**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name:

 The Office of Student Equity and Inclusion

Program Type: [ ]  Instructional [x]  Student Affairs [ ]  Administrative Service

***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 Office of Student Equity and Inclusion supports Bakersfield College in providing an inclusive, equitable, and supportive pathway based on excellence in teaching and learning to promote our Core Values. Provide and support for on-going and scalable services for students and staff to minimize barriers. Provide for targeted supports and enhancements that communicate the Bakersfield College mission to our campus and community stalk holders. In collaboration with existing programs and services including Student Success and Supports Program and the Basic Skills Initiative, captures data, engages students and staff to identify interventions to close the achievement gaps of our disproportionately impacted groups.

Program Mission Statement: The Office of Equity and Inclusion through the Student Equity Plan supports the work of existing programs and services to help students achieve the five student success indicators: access, course completion, ESL/Basic Skills, certificate, graduation and/or transfer. The Office of Equity and Inclusive also promotes creating an educational environment that appreciates diversity and embraces excellence in open, welcome and inclusive way. The hiring of a SSSP Director to work closely with the Equity and Inclusion Director would close the loop in supporting existing programs and services at Bakersfield College.

**II. Progress on Program Goals:**

1. 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.

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| **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)** | **Comments** |
| Communicate an equity-minded message throughout all levels of the Bakersfield College campus. | [ ]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [x]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing  | Participate on community and campus committees and share information about the Office of Equity and Inclusion and share student statistical data on our disaggregated by student populations in all equity interventions. |
| Collaborate and identify how equity supports and scales up intervention in the Student Success and Supports Program (SSSP) and the Basic Skills Initiative (BSI). | [x]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing:  | The Interim Dean, Student Success & Supports and Pre-Collegiate Studies and the Director for Student Equity and Inclusion meets to discuss and review student success data has it relates to the five success indicators. |
| Identify service and program interventions to support students move effectively through the BC pathways for progression and completion | [ ]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing  | Increase interventions to serve our disproportionately impacted student groups (cohorts). |
|  |  |  |  |

1. 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)** | **Anticipated Results** |
| **N/A** | [ ]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  |  |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

With no previous Program Review conducted, the Office of Equity and Inclusion has no trend data to use to highlight any significant changes; however, the Renegade Scorecard disaggregated by race and ethnicity indicates that the baseline data for student cohorts served through the Student Equity Plan demonstrates are disproportionately impacted as a result of the five student success indicators. However, the work of the SSSP necessities a closer working relationship between student equity and the student support services, so the hiring of a SSSP Director would help close the gap in practice and ideology.

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

Based on current FTES data for fall 2015, changes in enrollment resulted in a 7-9% growth; therefore, the Office of Equity and Inclusion will continue to be tasked with identifying early interventions for students who come to the college. Bakersfield College is designated as Hispanic Serving Institution (HSI), so many of these late enrollments will result in an increase of Hispanic/Latino being served.

1. Success and retention for face-to-face, as well as online/distance courses.

According to Dr. Janet Fulks, Interim Dean for Student Success Services and Programs, success and retention in face-to-face classes resulted in a slight increase for African-American students while the Hispanic/Latino student cohort resulted in college increases. The support for services between student equity and student support are important to the implementation of the Student Equity Plan.

1. Changes in the achievement gap and disproportionate impact (Equity).

Because the Office of Student Equity and Inclusion is so new, we are unable to provide any trend data from 2014-15 to establish a baseline inquiry for one full academic year.

1. Other program-specific data that reflects significant changes (*specify or attach).* All Student Affairs and Administrative Services should respond.

Through the Student Equity Plan, the Office of Equity and Inclusion opened its doors January 2015 with an Interim Director and an Educational Advisor. During ensuring 4-month period, we hired a full-time Equity Counselor and was able to use another counselor at 40% period release to develop the Hispanic/Latino initiatives. In addition, we hired a DAIII and recently hired an Interim Program Manager.

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning?

Based on the Student Equity Plan, the outcomes assessment for African-American and Hispanic/Latino student cohorts resulted in the Latino Leaders Program, the Promising Professional Program, and the scaling up of the African-American Male Mentoring Program to include female cohorts.

1. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.

Student employment opportunities allow for greater connectivity and engagement on the college campus; therefore, the Promising Professionals Program allowed me to recruit students from our disproportionately impacted student cohorts. Students from MECHA, ASTEP, DSPS, Veterans, Current and former foster youth, EOPS and white males resulted in a diverse pool of student mentors and student ambassadors who assist the Office of Equity and Inclusion to promote in-reach and out-reach intervention activities.

1. 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).

The Office of Equity and Inclusion as a Student Services component does not have student learning outcomes; however, we do support these classroom learning outcomes through our program learning outcomes. For examples, we provide direct services to curricular interventions through Supplemental Instruction, Math tutoring, laptop rental and textbook assistance. We also offer Math Jam workshops and specific cultural and social summer bridge workshops for our disproportionately impacts student cohorts such as Hispanic/Latino, African-American, Foster or former foster youth and rural initiatives.

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

The Office of Equity and Inclusion supports existing programs and services; therefore, our program learning outcomes align directly with the institutional learning outcomes as we work collaborative with and in support of all campus stalk holders to meet the institutional learning outcomes. The Director for Equity and Inclusion sits on the Accreditation & Institutional Quality Committee and the Curriculum Committee to inform and assist in the assessment of our institutional learning outcomes.

***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.*

1. Describe *any significant changes* in your program’s strengths since last year.

The Office of Equity and Inclusion opened its doors in January 2015, so there have not been any significant changes in the last year.

1. Describe *any significant changes* in your program’s weaknesses since last year.

The Office of Equity and Inclusion opened its doors in January 2015 and during that time our staffing needs have grown but office space availability has decreased. Human Resources continue to occupy two office spaces that were originally available to the Office of Equity and Inclusion.

1. If applicable, describe any unplanned events that affected your program.

A MIH Counselor moved in an office space that was intended for the Equity Counselor. This was unplanned, which resulted in one less office. In addition, Human Resources uses two offices – one for testing and the other for interviews. The fact that two additional office spaces were lost to Human Resources and unplanned for, we do not have meeting area for our student cohorts to wait and no space for the unplanned Program Manager or the pending Educational Advisor.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

The Student Equity Plan obligates the Office of Student Equity and Inclusion to hire an Educational Advisor to scale up, direct and lead the African-American Mentoring Program and Initiatives, which has been served on a voluntarily basis for the last 5 years. Moreover, the increased student engagement and follow-up interventions offered by the peer mentors and the student ambassadors necessitate hiring a Pathways Invention Coordinator to support our equity in-reach and out-reach efforts in collaboration with our existing programs and services. For example through the Office of Outreach and School Relations the peer mentors will be trained on the core matriculation steps, provide campus tours, attend to new and continuing students in the Welcome Center and be assigned as mentor lead at a local non-Cal Soap high school. Finally, the disaggregated data on basic skills course completion in mathematics indicates that all students have been disproportionately impacted in mathematics but our African-American students are performing at the lowest level among all of our groups. We need a math professional who can meet our African-American students in a safe, welcoming environment. A temporary 19-hour math professional is not sufficient to meet this need, so there is a need to increase this position to full-time. Moreover, this math tutor professional brings in skills and strengths which are not readily available through our campus tutoring program. The focus on mathematics means hiring two additional professional math tutors s to work with the following cohorts: veterans, foster youth, MESA, and the African-American student cohorts in AAMP and ASTEP. The Math Department in collaboration SSSP funding has applied for a Title 5 HSI grant in mathematics focusing on our Hispanic/Latino cohorts.

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

The Office of Equity and Inclusion in collaboration with Student Success Services & Programs hosted the Professional Development Academy during summer 2014, which focused on embedding equity and student success interventions in course syllabi and classroom strategies to impact the five student success indicators: access, course completion, ESL/Basic Skills, certificate, graduation and/or transfer. In addition, the Office of Equity and Inclusion participated in the funding, planning, and implementation of the spring 2015 Equity in Action conference. Faculty and staff benefitted from both of these workshops, as it generated dialogues between faculty regarding how to increase classroom participation or engagement. Since these conferences introduced these topics, the Student Success & Equity team hopes that individual departments will continue the dialogue. Jeannie Parent, faculty lead for Equity is a member of the Curriculum Committee and is committed to furthering this dialogue.

1. What professional development opportunities and contributions can your program make to the college in the future?

The Office of Equity and Inclusion in collaboration with the Student Success Services and Program has developed and implemented a Professional Development Academy during summer 2015. In addition, the Office of Equity and Inclusion hosted the Equity in Action Conference on the Bakersfield College campus during the spring term 2015. The program and staff will continue to take a leadership in promoting and creating equitable opportunities for faculty, staff, and students.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

The Office of Equity and Inclusion is a new program; however, has we move forward in 2015-16, we have reconfigured office space to accommodate a full-time Counselor office and planned for the spacing needs for an Educational Advisor.

1. How will your Facilities Request for next year contribute to student success?

The Office of Equity and Inclusion is a new program and as we move forward, we plan to serve more students in a timely manner and provide for increased student traffic as a result the 7-9% growth that the college is experiencing in fall 2015. As we process more Comprehensive Student Educational Plans to assist our 48+ unit needs of our Hispanic/Latino students to update their majors and plan for graduation. We also will address the continuing need of our African-American students to address targeting their 30 unit milestones.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success? NA
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

As our disproportionately impacted students in-reach to take advantage of the our campus interventions, the Office of Equity and Inclusion will need to process more Comprehensive Student Educational plans to guide students in effectively planning for course completion, which lead them to graduation and transfer. This will significantly impact the Counseling and Educational Advising contact hours and the availability to meet the increased numbers of students who move through the educational pathways.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

In the Office of Equity and Inclusion, we need a dedicated work station for equity students to sign in using SARS Grid. We are not able to sign in a student which is a common practice in Counseling. Therefore, a stand- alone computer station to document student contacts in the Office of Equity and Inclusion helps us to addresses the Strategic Directions Plan.

1. Budget: Explain how your budget justifications will contribute to increased student success for your program.

The Student Equity Plan obligates the Office of Equity and Inclusion to support existing programs and services; therefore, any interventions that directly serve students must be included in our 2015-16 budget plan. This includes scaling Supplemental Instruction, Math tutoring, and direct services to our disproportionately impacted students through gap services.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

The Office of Equity and Inclusion is still in transition. While we have hired some key personnel, there is insufficient office space to accommodate the unfilled positions, unplanned staffing, and in the increase in student traffic, which has resulted to the 7-9% enrollment growth. In addition, we lack adequate for peer mentors or student ambassadors to engage their peers. A classroom for our Math Jam workshops and math tutoring would allow us to market services to specific math student cohorts. Also, we lack space for our student cohorts to meet and converse in a safe space to discuss issues of concern. Finally, space for our textbook rental program is non-existent. Right now the numbers are small but in order for us to scale up we will have to house this library elsewhere.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[x]  [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

[ ]  Curricular Review Form **(Instructional Programs Required)**

[ ]  [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[ ]  [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview) [x]  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview) [x]  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

[ ]  Professional Development Form [ ]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [x]  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_