

EXECUTIVE SUMMARY

Combined Executive Summary of the Three Reports

Provided by the National Center for Developmental Education:

Instruction

Support Services

Administrative Support

Prepared October 2007

Distributed at an Open Campus Meeting

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9-10 AM, H-51

NOTE: Double-spaced portions of the Executive Summary are direct quotes from the NCDE Reports.

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The National Center for Developmental Education Executive Summary

History:

Developmental Education is one of the primary missions of the California Community Colleges. At Bakersfield College (BC), the developmental education offerings are provided through three departments: Academic Development, English/ESL, and Mathematics. Of course, the needs of developmental students are served by a much wider array of courses and services than just those pre-collegiate classes offered by these departments. In many ways, everyone needs to be aware of meeting the needs of developmental students since they eventually sit in every class on campus and visit every service. Several key services and departments are especially helpful in making first contact with the developmental education students who arrive on campus: Assessment, Counseling, Disabled Students Program and Services, Extended Opportunity Program and Services, Financial Aid, Library, Tutoring (both student and ESL), Student Success Lab, and Math Lab.

In 2006-2007, the state revitalized its commitment to serving developmental education students throughout the system by providing two years of one-time dollars that each college could use to enhance their existing programs. Primary oversight of the funds for BC was given to Academic Development. The group decided that an assessment of developmental classes, programs, and services was a great place to start. The ideal review would be conducted by national experts who could compare BC's activities against researched best practices. Although the advisory group valued the assessment/improvement processes being developed on campus through student learning outcomes, the educational master plan, and program review, opening the campus to an external audit was still a daunting prospect—we knew we would hear positive and negative feedback as a result of the study. But we decided the scrutiny was needed to help developmental education faculty and staff make the changes that would best help BC's students.

Fortunately, the National Center for Developmental Education was available for a new project, having just completed a review of the developmental education programs at the community colleges in Texas. Hunter Boylan, NCDE Director, worked with Patti Ross, Dean of Instruction, to finalize what the review would entail. With input from the advisory committee and the support of President Andrews, Vice President Ed Knudson, and Vice President Mildred Lovato, it was determined that the most prudent course of action would be to review the complex and comprehensive departments, programs, and services that address the needs of developmental education students. For students, everything that happens on campus has an influence on their academic success from first contacts through assessment and counseling to developmental courses and efforts in all their classes, including ongoing support such as tutoring and financial aid. If we were to bring in the experts, we needed them to look at everything and how all the pieces worked together to help students.

The Study Parameters:

NCDE was contracted to conduct an extensive review of Bakersfield College's instructional programs and student services directed toward developmental students. This study would involve three campus visits and subsequent reports that would cover instructional programs, student services, and administrative support. Although there would be some overlap as each visit took place, each report would have its own primary focus. Each review would be conducted by a team of NCDE consultants who would review materials and data and would visit the campus, talking with employees and students and visiting key programs and services. The Delano Center was visited as part of the third review. A special thanks goes to Hunter Boylan who was not required by the contract to attend all the review sessions but who did so nonetheless. His consistent presence and expertise helped add a cohesiveness to the ultimate reviews. The Instructional Review took place in April, the Student Service Review took place in May, and the Administrative Review took place in July.

A final piece of the contract involves NCDE providing a range of training workshops for Bakersfield College throughout 2007-2008. The first follow-up training session took place on Friday, 21 September, when Hunter Boylan presented "Creating a Campus Culture Where Developmental Students Thrive." Three to five additional workshops will be planned with input from the departments, programs, and services referenced in the reports, after they have a chance to review the recommendations. The goal is to get these scheduled for early in spring 2008, at least one or two during flex week if at all possible. The actual number of workshops will be finalized when the topics are determined as well as the number of presenters and the length of the sessions.

Appreciation:

The NCDE consultants were able to conduct their reviews because BC's faculty and staff were very generous with their time and expertise and open with their feedback and insights. Trying to list all participants here would invariably overlook someone, but thanks are extended anyway to the faculty and staff of Academic Development, Admissions & Records, Assessment, Counseling, Disabled Students Programs and Services, English/ESL, Extended Opportunity Program and Services, Financial Aid, Learning Center (tutoring, math lab & student success lab), Library, and Title V. Overall, NCDE was impressed with the quality and concern for students demonstrated by Bakersfield College personnel. The administrative team is appreciative of everyone's help and participation—and echoes NCDE's appreciation of your work with students.

General Results & Campus Distribution:

For each review, the consultants spent two full days investigating campus programs and services under the primary focus of each report. The consulting team shared some initial feedback through an exit process with the administrative team and—much like an accreditation site visit—verified the accuracy of details within the draft reports as they were being prepared. NCDE prepared a separate report for each study/visit. However, through the exit interviews, a common thread emerged: BC was commended for doing some great work, *randomly*. One recurring

theme was the need to increase communication and collaboration across campus so the efforts of faculty and staff would be maximized thereby expanding the service to students.

Given that theme, it was decided that the three reports would be presented on the campus as one comprehensive document. This executive summary is being distributed across campus via an open meeting (26 October, 9-10 AM) and a BC-ALL email. Access to the full results will be provided, so all could see the full commentary and research. The report is available through Public Folder (Developmental Education, NCDE Reports). In addition, hard copies of the three-in-one document will be provided to each program and service reviewed within the reports' pages and made available for general review by placing copies in the Library, the Academic Senate Office, and the Delano Center. Once faculty and staff have had a chance to review the commentary and recommendations, additional meetings will be called as needed, either for the campus or individual areas.

General Report Conclusions:

Although each report was initially submitted as a separate document, since Boylan participated in all the visits/reviews, his conclusion for the third report (Administrative Support) offers some commentary that addresses the comprehensive nature of the three reviews. Note that the double-spaced portions of the Executive Summary are direct quotes from the NCDE Reports although paragraphs have been pulled from introductory and concluding comments at times creating new juxtapositions.

Here are Boylan's concluding paragraphs from Report III (Administrative Support):

Key administrative leaders at Bakersfield College are to be commended for recognizing the developmental education is not only a major function of the institution but a function that is critical to performing the college's mission. The extent to which there may be a gap between this recognition and the resources assigned to developmental education is more likely to result from resource constraints than from a lack of concern or commitment. Also, although the leadership team of Bakersfield College acknowledges that additional resources may need to be allocated to developmental education activities, they have not known where to start and which investments may result in the greatest return. The fact that this review is taking place is an indication that the college's leadership is willing to take action once they

decide upon a plan that will yield the greatest benefits to developmental programs, courses, and students.

As this report indicates, the single greatest problem with developmental education at Bakersfield College is the lack of a coordinated, focused, and systematic effort. It is hoped that the information provided in this and previous reports will enable institutional decision-makers to determine how to coordinate the many campus courses, services, and activities serving underprepared students.

The “bad news” from this and other reports is that improving developmental education at Bakersfield College will probably require a long-term, labor intensive, and costly process. Major coordination of effort, some realignment of policies and procedures, and additional resource allocations are likely to be necessary. The “good news” is that the college already has in place most of the essential courses and services necessary to serve underprepared students well. It also has committed and well-qualified faculty and staff to provide these courses and services.

Perhaps the most important “good news,” however, is that the changes in policies, procedures, organizational structures, and instructional techniques necessary will benefit ALL students and programs at Bakersfield College. The research and literature of the field is clear and consistent in indicating that what works to insure that underprepared students succeed academically and are retained is also what works to insure success and retention for all community college students.

More General Comments:

The final conclusion from Report 1 also stressed insights that are applicable for all across campus to understand. Basically, developmental education is everyone’s business. Here are the concluding paragraphs from Report 1:

The vast majority of BC faculty members teaching developmental and academic development courses are well-qualified for their positions, knowledgeable in their subject matter, and committed to the success of their students. If students are not retained at the desired levels or have not learned the subject matter with the desired competency, it is not because faculty members have failed to put forth sufficient effort. Indeed, the faculty members interviewed worked hard, cared for their students, and often tried new techniques to help students learn.

Unfortunately, there are both local and systemic problems that work against the success of instructors who work with underprepared students at BC. Chief among these is the fact that student demographics and culture have changed more rapidly than the culture of BC.

The college is confronted with large numbers of what K. Patricia Cross once referred to as the “New College Students” (1976, p. 3). These are students who thirty years ago would not have been considered “college material.” They are single parents, displaced workers, and ethnic minorities. They are students with disabilities, students with poor records in previous schooling, or only marginal previous schooling. They are students who often lack fluency in either English or their native language, who come from backgrounds of hard core poverty, and students who have been out of school for a decade or more. When Cross coined the term “New College Students” thirty years ago to describe such students, she was describing a growing minority of students. Today, these students represent a majority of the community college population.

The institution has made sporadic efforts to accommodate the fact that its student body has become more diverse and, at the same time, often less qualified. But these efforts have been neither systematic nor comprehensive.

Programs have been established to address the needs of students from different cultures and weaker educational backgrounds, workshops have been held to accommodate different teaching and learning styles, and policies have been developed to make it easier for students to matriculate through the institution. However, these efforts have been random and piecemeal.

There is inadequate communication between and among the departments and programs that deal with the new majority of college students. There is little coordination between professionals in the academic and student development areas focused on collaborative efforts to meet these students' needs. There are insufficient training opportunities available to faculty who work with these students. The fiscal, physical, and personnel resources available have been inadequate to address the needs of the new majority of BC students and the faculty who work with them.

Nevertheless, there are still many things that BC can do in response to these circumstances. A basic mantra in consulting [is] that "*the cheapest form of innovation is a change in your own attitude.*" Attitudes and the actions resulting from them must be changed if BC is to be successful with its current students.

Administrators must recognize that serving the new majority of college students is not the job of a particular program, department, or innovation. Instead, it is the job of the entire institution including everyone from the president to the

grounds keepers. Planning must be implemented and resources allocated based on the recognition that serving the new majority is the college's major task.

Faculty should recognize that they must teach the students they have, not the ones they used to have or wish they had. The basic philosophy of developmental education is that faculty must accept students where they are and move them as far as they can go (and the key word here is "accept").

Frequently, teaching the new majority will require that faculty learn and adopt new teaching methods and techniques. This will necessitate a much greater emphasis on faculty development, particularly for adjunct faculty who often teach the majority of developmental courses.

Teaching the new majority will require reviewing departmental and program policies to determine which ones encourage student success and which ones serve as barriers to student success. It will require developing new policies based on the criteria of - *does this promote learning for our current generation of students?*

Teaching the new majority will require greater collaboration with others both inside and outside the university. No individual, program or group of programs can meet the challenge alone. It will require a collective effort, frequently among people who are not used to working with one another.

The members of the review team believe that the recommendations provided here may serve as a basis for the attitudinal and operational changes at BC. Change must take place if the college is to be successful in serving its new majority of students. But whatever change takes place must be systematic rather than random, coordinated rather than isolated, and planned rather than accidental.

Specific Report Results & Recommendations:

Each of the three reports were completed by a separate review team. In addition, each report had multiple sections and corresponding recommendations. The recommendations come after explanatory commentary and are supported by research bibliographies. Consult the full reports in public folders to review commentaries and bibliographies. The recommendations are not numbered sequentially throughout each report, rather each subsection starts over with recommendation 1. In the Executive Summary, the recommendations in each report have sequential numbers imposed to facilitate reference for discussion. In addition, note that the double-spaced portions of the Executive Summary are direct quotes from the NCDE Reports although paragraphs have been pulled from introductory and concluding comments at times creating new juxtapositions. The full reports are available in public folders.

Taking Action and Prioritizing Change:

As is typical practice with the use of consultants, recommendations are provided for contemplation and review. After careful consideration and collaborative exchange with all involved, the recommendations that will be followed would be determined and prioritized. Certainly those recommendations that impact funding, staffing, and significant changes in service and curriculum will need careful review. Also, some recommendations address the same challenge and initiating one maybe negate the need to initiate another. *The recommendations listed in the Executive Summary in italics fall into that category, where additional meetings and discussion will be needed with those most directly involved to determine how to proceed.* Watch for announcements about additional meetings. **The recommendations listed in the Executive Summary in bold are ones that are easier to take more immediate action on, if that decision is finalized.** All changes resulting from the recommendations provided by the NCDE Reports will be ultimately approved by President Andrews. Works teams will be needed to help with implementation.

Evaluation of Bakersfield College Developmental Education

Part I - Instruction

Review of Developmental Writing Program at Bakersfield College

Prepared by Elizabeth Carroll, Ph.D.

Faculty at BC care about educating their developmental writing students, but their efforts are seriously undermined by several factors: excessively large class sizes and inadequate space; a lack of support for faculty development; an ineffective curriculum driven by exit exams and grammar drills; and a lack of adequate support services for writing students. Addressing these issues will depend on funding and the

collaborative involvement of administrators and faculty in the three disciplines that offer developmental writing courses (Academic Development, English, and English as a Second Language). Commentary is provided in the following areas: Use of diverse instructional methods, Integration of classrooms and laboratories, Consistency of entry and exit standards for developmental courses, Use of learning communities, Integration of critical skills throughout the developmental education curriculum, Use of adjunct faculty, Use of strategic learning techniques, and Class size in developmental education.

Recommendations

1.1 Recommendation 1. Lower class size in all developmental writing courses.

1.2 Recommendation 2. Hire a specialist in rhetoric and composition with expertise in writing program administration to reopen and direct the writing center and administer a writing across the curriculum (WAC) program.

1.3 Recommendation 3. Implement annual goals #4 and #5 in the future development strategies of BC's Educational Master Plan.

1.4 Recommendation 4. Review the use of the POWS and the FEE. (Incorrectly numbered "5" in the final report—but only four recommendations provided).

Academic Development - Reading and Study Strategies Courses

Prepared by Hunter R. Boylan, Ph.D.

The reading and study strategies courses at BC represent an incredible range of content and ability levels. The Academic Development reading courses serve students who read below the fourth grade level on up through high school and college level. The reading faculty teaching Academic Development courses have done a good job of selecting content appropriate for the students they serve. Given the wide range

of reading abilities of BC students, the faculty teaching Academic Development reading and study strategies courses have designed a reasonable course sequence.

The review team was also asked to comment on specific aspects of developmental education at BC in each subject area. The following comments reflect the reviewer's response to these specific areas in the Academic Development reading courses: Use of Mastery Learning, Use of diverse instructional strategies, Integration of classrooms and laboratories, Consistency of exit and entrance standards for developmental courses, Use of learning communities, Integration of critical skills throughout the developmental education curriculum, Use of adjunct faculty, Use of strategic learning techniques, Class size in developmental education, and Comparison with national averages

Recommendations for Reading and Study Strategies Instruction

1.5 Recommendation 1. Make more systematic use of computer-based mastery learning in reading courses.

1.6 Recommendation 2. Invest more resources in training faculty.

1.7 Recommendation 3. Engage with laboratories in a more systematic manner.

1.8 Recommendation 4. Make systematic efforts to insure consistency of standards.

1.9 Recommendation 5. Build learning communities.

1.10 Recommendation 6. 6. Agree on essential skills and plan to integrate them throughout the developmental curriculum.

1.11 Recommendation 7. Utilize a greater variety of study strategies techniques.

1.12 Recommendation 8. Work to reduce class size.

1.13 Recommendation 9. Restore teaching assistants.

1.14 Recommendation 10. Utilize the CRLA position paper on the rights of adult readers and learners as a guide for personal and program development.

Review of Basic Skills & Developmental Mathematics
Courses at Bakersfield College
Prepared by Barbara S. Bonham, Ph.D.

The National Center for Education Statistics (Parsad & Lewis, 2003) reports that the percentage of students enrolling in developmental courses was higher for mathematics than for English or Reading at two-year colleges. In a recent study by mathematics educators in the Massachusetts Community College System, it was revealed that “there are more than two million enrollments in developmental mathematics (basic arithmetic, and introductory and intermediate algebra) in community colleges nationally. Developmental mathematics is the single largest program in community colleges nationwide, enrolling more than 15% of all students with failure rates reaching as high as 50%” (Massachusetts Community Colleges Executive Office, 2006). Statewide data included in the California Community Colleges System Strategic plan reveal that “those who begin mathematics with arithmetic have a 10% chance of taking a transfer level mathematics course.”

This report will compare what is presently being done at BC, CA in the area of mathematics for underprepared students with the research, guidelines, and best practices. The latter will be used not only for discussion but also as a basis for recommendations as necessary and appropriate. The first section of this report will include an overview on the success rates at BC in the Basic Skills Mathematics course and Developmental Mathematics courses. Other sections of this report all relating to these pre-college courses in mathematics include: 1) Assessment, 2) The Curriculum

and Related Issues, 3) Delivery Strategies, 4) Skills Related to Success in Math, 5) Labs, Tutoring, Learning Communities, SI, etc. 6) Instructional Strategies and 7) Professional Development. Substantial review of the computerized program ALEKS is also provided.

Part of the conclusion acknowledges that “a systematic approach to improving the basic skills/developmental mathematics program at BC is needed.” Also, greater collaboration between all services and support programs needs to be enhanced.

Recommendations

1.15 Recommendation 1. Collect more noncognitive information on math students.

1.16 Recommendation 2. Continue to analyze data on student performance in math classes.

1.17 Recommendation 3. Review student learning outcomes.

1.18 Recommendation 4. Teach math study skills.

1.19 Recommendation 5. Enhance professional development for math faculty.

1.20 Recommendation 6. Use more diverse teaching strategies (from AMATYC 2006).

Evaluation of Bakersfield College Developmental Education

Part II - Services

Prepared by *Hunter R. Boylan, Ph.D.* (Director, NCDE),
Gen Ramirez, Ph.D. (Director, Learning Assistance Center,
California State University - Long Beach), and
D. Patrick Saxon, M.B.A., Ed.S. (Assistant Director, NCDE)

Support services are essential to the success of all college students but particularly for those who are underprepared and enrolled in developmental

education programs. Research is consistent and clear in finding that support services are an important part of any effort to improve the performance and retention of underprepared students. Furthermore, the research indicates that, for these services to be most effective, they must be linked to remedial courses and integrated into the academic experience of underprepared students.

As part of its contract with Bakersfield College (BC) to evaluate developmental education, the National Center for Developmental Education was charged with reviewing student support services related to developmental education. The review took place on May 15 and 16, 2007. It involved discussions with directors and staff of various programs, tours of facilities, and interviews with students. Documents relating to each program were also reviewed both before and after the visit. When necessary, follow-up telephone calls were made to directors and program administrators to seek additional information. This review not only explored the support services available to students at BC but also the extent to which they were integrated into the campus-wide developmental education effort.

One of the most notable things about the support services of Bakersfield College is that they are many and varied. They certainly provide a comprehensive range of interventions designed to help students enter and succeed in college. Also, they are typically well managed and staffed by competent, responsible, and dedicated professionals.

Another notable aspect of BC's support services is that they are equally varied in their funding, support, and resources. The somewhat patchwork distribution of programs and services throughout the campus, their uneven staffing and resources,

and their range of quality in facilities and furnishings creates an impression of disconnectedness. Also, the expansion of student development over the years has not been planned.

Admissions and Records (Assessment) Recommendations

2.1 Recommendation 1. Review registration instructions and procedures to insure that they are understandable to students with low reading levels or poor English skills.

2.2 Recommendation 2. Meet with student focus groups to identify unforeseen problems with admission, assessment, and registration.

Orientation Recommendations

2.3 Recommendation 1. Review the online orientation program.

2.4 Recommendation 2. Consider implementing a true first year experience program.

[NOTE: already part of Foundations of Excellence Action Plans].

Counseling Recommendations

2.5 Recommendation 1. Use students' waiting time to their advantage.

2.6 Recommendation 2. Provide more training in cross-cultural communication.

2.7 Recommendation 3. Train receptionists in customer relations.

2.8 Recommendation 4. Audit Counseling Center functions to determine which ones require the assistance of professional counselors.

2.9 Recommendation 5. Explore the use of peer or paraprofessional advisers.

2.10 Recommendation 6. Improve the Integration of Counseling Department's efforts with those of developmental education.

2.11 Recommendation 7. Place greater emphasis on student mental health.

Extended Opportunity Programs and Services Recommendations

2.12 *Recommendation 1. Improve response to student problems.*

2.13 Recommendation 2. Improve connectivity with other campus units.

2.14 Recommendation 3. Expand evaluation efforts.

Financial Aid Recommendations

2.15 *Recommendation 1. Expand the college endowment for scholarships.*

2.16 *Recommendation 2. Continue an emphasis on providing outreach services to parents.*

2.17 *Recommendation 3. Provide workshops on financial management.*

Disabled Students Program and Services Recommendations

2.18 Recommendation 1. Strengthen communication with the Academic Development Department.

2.19 *Recommendation 2. Take a greater role in faculty development.*

2.20 *Recommendation 3. Expand liaisons with high schools.*

Student Success Lab Recommendations

2.21 *Recommendation 1. Integrate Plato with ESL instruction.*

2.22 Recommendation 2. Encourage faculty referrals.

2.23 *Recommendations 3. Expand Professional Staffing.*

2.24 *Recommendation 4. Expand operating hours.*

Tutoring Center Recommendations

2.25 Recommendation 1. Become more proactive.

2.26 *Recommendation 2. Strengthen the Tutorial Program (reference to Supplemental Instruction provided in commentary). [NOTE: Supplemental Instruction already being explored through BSI].*

2.27 *Recommendation 3. Create collaborative initiatives.*

2.28 **Recommendation 4. Plan for institutionalization.**

Evaluation of Bakersfield College Developmental Education

Part III - Administration

Prepared by *Hunter R. Boylan, Ph.D. (Director, NCDE)*
J. Bryan Brooks (Chair, Leadership and Education Studies, ASU)

This report represents the third and final component of an extensive review of developmental education at Bakersfield College. This report addresses the administration of the college and the extent to which it supports developmental education and contributes to its success. Such a review is appropriate because there is substantial research indicating that administrative support is critical to the success of developmental education. The purpose of this report is to identify ways in which the words and actions of administrators at Bakersfield College support developmental education. It also addresses administrative and coordinating arrangements that influence the effectiveness of developmental education.

Institutional Leadership Recommendations

3.1 Recommendation 1. The administrative leadership team of Bakersfield College is encouraged to communicate aspirational values concerning developmental education more frequently and more clearly.

3.2 Recommendation 2. Celebrate the institutional values that have guided Bakersfield College through difficult times in the past and present.

Leadership Support for Developmental Education Recommendations

3.3 Recommendation 1. Develop a systematic plan for investing resources to improve developmental education. [NOTE: The ongoing funding opportunity through the state BSI will begin to address this matter].

3.4 Recommendation 2. Invest more resources in training and development for those working with underprepared students.

3.5 Recommendation 3. Create more formal and informal opportunities for faculty to discuss teaching and learning issues.

3.6 Recommendation 4. Set up a faculty/staff lounge where instructional personnel may congregate and discuss teaching and learning issues. [NOTE: SDCC is already working to convert LEV 40 into a comfortable Professional Development Center as a first step in effectively providing such a center on campus].

Developmental Education as an Institutional Priority Recommendations

3.7 Recommendation 1. The President, Vice Presidents and other key administrative personnel should systematically identify the “priority message” they want to deliver and consistently and frequently share that message with faculty, staff, students, and the community.

3.8 Recommendation 2. Enhance internal communications concerning institutional enrollment, funding, and resource utilization data.

3.9 Recommendation 3. Focus on the message that good developmental education is good for the college.

Institutional Integration of Developmental Education Recommendations

3.10 Recommendation 1. Continue to gather and disseminate data on the percentage of Bakersfield College students who participate in some form of developmental education.

3.11 Recommendation 2. Continue to work closely with the Academic Senate and encourage them to help make the case for developmental education.

3.12 Recommendation 3. Use college publications to reinforce the importance of the campus-wide developmental education effort.

3.13 Recommendation 4. Develop a plan for improving the integration of developmental education into the campus mainstream.

3.14 Recommendation 5. Explore methods of providing incentives for faculty who collaborate with the developmental education effort.

Developmental Education Administrative Coordination Recommendations

3.15 Recommendation 1. Appoint an administrative officer to coordinate the campus-wide developmental education effort.

3.16 Recommendation 2. Develop a philosophy statement for developmental education courses and services. [NOTE: already being explored by the BSI Team].

3.17 Recommendation 3. Develop a statement of goals and objectives for the campus-wide developmental education effort. [NOTE: Already being explored by the BSI Team].

3.18 Recommendation 4. Continue to search for the best organization structure and personnel assignments to effectively serve the needs of underprepared students.

Institutional Policies and Procedures Affecting Developmental Education Recommendations

3.19 Recommendation 1. Remove unintended barriers to access for underprepared students by involving faculty and staff within the institution in a comprehensive review and revision of policies and procedures associated with admissions and placement.

3.20 Recommendation 2. Revise policies and procedures to enhance access by underprepared students.

Campus Climate for Developmental Students and Courses Recommendations

3.21 Recommendation 1. Review the language used to describe developmental programs and courses in college publications.

3.22 Recommendation 2. Develop a listing of comments and descriptors that should not be used in developmental courses.

Review of Administrative Leadership at Bakersfield College - Delano Campus
Prepared by D. Patrick Saxon, M.B.A., Ed.S., (Assistant Director, NCDE)

Kerr employed the metaphor of “nations” that exist at every college (Cain, 1999). These nations have a tendency to define their own constituents, territory, jurisdiction, and standards of operation. At Delano, the rules of engagement appear

to be defined quite differently from those of the Bakersfield College main campus. Much of this difference is affected by its unique organizational structure, the personnel and clientele, and a limited availability of resources. The Delano campus personnel have worked to establish their “nation” and to have it operate as effectively as possible in the midst of rapid enrollment growth, limited facilities and resources, and excessive leadership turnover.

The report presents commentary on the following aspects of the Delano Center: Professional faculty and staff, Student population concerns, Leadership of the Delano Campus, and Leadership and Developmental Education. As one interviewee put it “(Delano) is like a small town that struck oil and now must decide what to do with it. There is an incredible lack of foresight, planning, and vision among the ranks.” It appears that many of the problematic issues at Delano are caused by rapid growth, “porous” campus leadership, and a lack of strategic planning (or communication of those plans) to the rank and file. Some of these recommendations go beyond the scope of developmental education however, given that a primary function of Delano is developmental education, the reviewers believe it is appropriate to provide them.

Recommendations

3.23 Recommendation 1. *Re-establish and communicate Delano’s vision and plan with its constituents.*

- *Plan for adequate administrative staff.*
- *Plan for appropriate development of the Delano Science and Technology facility (DST).*
- *Plan for centralizing the Delano Campus.*

3.24 Recommendation 2. Establish performance and learning outcomes.

3.25 Recommendation 3. Establish and communicate the priorities of the campus director.

3.26 Recommendation 4. Communicate a consistently positive message about developmental education and ESL.

3.27 Recommendation 5. Treat students as valued customers.

3.28 Recommendation 6. Examine and promote equitable distribution of resources.

Follow-Up Meetings and Training Sessions:

As needed, follow-up meetings can be arranged for groups of faculty and staff of individual areas or for a larger group. In addition, training sessions need to be decided upon once decisions are finalized about which recommendations to follow and how to prioritize the resulting action plans. Watch for follow-up emails and surveys to help collate everyone's feedback to the NCDE Reports. If you have questions, need fuller feedback, or want to schedule a meeting for further discussion, contact Patti Ross at 395-4037 or pross@bakersfieldcollege.edu.