

**APR Report for 2017-2018
2018-2019 Cycle**

Section I: Program Description

IA1. Program (Select your program from the drop down list)

STU SRVCS Incarcerated Students Program (ISP)

IA2. Other Program (If your program is not on the above list, write it in here)

IB. Program Lead (Your first and last name)

Adam Bledsoe

IC. Program Mission Statement

Provide the Program's Mission Statement.

The mission of the Taft College Incarcerated Student Program is to provide educational opportunities to inmates within our district. The program facilitates the delivery of student support services and educational materials, and our goal is to provide this population with quality resources and services that are comparable to the services received on campus within the legal limitations of incarceration.

ID. Program Summary

Provide a brief summary on the current status of the program being reviewed.

The Incarcerated Student Program (ISP) currently provides services to both a state facility (contracted and run by the City), the Taft Modified Community Correctional Facility (TMCCF), and a federal facility, the Taft Correctional Institution (TCI). Student Support Services provided to this population include admissions, orientation, assessment, counseling/advising, and follow-up services.

Similarly, the ISP works with various departments and programs on campus to ensure comparable services are provided for these students in areas including Financial Aid, the Library, MAPP (probation), Transfer Services, Admissions and Records, and DSPS.

In addition to the delivery of student support services, the ISP works with divisions and faculty to coordinate a schedule of classes to meet this population's needs. A variety of classes are offered to meet general education, major, and transfer requirements. The most commonly earned degree is an Associate in Science in General Business, but

students have also earned degrees in Accounting (A.S.), Business Administration (A.A.), Liberal Arts: Business and Technology (A.A.), and Liberal Arts: Communication (A.A.).

Section II: Looking Back—2017-2018

IIA. Present the Results (Rubric Criterion 3)

Provide a descriptive summary of the outcomes from the 2017-2018 cycle of program review.

2017-2018 Goals and Outcomes:

Goal #1: Ninety percent of our incarcerated students will have an abbreviated educational plan.

Outcome: According to the counselor for our incarcerated program we were able to achieve this goal.

Goal #2: Taft College will offer at least two classes to the incarcerated population where part or all of the instructional delivery will be conducted face-to-face.

Outcome: Through the collective bargaining process the campus was able to reach MOUs with both prisons to allow our faculty to teach face-to-face. However, this process was not able to be completed in time to allow Taft College to offer the classes face-to-face for the 2017-18 academic year.

Goal #3: Offer at least two additional classes per semester that have not been offered in the past three years.

Outcome: Curriculum for three new courses were planned during the 2017-18 year, but they were not able to be offered until Fall 2018.

Goal #4: The enrollment numbers for the TCI and MCCF incarcerated population will increase by 10%.

Outcome: Enrollment increased by 34% in 2017-18. Incarcerated students enrolled in 765 course sections in 2016-17 and 1,027 sections in 2017-18.

Goal #5: Improve the retention rates of the incarcerated students by 1%.

Outcome: The withdraw rate decreased by 3.5%. In 2016-17 the withdraw rate of incarcerated students at Taft College was 9% and it improved to 5.6% in 2017-18.

Goal #6: Improve the success rates of the incarcerated students by 1%.

Outcome: Success rates increased by 2.9% from 90.8% in 2016-17 to 93.7% in 2017-18.

IIB. Probe the Results: I Wonder . . . (Rubric Criteria 1, 3)

In this section, judge whether the activities you implemented in 2017-2018 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

One of the most important activities Taft College continued to work on in 2017-18 was our Lending Library for the incarcerated population. Students in the incarcerated population often have difficulty with being able to afford their own textbooks. Lending textbooks to incarcerated students enables them to be more successful. As the number of textbooks made available to lend grew, both success rates and withdraw rates improved in 2017-18. Anecdotally, our counselor mentioned receiving fewer requests to drop a class because of an inability to acquire a textbook.

IIC. Ideate Innovations: What if . . . (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2018-2019 outcome measures.

Continue to build and maintain our Lending Library. Doing so has shown to positively impact student success and withdraw rates.

Offer courses where part or all of the instructional delivery is conducted face-to-face.

Increase the number of incarcerated students who complete a comprehensive education plan.

Hire an advisor who can devote half of the time to advising our incarcerated students and half of the time to advising our distance education students. Doing this may lead to higher success rates and higher completion rates for our incarcerated students and our distance education students.

Section III: Looking Forward—2018-2019**III. List Your 2018-2019 Goals—Be Quantitative!**

List your 2018-2019 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

1. For each course offered, our Lending Library will have a book available at a ratio of 2 to 1 (one book for every 2 students).
2. The number of incarcerated students with a comprehensive education plan will increase by 5%.
3. Increase enrollment at TCI.
4. Taft College will offer at least two classes to the incarcerated population where part or all of the instructional delivery will be conducted face-to-face.

Section IV (Optional): Evaluation of Program Review and Planning Process

IVA. Evaluation of Program Review and Program Planning Process

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

The in-service training was helpful in establishing expectations for the program review.

IVB. Evaluation of Program Review and Program Planning Process

In this cycle of program review, what aspects of the program review and program planning process would you change and why?

I would like to have data generated through Cognos that allows me greater flexibility in how it can be filtered. For example, showing only online courses or only course with TCI and MCCF students.