institution by providing access to courses and services in the rural communities. Additionally, even though there has been an increase in SEP completion for Hispanic throughout the past year the completion percentage is still lower than the average of the general student population. In order to reduce the gap in SEP completion and increase the percentage of Hispanics completing their SEP, the Delano Campus AE team will encourage students to meet with their counselor and/or take a STDV course to complete their SEP.

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.

- During FLEX week for Fall 2018, the Adult Education team offered a presentation for professional development. The presentation included an overview of the program, program background, “painting the picture” activity, and discussion of different scenarios we have encountered in AE. The presentation gave faculty and staff present a brief summary of AE, and tools to better serve AE students.
- The BC- Delano Campus AE team has launched supportive services in Lost Hills. Services offered seek to prepare students for upcoming educational opportunities in Wasco as we develop a one-stop location there.
- The Adult Education program has created a quarterly newsletter that informs staff and community of services offered, success stories and upcoming events.

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.

- Similar to other departments and programs, each AE team member is assigned to a Guided Pathway, affinity group and/or a completion team. For example, the Program Manager is a member of the Personal & Career Exploration Pathway.
- Participation on various Bakersfield College and community committees such as Administrative Council and North Kern Adult Education Alliance have provided opportunities for continued dialog and collaboration. These cross-agency and cross-department collaborations have allowed our team to better serve Adult Education students and support student learning outcomes.
- One particular partnership that occurred has between Adult Education and the EMLS Department. Transitional gap trends were identified in both North and South Kern leaving room for foundational support and basics skills support to be provided in addition to the EMSL courses. The resulting collaboration provides for student learning outcomes to be accomplished and adult learning gaps to be diminished over time.

- The AE team, part of Rural Initiatives is collaborating with the lead in implementing Starfish to develop an Adult Education affinity group. This will allow for more thorough and comprehensive completion coaching to occur. The Adult Education has provided completion coaching to those enrolled in EMLS courses through the programs data collection, targeted tutoring and intrusive support services offered to students.

7. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

- The Adult Education program at the Delano Campus is part of the Rural Initiatives launched by Bakersfield College. Adult Education has allowed to increase supportive and transitional services for students in rural North Kern. As the Interim Program Manager for the Adult Education program at the Delano Campus, I have had the opportunity to lead the AE team to assist in and coordinate many events such as matriculation workshops, open-house and resource fairs. Additionally, I have assisted with leading and coordinating other Rural Initiatives activities such as hiring committees, scholarship committees and matriculation events.

Assessment Report - Annual Update

A. List your Administrative Unit Outcomes (AUOs)

- Provide seamless transitions
- Create job security through Career Pathway 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, in our case EMLS students being one of our target groups. With this in mind, we have been incredibly strategic in our recruitment and student support efforts. We have allowed for flexible scheduling, provided full supportive services and resource coordination for all sites served. Additionally, our team is specifically designed to be agile and incredibly high touch due to the population we serve. Lastly, data points such as student intake forms, provide several layers of student info on which to assess their needs and utilize 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, but to meet AE funding guidelines and objectives and to provide added value to the Adult learners that the program serves. Platforms such as EMSL course offerings on multiple rural communities such as McFarland, Wasco, and Delano paired with the implementation of assessment testing will allow AE to better measure 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.

Not Applicable

- 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?

Not Applicable

- 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.

Not Applicable

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.

The goal is to eliminate barriers to higher education for underserved adult students in rural communities by taking the resources directly to them. Currently, Adult Education- Delano Campus serves students in various locations such as Delano Adult School, Wasco, and McFarland Learning Center.

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 Courses and support - One of the greatest barriers to achieving career or educational goals is insufficient English language fluency; therefore, the support team offers EMLS preparation support for beginners and transitional support for intermediate level students 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.*

Services Provided through Collaboration:

- *Bakersfield College- Delano Campus Adult Education is dedicated to providing transitional support services to adult learners at Delano Adult School, Wasco Adult Education Program and McFarland Learning Center.*
- *One on one career pathway development, academic support, resource coordination, matriculation assistance and student advocacy are primary functions of the BC- Delano Campus Adult Education team.*
- *Targeted tutoring for EMLS students to ensure the successful transition from Adult School ESL programs.*
- *The goal is to bridge the gaps encountered by Adult Education and returning students and provide a seamless transition into post-secondary educational programs.*

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.*

The Team

- *The BC- Delano Adult Education Team includes a Program Manager, an Academic Liaison, Student Support Specialist, Data Specialist and a DSPS Counselor all dedicated to serving Adult Education students.*

Future of Adult Education

- *Leveraging the AE funds, BC- Delano Campus is collaborating with Wasco Union High School District to create a one-stop location bringing education, and training programs to the historically underserved city of Wasco and surrounding rural communities. BC will be expanding services offered such as onsite counseling, advising and assessments. The new one-stop will serve as an educational resource hub by providing secondary and post-secondary educational services. One-stop location will be staffed by BC and Wasco Union High School District staff.*