

# Bakersfield College 2018-2019

## Program Review – Annual Update - Non Instructional

Program Name: Inmate Scholars Program

Program Type (Administrative, Student Affairs, Academic Affairs, Other): Non-Instructional

**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:**

The Inmate Scholars Program provides opportunities for students currently incarcerated to earn an Associate Degree for Transfer. Faculty members volunteer to teach in the California Department of Corrections and Rehabilitation (CDCR) prison facilities and students are offered a rigorous and supportive learning environment. Students are able to actively engage with Bakersfield College and upon release and reentering the community with an education.

### **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:**

Increase course offerings across all yards and institutions

#### **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)

Student Learning and Student Progression and Completion

**Progress on goal achievement:**

From Fall 17 to Fall 18, Inmate Scholars Program expanded course offerings at the CDCR prison facilities. The expanded course offerings included growth in the number of sections offered, different transfer level sections offered, enrollments, CDCR facility partners, and the number of volunteer faculty teaching in the program. All of these areas are expected to further expand over the next year. This will be done through the utilization of data and partnerships.

	Fall 2017	Fall 2018	Increase	Projected Fall 2019
<b>Sections Offered</b>	32	59	+27	90
<b>Different Transferable Courses Offered</b>	12	24	+12	36
<b>Enrollments</b>	654	1523	+869	2500
<b>CDCR Facility Partners</b>	8	10	+2	10
<b>Volunteer Faculty Teaching in the Program</b>	15	19	+4	25

The sections offered were increased at seven of the ten CDCR prison facilities. The inability to increase at the other three partners was related to classroom space, student work assignments, and various issues. Through strong partnerships with the sites, solutions are being outlined for the coming year to continue growth at each site outlined below.

CDCR Facility Partners	Sections Offered by Semester			
	Fall 2017	Fall 2018	Increase	Projected Fall 2019
<b>Central Valley MCCF</b> <i>*New partner in 2018*</i>	0	3	+3	6
<b>Corcoran State Prison</b>	5	14	+9	18
<b>Delano MCCF</b>	2	5	+3	6
<b>Golden State MCCF</b>	2	5	+3	6
<b>Kern Valley State Prison</b>	11	20	+9	24
<b>McFarland Female Community Re-Entry Facility</b>	3	3	0	5
<b>North Kern State Prison</b>	6	2	-4	8
<b>SATF</b>	1	0	-1	5
<b>Shafter MCCF</b> <i>*New partner in 2018*</i>	0	4	+4	6
<b>Wasco State Prison</b>	2	3	+1	6
<b>Total</b>	32	59	+27	90

There was an increase in the different transfer level courses offered from 12 in Fall 17 to 24 in Fall 18. There were three CTE courses offered in Fall 2018. The courses were offered at McFarland Female Community Re-Entry Facility as they had a Culinary Certificate with the CTE courses. When the Bakersfield College faculty member was no longer available to teach, they moved their college programming into the CSU Breath pattern. The offerings need to be further increased in each area to continue to provide students the opportunity to complete their Associate Degree for Transfer in their pathway.

Courses offered	Number of Sections by Semester		
	Fall 2017	Fall 2018	Projected Fall 2019
<b>Anth B1</b> <i>*New section in 2018*</i>	0	1	4
<b>Comm B1</b>	3	4	5
<b>Comm B2</b> <i>*New section in 2018*</i>	0	1	4
<b>Comm B5</b> <i>*New section in 2018*</i>	0	3	5
<b>Comm B6</b>	1	1	4
<b>Econ B1</b> <i>*New section in 2018*</i>	0	3	3
<b>Econ B2</b> <i>*New section in 2018*</i>	0	2	3
<b>Engl B1a</b>	4	7	4
<b>Engl B1b</b>	3	3	4
<b>FDSV 50</b> <i>*CTE Course*</i>	1	0	0
<b>FDSV 51</b> <i>*CTE Course*</i>	1	0	0
<b>FDSV 55D</b> <i>*CTE Course*</i>	1	0	0
<b>Geol B10</b> <i>*New section in 2018*</i>	0	3	6
<b>Geol B10L</b> <i>*New section in 2018*</i>	0	3	6
<b>Hist B1</b> <i>*New section in 2018*</i>	0	2	3
<b>Hist 17a</b>	1	3	3
<b>Japn B1</b>	2	0	2
<b>Phil B37</b>	1	1	2
<b>Phil B7</b> <i>*New section in 2018*</i>	0	2	5
<b>Pols B1</b>	1	4	4
<b>Psyc B1a</b>	3	0	3
<b>Psyc B33</b> <i>*New section in 2018*</i>	0	2	3
<b>Psyc B5</b> <i>*New section in 2018*</i>	0	6	8
<b>Soci B1</b>	3	0	3

<b>Span B1</b>	2	4	2
<b>STDV B3</b> <i>*New section in 2018*</i>	0	2	2
<b>STDV B6</b>	5	2	2
<b>Total</b>	32	59	90

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

**2. Program Goal:**

Increase math and science courses in the Inmate Scholars Program.

**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)

Student Learning and Student Progression and Completion

**Progress on goal achievement:**

The Inmate Scholars Program began in Spring 2015 and operates with all volunteer faculty members. Students in the original cohort were nearing graduation and were in need of a science and math course. The volunteer faculty were secured and both science and math were implemented in the program.

Beginning in Spring 18, Geology B10 Introduction to Geology and Geology B10L Introduction to Geology Lab were added to the Inmate Scholars Program during one section each. Fall 18, three sections of both Geol B10 and Geol B10L were added to the program.

Summer 18, one section of Psyc B5 Elementary Statistics for the Behavioral and Social Sciences was offered. Fall 18, six sections of Psyc B5 were offered in the CDCR prison facilities.

In 2018/19, these course offerings need to be further expanded in the Inmate Scholars Program.

Course	Sections Offered by Semester			
	Spring 2017	Fall 2017	Fall 2018	Projected Fall 2019
<b>Geol B10</b>	1	0	3	6
<b>Geol B10L</b>	1	0	3	6
<b>Psyc B5</b>	0	1	6	8

### **Status Update – Action Plan and link to Resource Requests**

#### **B. List new or revised goals (if applicable)**

##### **Program Goal:**

Offer courses in 2018/19 from area C.1. from the CSU Breadth to include ART B1, B2, B4, B13, B35, B36, B37 MUSC B2, B4a, B4b, B21a, B21b, B22, B23, B24, B27 THEA B1, B2a, B2b, B12a, B20, B31, B32.

This is the only area on the CSU General Education Breadth pattern that have not been secured. When these courses are offered, students will be offered all areas of the pattern to earn an Associate Degree for Transfer.

##### **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)

Student Learning, Student Progression and Completion

##### **Progress on goal achievement:**

Currently working with the Department Chair and Dean over the C.1. sections to offer the courses in future semesters.

### **Status Update – Action Plan and link to Resource Requests:**

#### **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?**

The trend data continues to increase in all areas. While expanding the program, it is imperative students are offered courses as well as support services and equitable opportunities. In 2017/18, counseling hours were increased in the CDCR prison facilities and students had additional access to a counselor upon request. This will continue to be expanded in the coming year.

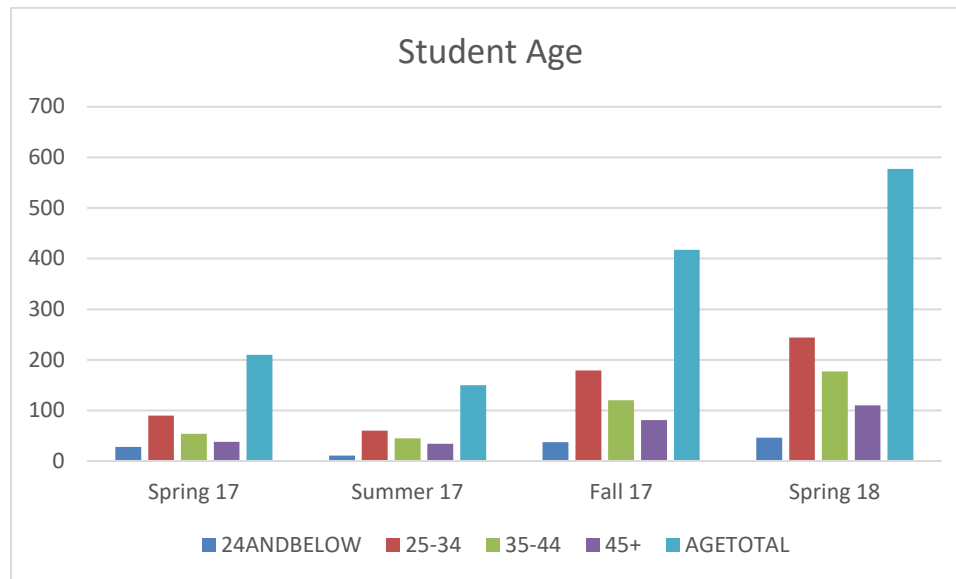
Academic support services were increased in the past year and will continue to be expanded including support from the writing center, access to the Bakersfield College Library, and learning communities.

2. Evidence of Program Dialog of data

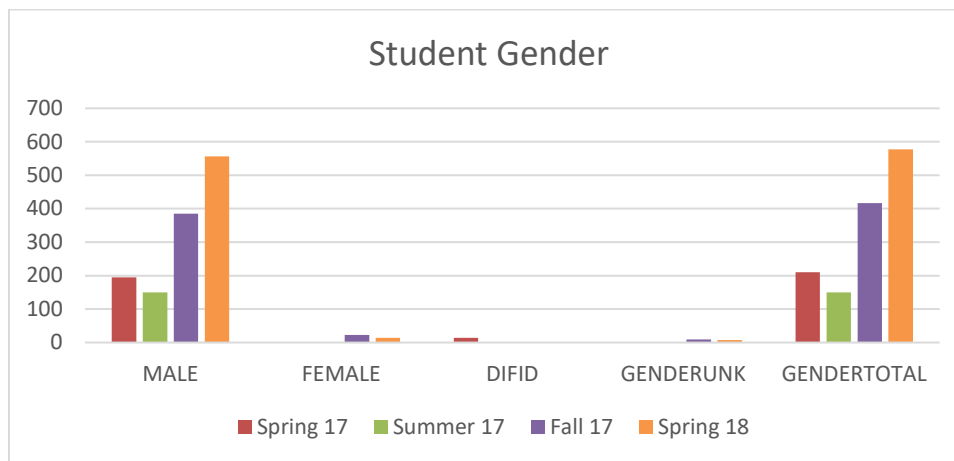
- If you have had time to review and discuss your program’s data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

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

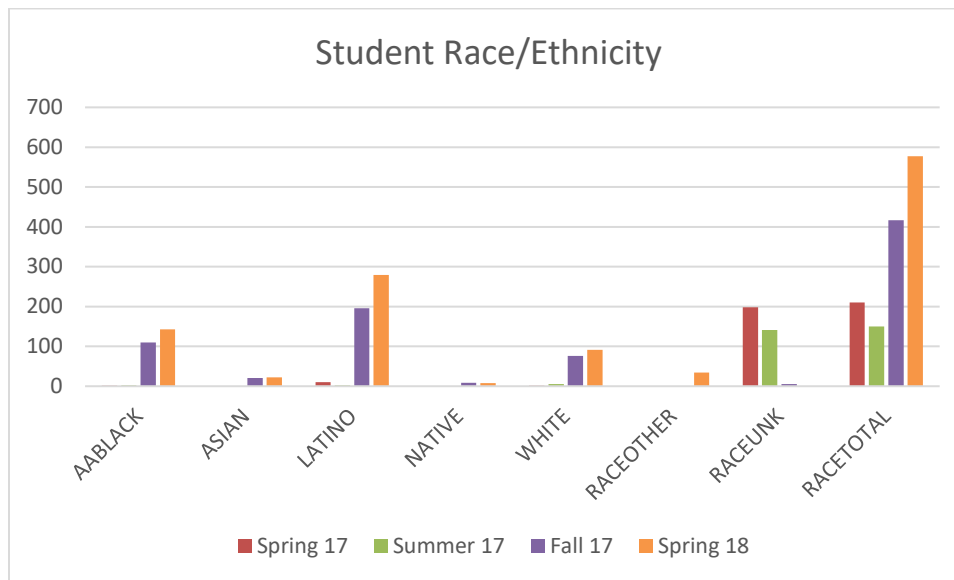
Student age most increased the most among the age group, 25 to 34 with an increase of 154 students from Spring 17 to Spring 18. The least increased age group was for the age group, 24 and below with an increase of 18 students during the same time period. Data for Fall 18 is not yet available.



Student gender among males and females increased from Summer 17 to Spring 18. Data for Fall 18 is not yet available.



Student race/ethnicity in both the African American/Black, Latino, and White student groups increased from Summer 17 to Spring 18. Data for Fall 18 is not yet available.



#### 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](#).

Increase outreach within the CDCR prison facilities to prepare, plan and ensure effectiveness for targeted populations.

- Implement workshops for potential students and incorporate counseling staff and student support services.
- Targeted Recruitment and yield develop collaborative recruitment activities in partnership with CDCR to increase yield from targeted population by providing matriculation services, financial assistance, and engagement with Bakersfield College. Align orientation to targeted group, to maximize yield.
- Student Academic Support/College Readiness through coordination with Outreach and Student Academic Support Services to engage and support students during enrollment and orientation each semester with follow-up activities throughout the semester.
- Community Outreach to increase college awareness information for target group by using multiple means of communication, such as workshops within the CDCR prison facilities.

#### 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.

Program Sustainability and Expansion:

- Increased course offerings from eight prisons to ten prisons.
- Increased course offerings from 16 student groups to 23 student groups.
- Implemented the first transfer-level Geology lab to be offered in a prison by a California Community College.
- Began offering courses to Fire Brigade at Wasco State Prison including officers and inmates.
- Increased tours to the prison for new faculty from four to 13.
- Partnered with administration to expand orientation to create positions for outreach and admissions to integrate students currently incarcerated into the Bakersfield College campus.
- Integrated additional student services within the prison facilities in alignment with campus offerings.
- Took multiple guest speakers into the prisons to engage and provide support and encouragement to students.



#### Community and Board Partnerships:

- California Community Colleges Chancellor's Office and California Dept. of Corrections and Rehabilitation, "Executive Working Group."
- Advisory Board for the California Community Colleges Chancellor's Office and California Dept. of Corrections and Rehabilitation.
- Turning Point Advisory Board for those previously incarcerated.

#### Conference Presentations:

- National Conference for Higher Education in Prison in Dallas, Texas to teach other colleges how to serve within the prison setting.
- Correctional Education Association Region 7 Training Symposium at the McClellan Conference Center.
- Lumina Foundations, "Supporting Incarcerated and Re-Entering Students" event in Downtown Los Angeles for a select group of donors, influencers, and supporters.
- CACCRAO Region 5 & 6 Workshop at Cuesta College.
- African American Business Meeting on the Inmate Scholars Program.
- Congressman Kevin McCarthy's Office.
- Stanford School of Law for various funders.
- Seven GED graduations at various prisons.

#### Grants:

- Exceeded all outcomes outlined in the grant received from Renewing Communities/Opportunity Institute.
- Provided various insight for the Innovation Award that lead to state award.

#### Events and Partnerships within the Prison:

- Expanded the KVSP, B Yard Debate Club to a course and held a student panel and debate for attendees from the community. Attendees included elected officials, state and community leaders, and Bakersfield College employees.
- Held a Japanese Recital and Student Panel for attendees from the community. Attendees included elected officials, state and community leaders, and Bakersfield College employees.
- Supported the Lerdo Jail Re-Entry Fairs.
- Served at multiple prison Provider Fairs.
- Partnered with Defy Ventures and served at graduation for students also enrolled in the Inmate Scholars Program.
- Partnered with the Pawsitive Change program in support of the Inmate Scholars enrolled in both opportunities.

#### Previously Incarcerated Students:

- Created streamlined process for re-entry facilities to contact Bakersfield College and obtain assistance.
- Took the FOTO (Free on the Outside) Club on a field trip to Cal Berkeley for a transfer day for previously incarcerated students.
- Identified and engaged Co-Advisor for the FOTO club.
- Created partnership with the Parole Office for students previously incarcerated.
- Partnered with the Underground Scholars of Cal Berkeley for transfer opportunities for those previously incarcerated.

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.

It is imperative that Inmate Scholars Program is integrated in these efforts to ensure equity for the students currently incarcerated. Currently, all students have been offered different courses within the pathway on their way to earning an Associate Degree for Transfer.

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

Chelsea Esquibias, Program Director of the Inmate Scholars Program.

- Course scheduling
- Coordination with ten prisons
- Negotiating classroom space
- Securing and distributing books (1800+ in Fall 18)
- Generating and distributing grades for all enrollments
- Oversee enrollment and orientation coordination with Admissions and Outreach
- Assistance with AB540
- Coordination of BOGs with Financial Aid
- Grant reporting
- Budget oversight
- State advisory boards
- Coordinating with other colleges for student graduation
- Oversight of counseling and support services
- Program Review
- CTE and articulation leadership
- Media requests
- Coordination with Cal State LA
- Faculty recruitment, tours, and support
- Multiple required trainings for all faculty and staff
- Mileage oversight
- Partnerships with faculty, departments, and Deans
- Coordination for evaluations for faculty members

- Clearances, chits, alarms, etc.
- Accreditation support
- Free on the Outside, on-campus club
- Creation of an advisory council
- Disciplinary issues

### **Assessment Report - Annual Update**

#### A. List your Administrative Unit Outcomes (AUOs)

- Partner with Institutional Effectiveness, Renewing Communities/Opportunity Institute, and Vera Institute of Justice to further measure outcomes for successful planning and implementation.
- Develop meetings with multiple groups to include students, faculty, BC staff, and CDCR prison employees to expand efficiently while providing an equitable opportunity to college.
- Develop a tracking and clearing system to get evaluators into the prisons and into the classroom to evaluate the course.
- Partner with various institutions to share best practices for student success.

#### B. How did your outcomes results inform your program planning?

- Utilizing the outcomes showcased through the data, we were able to effectively schedule classes, conduct outreach inside of the CDCR prison facilities, and increase supportive services.
- Through the partnership with other institutions and colleges, the Inmate Scholars Program was able to learn from other programs to further expand college education to students currently incarcerated.
- Proper evaluation of the classes provides students robust and rigorous classes as they earn their degree.
- Further developing the partnerships with students, faculty, BC staff, and CDCR prison employees through face-to-face meetings allowed the program to drastically expand over the past year. While planning for each semester, the Inmate Scholars Director held meetings to determine how to provide classes and services to further build a strong, equitable program.

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

- Think. Think critically and evaluate sources and information for validity and usefulness.
  - Expanding the partnership with Institutional Effectiveness, Renewing Communities/Opportunity Institute, and Vera Institute of Justice lead to further evaluation of the program and implementation of successful programming.
- Communicate. Communicate effectively in both written and oral forms.
  - The developed meetings that contributed to further engagement among the various stakeholders to create a robust and rigorous program.
- Demonstrate. Demonstrate competency in a field of knowledge or with job-related skills.
  - Successfully evaluating in the prisons of the classes ensures students passing the classes have demonstrated high competency levels in the work.
- Engage. Engage productively in all levels of society – interpersonal, community, the state and nation, and the world.
  - The engagement of other institutions provided a space to learn and grow throughout the state for the success of students.

**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 \_\_\_\_\_

**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.

Bakersfield College continues to have a large underserved population in need of college programs and services. Surrounding CDCR prison facilities have a population of over 20,000 individuals. From Spring 15 to Fall 18, we have served over 5000 student enrollments in an all paper based program. This is not the end of our effort, but simply a beginning.

The Inmate Scholars Program has far exceeded the site goals/deliverables as outlined in the grant proposal and are continuing expansion. Our successes gained attention of other facilities in the area and we are now operating in ten facilities. 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. We are fully prepared to continue to expand and grow this program and keep the promise we have made to our students.