Bakersfield College
Program Review – Annual Update

Program Name: Rural Initiatives

Program Type: ☒ Instructional   ☒ Student Affairs   ☒ Administrative Service   ☐ Other

> ***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 towns in the county.

Program Mission Statement:
The mission of the Bakersfield College Delano Campus-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 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

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Instructional Programs only:
    A. List the degrees and Certificates of Achievement the program offers
    B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
    C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on 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.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
1. Increase course offerings and enrollment in Rural Communities	☒ 1: Student Learning ☒ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) ☒ Ongoing: _____ (Date)	Through our expanded work in dual enrollment and strategic scheduling of courses, FTES in rural communities have increased. In Arvin alone we had a jump from 64.4 to 123.5 FTES in one year. In McFarland, FTES increased to 23.6 from 14.3. Shafter remained steady at 39.6, and Wasco more than doubled from 35.9 to 74.4. Our current focus is to expand courses in McFarland. We are already working with the school district to establish dual enrollment and concurrent enrollment opportunities.
2. 90 % of all Rural Initiative students will have a completed Ed Plan.	☐ 1: Student Learning ☒ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) ☒ Ongoing: _____ (Date)	As part of our action plan for Delano Campus student, our goal is that 90% of our rural initiative students have a completed ed plan. We will need to differentiate between dual enrollment and traditional student case management. Currently, 64% of students in Delano-Rural Communities have an ed plan. This will require additional counseling/advising services at various sites.

B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
1. Secure office space at rural sites for student support services, i.e. counseling/advising.	☐ 1: Student Learning ☒ 2: Student Progression and Completion ☒ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	Will collaborate with partners at rural sites to secure space to be used by BC student support services on a regular basis. Will arrange schedule to secure staffing and to plan promotion of services.

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

> Much like the operation on the Delano Campus, Rural Initiative staff excels at building partnerships with local schools and community agencies to provide services to students in the rural communities. Being able to quickly and effectively secure MOUs/Contracts with various agencies to use facilities is key to being able to offer the amount of courses that we do in rural communities. Scheduling around existing classes or events at those particular sites takes time and effective collaboration with those community agencies. As part of this work, we often take on the role of outreach as well in marketing our classes and services in various communities.

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).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
   a. We experienced rapid enrollment growth throughout the rural communities. Through our work in dual enrollment, and efforts to offer more evening classes, we knew that enrollment would increase. However, the rate at which it increased was a pleasant surprise. Still, this creates a work load problem for staffing. Delano staff members support all rural initiative efforts.
      i. Arvin-Lamont: In Arvin, we just about doubled our enrollment and surpassed the 1,000 student mark. FTES jumped to 123.5 from 64.4 in one year.
      ii. McFarland: Enrollment in McFarland remained steady with addition of dual enrollment on top of the CNA course offered in that town. Currently, FTES in McFarland are at 23.6. We have recently revamped our partnership with the high school to offer more dual enrollment opportunities, as well as to host evening courses at their site. We expect enrollment in McFarland to increase.
      iii. Shafter: Shafter also saw a small increase in enrollment, jumping approximately 5 FTES to 39.6. In addition to dual enrollment courses, we also offered more evening classes. BC is currently working with the City of Shafter to be able to establish a larger college presence in the city. This is another city in which we expect a large increase in enrollment.
      iv. Wasco: As the ag pathway at Wasco HS progresses, the enrollment numbers are increasing. In addition we are continuing to offer classes at Wasco independence HS in the evenings. FTES doubled in the last year (74.4).

2. How does your trend data impact your decision making process for your program?
   a. Each year, Bakersfield College's presence in rural communities increases. However, the staff at the Delano Campus which supports all of these efforts, remains relatively the same. As we see all rural areas increase in enrollment numbers, it's imperative that we plan accordingly to provide necessary staff and faculty to support this growth.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?
   a. Success and retention rates for Delano and Rural Initiative students remained steady, and in line with collegewide data.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
   a. Although there isn't a breakdown for all rural sites, the trends in this area were generally in line with those at the Delano Campus:
      i. Gender: As in past years, there were more female students than male students enrolled. However, there was a much bigger increase in male student enrollment than had occurred in prior years. In the last five years, male student enrollment increased by roughly 100 students per year. In the past year there was an increase of nearly 700 male students. Dual Enrollment has had a big impact on this data.

      ii. Age: The biggest increase in enrollment came in the 19 and younger category. There was an increase of over 1,300 students in this category. This accounts for the majority of overall increase in enrollment numbers for the campus. Our work in Dual Enrollment is having the biggest impact on our campus numbers.

      iii. Ethnicity: While there weren't any drastic changes in the percentages per ethnicity category, there was an increase in enrollment in Asian/Filipino/Pac. Islander and Hispanic/Latino students.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: *Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.*	☒ 1: Classified Staff ☐ 2: Faculty	Adding a department assistant III to the team has helped with facilitating all dual enrollment matters out of the Delano Campus for rural communities. This has allowed to take some load off of the dual enrollment team on the main campus.
Professional Development: *Describe briefly, the effectiveness of the professional development your program has been engaged in (either*	☐ 1: Provided Professional Development ☐ 2: Attended Professional Development	N/A

providing or attending) during the last cycle		
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	N/A
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_____	N/A
Resource Request		**Discuss How Effective Request is for Student Success?**
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.*	☐ 1: Replacement ☐ 2: New ☐ 3: Other_____	N/A

Budget:		The budget will remain steady for the most part. We will increase the budget for instructional supplies and materials, as well as travel. With more courses, we will be requesting additional staffing support as well.
Explain how your budget justifications will contribute to increased student success for your program. (*Fiscal requests will be submitted by the faculty chair and/or area administrator.)*		

Conclusions & Snapshot:

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.

In recent program reviews, the Delano Campus and Rural Initiatives were combined. This year, rural initiatives was separated out, and rightfully so. Although the work done in the rural communities still comes out of the Delano Campus, the work itself has evolved into a department of its own. Between Arvin, Shafter, McFarland, and Wasco the FTES are currently 261.1. As we increase dual enrollment section offerings in McFarland, Wasco, Shafter, and Arvin, BC's presence will rapidly expand. In addition, we are working to develop in McFarland, Shafter, and Wasco what we have established in Arvin. We want to make sure we offer more courses in the evenings for students that live in or near those particular communities, and in doing so diminishing the burden of having to travel to the main campus to complete their education. To be able to accomplish all of this work, we will need to plan for additional support staff, management, and faculty.

In particular, there is a need to establish a Program Manager of Rural Initiatives position to be able to support all of the new work that is occurring around the county. This particular person would help coordinate scheduling of courses for Delano campus and all other rural sites, as well as help manage support services for the department.