

# Assessment Report - Annual Update

## Program Assessment (focus on most recent year)

<b>Department:</b>	Delano Campus-Rural initiatives
<b>Program:</b>	
<b>Submitter:</b>	Abel Guzman
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### A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1 Increase course offerings and enrollment

2 Enhance student support services

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### B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

\* In recent years, the growth of the rural initiatives has really taken shape. Most recently, the addition of dual enrollment at local high schools has helped the college reach a much bigger audience. This rapid growth required lots of collaboration, and will require additional support staff to get the work done:

\* Increase course offerings and enrollment: In 2015-2016, there was a combined 59 sections in Arvin, McFarland, Shafter, and Wasco. One year later there was a total of 106 sections. Enrollment count jumped from 1,165 to 2,245, equating to a total of 261.1 FTES. This is 112.2 more than the prior year. This clearly shows us that there is an upward trend already, and will likely continue that way.

\* Enhance student support services: Currently, we are only able to provide advising/counseling support in rural communities for dual enrollment purposes. Even that support is limited due to a lack of counseling staff available for this purpose. There is a clear need to provide frequent student support services at rural sites. Students who choose to take classes at those sites, often do so because they don't have the means to go to main campus every day. We have met that need on the instruction side, but now need to do so on the student services end.

### C. How do course level student learning outcomes align with program learning outcomes?

Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

\*N/A- While this particular outcome assesment isn't directly managed by our administrative unit, it does help us plan for the courses that we offer at the rural sites. In addition, it helps guide our support of faculty members on the various locations.

**Institutional Learning Outcomes:**

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

**D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.**

\* As we strive to offer not just more sections, but also a diverse array of courses, our goal is to better align with the Institutional Learning Outcomes. We want to ensure that the courses that we offer at all of our rural sites help students to enhance their critical thinking skills, improve their communication skills, and be overall better prepared to engage in the labor market and in the community. For many students at the rural locations, their first courses are taken in Delano or at one of the rural sites. We want to ensure that they have a strong start to their college experience in Delano or rural sites, before they move on to main campus courses, transfer to a university, or enter the workforce.

**E. How do you engage in collegial dialog about student learning outcomes?**

\* Our campus leadership is actively involved in campus committees that deal with student learning (i.e. FCDC and EAC). We want to make sure that the rural student experience is represented in discussions that deal with student learning. Although the majority of our students will also take classes on the main campus, many will seek to accomplish as much as they can in Delano and at other rural locations. We want to make sure that they are received the same quality level education and services that students on the main campus receive.

**F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?**

**\*How has the objective or project impacted equity in your department or program?**

**\*What areas have you identified for program improvements that relate directly to equity in the coming year?**

One of our major objectives was to establish and grow dual enrollment at the various rural sites. In the coming year, our target locations for increasing services and equity will be the communities of McFarland, Shafter, and Wasco. There is an untapped population in those communities that have yet to engage with the college. We will strategically and intentionally schedule more courses both in dual enrollment, and in the afternoons/evenings for the entire community.