Bakersfield College 2018-2019
Program Review – Annual Update - Non Instructional

Program Name: **Delano Campus**
Program Type (Administrative, Student Affairs, Academic Affairs, Other): **Other (Student Affairs and Academic 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.

<u>Describe how the program supports the Bakersfield College Mission</u>: **The community of Delano has one of the highest unemployment rates in Kern County, as well as one of the lowest college education attainment rates. The Delano Campus provides access to higher education opportunities that residents would not otherwise have. Students have access to general education, career technical education programs, and academic support services. The campus management, staff, and faculty are responsible for programs and services that meet the needs of this unique community. By offering services in Delano, Bakersfield College is able to serve a broader range of students who will ultimately help improve the communities in which they live.**

Program Mission Statement:
The mission of the Bakersfield College Delano Campus is to provide 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. The Delano Campus is responsible for quality instruction and services that include the unit's strategic initiatives:
-Improve North Kern County area student access, retention, and success
-Provide effective learning and earning pathways for North Kern County area students
-Support student learning through appropriate technology
-Support student learning through streamlined systems and processes

<u>Program Goals:</u>
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 full CTE certificate programs.**

    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)
    Strategic Direction #1: Student learning- Increase degree and certificate completion.

    Progress on goal achievement:

The Delano Campus offers courses in various CTE certificate programs, but there is still work that needs to be done to build out full programs for completion in Delano. Courses in welding, HVAC, and others are currently offered at the Delano Campus. The goal over the next year is to build out and begin to offer all courses in the HVAC program. Additionally, the Delano Campus team's objective is to increase enrollment in the program. We will also work with high school partners to increase enrollment in other programs such as welding.

Status Update – Action Plan and any link to Resource Requests:

Project:	Support Team	Completion Date:	Resources
Identify and establish complete CTE certificate programs.	*CTE Director, BC Counselor(s), Adult Education Program Managers*	*Spring 2019*	*N/A*
Develop marketing campaign for CTE programs and other Pathways at rural sites.	*Director of Communications and Community Relations, Rural Initiatives Program Manager(s)*	*Ongoing- Start July 2018*	*N/A*
Provide tools, equipment, and supplies necessary to launch programs.	*CTE Director, Adult Education Program Managers*	*Ongoing-Start July 2018*	*Funding- *Strong Workforce *Adult Education Program*

2. **Program Goal: Establish baseline data for student services contacts and increase each semester**

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)
Strategic Direction #2: Student Progress and Completion- Improve Support Services at Delano Campus

Progress on goal achievement:
Through our work with Guided Pathways and local tracking methods, we are beginning to track student contacts. We will be able to determine if we are continuing to see and serve more students from semester to semester. This is also helping the Delano Campus team develop a tool to measure customer service quality from student contacts with advisors and counselors.

Status Update – Action Plan and link to Resource Requests

Project:	Support Team	Completion Date:	Resources
Use data from databases like Starfish and TopsPro Enterprise to establish baseline for contacts.	*BC Counselors and Advisors, Adult Education Program Managers, Adult Education Professional Experts*	*Ongoing-Start Fall 2018*	*N/A*

B. List new or revised goals (if applicable)

    Program Goal: Provide more opportunities for students to connect with Delano Campus Management

    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)
    Strategic Direction #4: Oversight and Accountability

    Progress on goal achievement:
    In the 2017-2018 school year, the Rural Initiatives team took steps to improve the customer service experience for students in rural communities. Students were encouraged to contact the management team at the Delano Campus to provide both positive and negative feedback about their interaction with any staff or faculty member. The response rate was not high enough to establish baseline data. In 2018-2019 we will formalize a survey/feedback delivery process.

    Status Update – Action Plan and link to Resource Requests:

Project:	Support Team	Completion Date:	Resources
Create survey/feedback tool	*Rural Initiatives Program Manager, Tutoring Center Lead*	*Spring 2019*	*N/A*
Roundtable sessions for Rural Initiatives students with Director and Program Managers.	*Rural Initiatives Program Managers, SGA Student Representatives*	*Ongoing- 2 events per semester.*	*N/A*

<u>Program Analysis</u>:
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. **Much of the trend data for the Delano Campus includes all of the work being done in Dual Enrollment at local high schools. As a result we continue to see an increase in enrollment/FTES. In the 2017-2018 school year our unduplicated headcount was 5,115. As the number of students increases (both dual and traditional), we are having to strategically leverage our existing resources to serve all students. Ultimately, the Delano Campus staff ends up serving students beyond the actual campus. The growth impacts our decision making**

process when it comes to course scheduling, extending student services, and increasing our capacity to serve students both in staffing and resources.

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.
      o **The Rural Initiatives Team (umbrella team under which the Delano Campus staff is under) held an annual summer retreat on July 19, 2018. At that retreat, the interim director shared the expansion not just at the Delano Campus, but at all rural sites, and what that meant for their workload. This data was used as a foundation for each individual team member to set their own goals and objectives for the upcoming year. (PowerPoint presentation for retreat attached).**

3. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
   a. **Trend data shows that the gap between female and male enrollment is closing. Although actual enrollment numbers continue to increase for both genders, the percentage of the overall student population are closing in on each other. In 2017-2018 the percentage of students who are female decreased to 50%, while the percentage of students who are male increased to 48% (2% not reported). In regards to ethnicity, the breakdown remained generally the same, with our largest group identifying as Hispanic/Latino (80%). For the first time in several years there was a significant jump in enrollment of African American students (34 in 2016-2017, and 195 in 2017-2018).**
      i. **Because the trend data includes dual enrollment activity at local high schools, the changing demographic breakdown in age groups is not very surprising. In 2017-2018, 55% of our students were age 19 or younger. We expect this number to continue to increase.**

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.
      o **Historically, Bakersfield College students in rural communities like Delano have been at a higher disadvantage than students college wide. This is largely due to a lack of access to resources. However, we have worked intentionally and diligently to bring equity to students in Delano. As a result Delano Campus students perform at the same level, or above students college wide. Delano Campus student retention rate is 90%, while the success rate is 73%. College wide rates are 88% and 70% respectively.**
      o **One of the initiatives for the upcoming year is to establish an affinity group for Delano Campus students and/or sub-groups of college wide affinity groups. This will allow is to provide more personal and regular support for our students.**

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. Some of the recent accomplishments will be more thoroughly reviewed in the rural initiatives program review. However, the Delano Campus team is essentially the entire rural initiatives team, so the following are some accomplishment highlights:
   i. Early College Pilot Programs- Effort between Delano Campus faculty, managers, and support staff.
      1. Communications instructor, Christine Cruz-Boone; Counselor, Jesus Oropeza; and Interim Director, Abel Guzman will present on the pilot at a conference on Oct. 4th. *"Social Justice in Practice: How Early College is Meeting the Needs of One Underserved Rural Community"*- 2018 Strengthening Student Success Conference.
   ii. Delano Campus History Instructor, C.H.A.P Faculty Coordinator, and Faculty Coordinator of the Social Justice Institute at Bakersfield College awarded the Norman Levan Faculty Colloquium. *"Writing Bakersfield into U.S. Civil Rights History: Exploring Multiracial Activism in the American Far West."*
   iii. Program Manager, Raquel Lopez (along with support team) graduated her first cohort of Wonderful Ag Prep Academy students with their Associate Degree in Ag Business.
   iv. Delano Campus was once again awarded $25,000 by Southern California Edison to award to students in scholarships.

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. **Many of our team members have begun to engage with the work in Guided Pathways. Several members are part of completion coaching teams, and others help lead affinity groups. In the coming year, the Delano Campus will seek to establish an affinity group for its students and/or sub-affinity groups.**

7. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
   a. **The Delano Campus staff leads efforts in Dual Enrollment activities for Wonderful College Prep Academy, Delano Joint Union High School District, McFarland High School, Wasco High School, and support activities at Arvin High School and Shafter High School. Additionally, the Delano Campus staff is part of the larger "Rural Initiatives" team.**

Assessment Report - Annual Update
A. List your Administrative Unit Outcomes (AUOs)
   a. **Increase Degree and Certificate Completion**
   b. **Enhance Student Support Services**
B. How did your outcomes results inform your program planning?
   a. **The Delano Campus AUOs have historically focused on increasing enrollment/FTES. Through our work in dual enrollment, as well as in adding additional courses and programs, we have accomplished our objective. Enrollment in 2017-2018 jumped from 1,310 FTES in the previous year to 1,448. Once again, this increase is very dependent on dual enrollment at local North Kern high schools. As a result, we have spent the past couple of years restructuring the Delano team to be able to support the dual enrollment work. For example, personnel in advising and admissions and records positions at the campus, are now asked to spend a significant amount of time working with local high school staff and students to provide necessary support. Additionally, we are building pathways from the high schools that feed into our programs at the**

campus. **One example of this is our Industrial Automation program. The introductory courses to the program are offered both as dual enrollment sections at a local high school, as well as at our campus. We are now restructuring so that we over higher level courses at our campus that bring in students from the high school pathway. Through this work, we hope to increase degree and certificate completion, and do so in a shorter amount of time for students after high school graduation.**

C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes?

    a. **Our goal as a campus is to be able to offer more instructional and student support opportunities for students. In the past year we have worked intentionally to diversify the types of courses and programs we offer, as well as to extend our services to be able to reach a broader student population. Particularly we have added new courses and programs that had not been offered in Delano before (i.e. Animal Science, HVAC, Public Health). All of the courses that we offer provide students the opportunity to** *think critically, communicate effectively, and demonstrate competency in a field of knowledge.* **Additionally, faculty led programs such as the Cultural Historical Awareness Program (C.H.A.P), which is a Delano Campus specific program, gives students the opportunity to** *engage productively in all levels of society*. **Students who attend these events learn from authors, political leaders, and community organizers among others. The Delano Campus is committed to providing students enriching learning opportunities, both inside and outside of the classroom.**

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-

- **Carpet Replacement: Although it might fit under routine maintenance, I thought I would mention the carpet replacement that occurred over the summer in our Science and Technology building classrooms. Although this update does not directly impact programs that contribute to student success, it does create a learning environment of which staff, faculty, and students can be proud.**
- **HVAC Classroom Renovation: Although this renovation did not come as a direct result of the last program review cycle, it is a renovation that directly and immediately impacted our ability to offer to a new CTE program. Our ability to quickly turn office space into a classroom environment allowed us to offer a handful of courses that we otherwise would not have been able to offer on campus. Although this created a challenge with office space, it was a step forward in achieving our AOUs.**

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-

- **The Delano Campus received updated equipment for all teacher stations. The updates provide our faculty the appropriate technology to be able to deliver quality instruction. Prior to receiving the update, we had experienced frequent IT troubleshooting requests from instructors. That has significantly decreased.**

2: New Technology-

- **Among some of the new or updated technology we received, included was new interactive technology for DST 113. The old technology had been failing. The new technology allows faculty and staff to communicate or engage with individuals or groups in other locations.**

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.

The Delano Campus has served the residents of Delano and its surrounding communities for several decades. In the past couple of years the Delano Campus staff has revamped how it serves the community, primarily by expanding and diversifying its program and support services offerings, as well as by diving into dual enrollment work with local high schools. As a result, FTES for the campus jumped from 1,310 to 1,448 in the span of one year. Although the dual enrollment work at DJUHSD and Wonderful Academy happens off the Delano Campus, it is managed by the Delano Campus team. Because of this, leadership at the campus has gradually restructured the team to leverage existing resources to be able to provide extended support, while still maintaining quality programs and services on site. In the coming year, the Delano Campus staff is tasked with establishing more complete CTE programs for students, as well as improving the student support services that they receive in Delano. Additionally, the Delano Campus team will continue to create, establish, and support pathways between the high school and the college. Through this work, we hope to increase the certificate and degree completion rate of students in the area.