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

Program Name: **Rural Initiatives**
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

Describe how the program supports the Bakersfield College Mission: **Bakersfield College's mission to provide educational opportunities to a diverse population is facilitated in the rural communities of Kern County by the Delano Campus-Rural Initiatives staff. In cities like Arvin, McFarland, Wasco, and Shafter a lack of an institution of higher education has contributed to the low degree attainment rates, which ultimately correlates with the high unemployment rates. In recent years, Bakersfield College has been able to collaborate with schools and community agencies in those communities to provide an array of college courses. Through the work in the rural initiatives, Bakersfield College has enhanced its mission not just in Bakersfield, but in other cities around the county.**

Program Mission Statement:
The mission of the Bakersfield College Rural Initiatives is to provide ready 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- Rural Initiatives staff is responsible for quality instruction and services that include the unit's strategic initiatives not just in Delano, but also in other rural communities in Kern County:
-Improve Kern County Rural area student access, retention, and success
-Provide effective learning and earning pathways for students in rural communities
-Support student learning through appropriate technology
-Support student learning through streamlined systems and processes

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: Develop more Early College Pathways for Rural high schools.**

    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: Over the past year, the work of the Rural Initiatives team has focused primarily on developing or expanding early college opportunities and pathways in rural communities. In the 2017-2018 school year we launched the Early College project in Arvin which leveraged both dual and concurrent enrollment opportunities at Arvin High School to build a pathway for a cohort of nearly 60 students. This set the way from schools like McFarland High School and the Delano Joint Union High School District to start mapping out their own pathways. Wasco High School and Wonderful Academy both have well established pathways in agriculture. Wonderful Academy graduated nearly 30 students with an associates in Ag-Business in May of 2018, and Wasco High School is on track to graduate a total of 60 in Ag-Business and Ag-Mechanics in May 2019. Lastly, the rural initiatives team has opened the door for more dual enrollment engagement at Shafter High School.

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

Project:	Support Team	Completion Date:	Resource Request
Identify Early College Pathways.	*BC Counselor(s), DE Program Managers*	*Ongoing-Start Fall 2018*	
Identify and connect with Early College cohorts.	*BC Counselor(s), DE Program Managers, Early College Professional Experts*	*Ongoing-Start 2018*	*Educational Advisor, Department Assistant I*
Identify and approve faculty and schedule courses.	*Department Chairs, Deans, Director of Transfer Pathways, Rural Initiatives Program Managers*	*Ongoing*	*3 FT Faculty-Communication Department*

2. **Program Goal: Increase number of courses offered (GE and CTE)**

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 #1: Student Learning- Increase degree and certificate completion.

Progress on goal achievement: As part of the Early College efforts in rural communities, we have begun to be more intentional and strategic when scheduling courses at the various sites around Kern County. A big focus in the scheduling process has been to identify potential courses in pathways for high school students, and schedule them shortly after the high school day ends. These classes are located on site at the high schools, and are highly promoted as concurrent enrollment opportunities. However, we have continued to offer evening courses to the general student population in order to meet that need. In the coming year we will work to strategically schedule courses at each site that meet the "Golden 4" courses for transfer.

Status Update – Action Plan and link to Resource Requests

Project:	Support Team	Completion Date:	Resource Request
Identify and establish complete CTE certificate programs.	*CTE Director, BC Counselor(s), AEBG Program Managers*	*Spring 2019*	
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*	*Educational Advisor*
Strategically schedule more general education courses at rural sites.	*Transfer Pathways Director, BC Counselor(s), Rural Initiatives Program Managers*	*Ongoing*	*Educational Advisor, Department Assistant I, 3 FT Faculty-Communication*

B. List new or revised goals (if applicable)

Program Goal: Improve Support Services at Rural Sites

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 #2: Student Progress and Completion

Progress on goal achievement: In the 2017-2018 school year, the Rural Initiatives team developed and piloted an "extended student services" project, which took student affairs services regularly to sites where this had not previously occurred. Some contact data was collected, but is still too small of a sample to show any trend. However, the services were generally well received, and more data will be collected in the 2018-2019 school year.

Additionally, we would like to provide training opportunities for our high school partners. In the past we have done small trainings randomly throughout the year. We will formalize this process in 2018-2019.

Status Update – Action Plan and link to Resource Requests:

Project:	Support Team	Completion Date:	Resource Requests
Create monthly reports of student contacts at each site.	*Rural Initiatives Program Managers, Early College Professional Experts, BC Counselor(s)*	*Ongoing- Establish baseline Fall 2018*	*N/A*
Increase training opportunities for high school counselors and teachers.	*Rural Initiatives Program Managers, BC Counselor(s)*	*Ongoing*	*N/A*

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. **The trend data for rural sites shows the impact of our growth in Early College programs, including Dual Enrollment. Although the Rural Initiatives team remains committed to providing instructional and student support programs to all Renegades in rural communities, a big focus of our resources has shifted towards supporting early college efforts. When the data is separated by traditional courses and early college/dual enrollment, there seems to be a general decline on the traditional enrollment. However, there is a noticeable increase on the Early College side. Because the Rural Initiatives provides the on-the-ground support for both sides of the programs, I have combined the data:**
        i. **Between the cities of Arvin, McFarland, Wasco, and Shafter FTES jumped from 261.1 in 2016-2017 to 338.9 in 2017-2018. There was a small decline in Arvin from 123.5 to 115.1. The numbers increased at all other sites: McFarland 23.6 to 53.2; Wasco 74.4 to 120.2; Shafter 39.6 to 50.4.**

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 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. **Although we do not have data readily available with breakdown of student demographics at all sites, the student population at the rural sites has strongly resembled that of the Delano Campus. Through our work in Early College programs we are seeing a large increase in our student population ages 19 or younger. In Delano the percentage of students 19 or younger is 55%. It is safe to assume that the breakdown is similar at other sites, particularly in Arvin and Wasco due to number of Early College sections offered**.

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.

- Historically, students in rural communities have been at a greater disadvantage due to lack of access to instructional and student support services. However, in the last year we have worked diligently to close the gaps by increasing courses, extending services, and establishing technology that can connect students at rural sites to more opportunities. The one group of students that we have identified as needing more services/support at rural sites (other than Delano) is our disabled student population (DSPS). Due to a lack of offices/facilities at various sites, as well as limited DSPS support staff, we have yet to fully reach out to students with disabilities at rural sites. More specifically, we are working on improving our services for them at their respective sites. The Rural Initiatives team is actively engaged with the DSPS department in developing strategies to improve services for DSPS students in rural communities.

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.

   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 to students in all rural communities.**

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 Rural Initiatives team 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 Rural Initiatives team is naturally involved with all initiatives in the communities of Delano, McFarland, Wasco, Shafter, Arvin, as well as smaller communities like Lost Hills. Although a focus of the team is to provide instructional and support services to all students, a big**

focus of rural initiatives work is in Early College. Early College encompasses dual enrollment, concurrent enrollment, and articulation. The Rural Initiatives works closely with the Dual Enrollment team on the main campus, as well as Admissions and Records and other departments to execute this work.

<u>**Assessment Report - Annual Update**</u>

A. List your Administrative Unit Outcomes (AUOs)
   a. **Increase Degree and Certificate Completion (Expand Early College Pathways)**
   b. **Enhance Student Support Services**
B. How did your outcomes results inform your program planning?
   a. **The outcome results for Rural Initiatives have shifted program resources to Early College work. The focus of our scheduling and student services efforts in rural communities tie to partnerships with local high schools. Everything is planned intentionally around the needs of the high school students in those communities. Although they are part of the overall rural initiatives team, there is a sub-set of staff members doing work primarily in Early College initiatives. However, we are continuing to provide services for all students, including adult learners. A sub-group of the Rural Initiatives team is the Adult Education Program group. Separate reviews have been submitted for that work.**
C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes?
   a. **Our goal 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. Through our traditional courses, as well as our Early College pathways, we are offering students a way to learn how to communicate effectively, and demonstrate competency in a field of knowledge. Additionally, our team develops opportunities for students to engage productively in all levels of society. For example, our Early College students in Arvin were given the opportunity to participate in a field trip to experience a choir performance in Bakersfield. The Rural Initiatives team is committed to providing students enriching learning opportunities, both inside and outside of the classroom.**

<u>**Analysis of Received Resources from Previous Cycle**</u>
Discuss the type of resources you received and their Impact on program effectiveness?
Facilities: N/A

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: N/A

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.

<u>Conclusion:</u>

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.

For several decades the Delano Campus has worked to serve adult learners in the City of Delano and its surrounding communities. Several years ago that work began expanding to communities like Arvin and Shafter. In the last year, there has been intentional efforts to change the mindset and culture of the Delano Campus to include students and programs in all rural communities. As a result, the Delano Campus team is now referred to as the Rural Initiatives team. Although we continue to provide courses and services to all Bakersfield College students in rural communities, a big focus of the team is Early College work. The growth in FTES is due largely to the work in dual and concurrent enrollment (FTES jumped from 261.1 in 2016-2017 to 338.9 in 2017-2018 for all rural sites combined-minus Delano). Building pathways from high schools to college programs is a key focus of our work. As this work continues to expand we are leveraging the existing resources we have on the Delano Campus. In order to meet the growing demand for Early College project, we will need to continue to staff accordingly in support staff, management, and faculty roles.

Special Request: Although the Delano Campus and Rural Initiatives do not necessarily fall under instructional programs, and thus we are not able to make a request for faculty, I would like to include the following:

- *With the rapid growth in Early College programs and pathways, departments in the majority of disciplines have been affected. However, the communication department has been particularly impacted, as all pathways offered in the Early College program require courses in this discipline. Additionally, the Early College pathway in Arvin seeks to provide students a course sequence in communication studies.*
    - i. *Currently there is one FT faculty member in the department offering Early College classes, as well as teaching traditional courses at other sites (Delano, McFarland, and Shafter).*
    - ii. *After working collaboratively with the department chair over the department, we estimated that we will need at least 3 FT communication faculty members to meet the growing need.*
        1. *1 Faculty: Arvin High School and McFarland High School Early College and Traditional*
        2. *1 Faculty: Wonderful Academy and Delano Joint Union High School Early College*
        3. *1 Faculty: Wasco High School and Shafter High School Early College and Traditional*

iii. *The department chair has submitted this faculty request, but I would like the opportunity to present my support of the request in a written, verbal, or combined manner.*