

California Department of Finance

Awards for Innovation in Higher Education

Contact Information

Bakersfield College
Dr. Sonya Christian, President
sonya.christian@bakersfieldcollege.edu, 661-395-4211
1801 Panorama Drive, Bakersfield, CA 93305

List of Participants

Cal-PASS Plus, Cal-SOAP, Delano Joint Union High School District, Kern High School District, California State University Bakersfield, Roll Global, NAACP, Kern Hispanic Chamber of Commerce

Application Abstract

2013 was a year of institutional capacity building at Bakersfield College (BC) focusing on college-wide learning and leadership development. This set the stage in 2014, for substantial innovation and change driven by an urgent vision to improve student success. BC moved to disrupt the status quo and radically cultivate new approaches for educational progression from kindergarten through post-graduate employment by building durable and responsive networks with community partners. Fiscal sustainability, a focus on data, and research-based practices were fundamental to this work. To improve the 15% baccalaureate attainment rate in a community with staggering levels of poverty (22%), BC inserted itself into the entire educational continuum. No longer waiting to welcome or manage whoever shows up, BC is working in new and collaborative ways, with regional high schools as well as groups like the NAACP to foster generational shifts through dialogue with parents about the critical need to read to infants. BC is offering high-touch services for students who lack familial support structures. BC is using Multiple Measures to place students in higher levels of English and math, redesigning curriculum in basic skills to move students into college-level work sooner; in Career and Technical Education to ladder certificates to create degree pathways; in general education to reduce units so that disciplines can develop Associate Degrees for Transfer; and if approved, an Applied Baccalaureate in Industrial Automation. BC is positioned to realize these efforts because of a shift in leadership approach from hierarchical to distributed, aligned and grounded in connectivity.

Assurance and Signature

“I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.”



Sonya Christian, President, Bakersfield College

January 9, 2015

Date

1- Context: Institutional Goals as Pathway to Higher Education Success

Community colleges are integral to equitable educational attainment. There are more underserved communities, economically disadvantaged, and students of color attending community colleges than any other segment of higher education. Promoting higher education attainment for these demographics is the key to California's future. This strategic goal is Bakersfield College's priority and vision driving institutional, instructional and student service policy changes.

Bakersfield College (BC) fundamentally shifted its work with every employee focused on student success to enact changes at every level of the college to enhance student success. Since January 2013 the college has moved away from traditionally slow and highly sequential planning and implementation cycles executed through organizational hierarchy toward a more agile approach creatively responsive and dependent on the campus community—holistically knowledgeable and connected, disciplined, rigorous, and fiscally sustainable. Similar to the so-called “agile” methods of software development that promote a development process based upon adaptive planning, evolutionary development, early delivery, continuous improvement, and rapid and flexible response to change, BC is on an exponential trajectory, gaining power through the connectivity of individuals linked across stakeholders and cross-functional teams.

This sense of a “community on the move” toward increased higher education attainment embraces external educational partners. BC and its partners believe that higher education is essential for Kern County to reverse poverty and high unemployment rates. The time is right. Community leaders are emerging and joining forces to provide the necessary effort to increase Kern's higher education attainment rate.

- **Goal 1 - Before BC:** Increase the number of high school students prepared for college before they come to Bakersfield College.
- **Goal 2 - Skilling Up:** Increase postsecondary attainment rates by “skilling up” students who arrive at the college underprepared.
- **Goal 3 - Transfer and Completion:** Increase the associate's degree completion rate, the rate of transfer to four-year baccalaureate degree institutions, and the rate of attainment for baccalaureate degrees.
- **Goal 4 - Equity:** Increase course completion rates, 30-unit completion rates (milestones), and transfer and degree completion rates for specific populations that are disproportionately impacted (as defined by the 80% rule or the proportionality index)
- **Goal 5 - Engaged and Distributed Leadership:** Create a climate of engaged and distributed leadership within the college and across the community, which is aligned, rigorous, and grounded in connectivity, fiscally sustainable, and focused on increasing the levels of educational attainment.

BC has a mature planning and governance system to regularly develop, review, and update strategic goals. In the last two years, BC's Strategic Plan has come alive through conversations across campus and external community groups¹. The result is an elevated level of understanding across campus and the community, as well as clarity to operationalize and implement strategic goals. Institutional documents (Student Success and Support Plan, Equity Plan, Educational Master Plan) show a shared vision and common goals with outcomes identified that move the dial on student achievement and close achievement gaps.

¹ Community Leaders gatherings: <https://www.bakersfieldcollege.edu/president/community-leaders-at-bc>

2- Context: Statistical Profile of Students Served

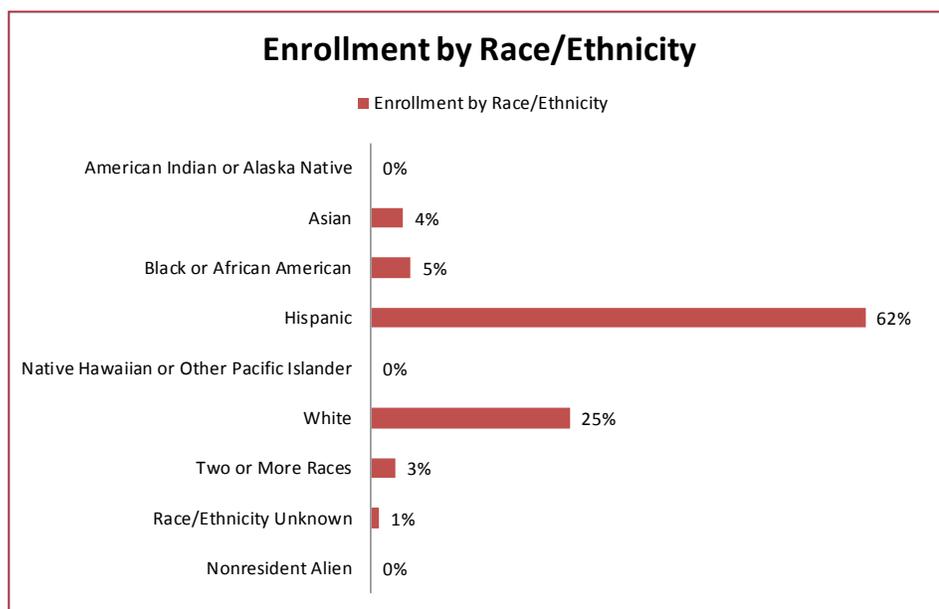
Kern County Context. Bakersfield College is the largest of three colleges in the Kern Community College District (KCCD), geographically the largest community college district in the U.S., fed primarily by Kern High School District, California’s largest 9-12 district. This educational pipeline spans California’s southern, primarily rural, San Joaquin Valley². Key regional characteristics combine some of the

Census Bureau Factors	United States	California	Kern County
Persons in poverty	14.5%	16.8%	23.7%
In civilian labor force age 16+	63.8%	63.7%	59.0%
High School Graduate	86.0%	81.2%%	72.4%
Bachelor’s degree or higher, percent of persons age 25 years+, 2009-2013	28.8%	30.7%	15.0 %

highest rates of poverty and unemployment and lowest educational attainment rates in California. Educational opportunity in this rural frontier is paramount. For more than a century the Kern High School District and Bakersfield College have served this rural communities’ educational needs.

BC Campus Context. Bakersfield College served 24,423 students in 2013-14 that enrolled in classes at the main campus, downtown and rural centers³ as well as online. BC’s satellite centers provide classes in Wasco, McFarland and Arvin, where transportation represents significant barriers to higher education.

Student Demographics. Bakersfield College’s students represent the distinct and diverse microcosm of California’s Central Valley. BC’s Fall 2013 student body was 62% Hispanic, 25% White, 5% African American, 4% Asian, 3% two or more races, 1% unknown and just approximately 0.45% American Indian or Alaskan Native⁴. Bakersfield College is a federally designated Hispanic Serving Institution (HSI). Females make up 54% of BC’s students. The largest percentage of Bakersfield College students, 37%, is aged 20-24 and nearly one-quarter of the students



² Employment is powered by agriculture, oil and gas, manufacturing and logistics industries. The region’s population has grown 16% to about 2.27 million in the last decade.

³ California Community Colleges Chancellor’s Office (CCCCO) Datamart statistics. Report Run Date As Of : 12/26/2014 9:07:32 PM, <http://www.cccco.edu/>

⁴ IPEDS data <http://nces.ed.gov/ipeds/datacenter/InstitutionProfile.aspx?unitId=acabb4b3acb4>

are aged 19 or younger, the majority of which are first-generation students, representing the valley's future. In fall 2013, 1.6% of the student body comprised of 322 Veterans, and 66 military on active duty or reserve. Nearly 1% of the students are Foster youth (228 spring 2014).⁵ Approximately 4.7% are identified as students with disabilities. About 66% of BC students, 16,082 students, count on financial aid to help achieve their educational goals. According to IPEDS, 76% of full-time BC students beginning post-secondary education for the first-time at BC are on financial aid (55% with federal Pell grants). Outstripping this is the fact that economically disadvantaged students have a SPAR (Student Progress and Attainment rate⁶) of only 36.6% compared to 47.7% for those not economically disadvantaged⁷.

Disproportionate Impact. BC's recent Student Equity plan identified areas of disproportionate impact⁸:

- African American and American Indian student completion of educational plans.
- Course success for first time 18-19 year old and African American students.
- 30-unit milestone completion for African American and Hispanic students.
- Remedial course completion for African American, DSPS and Economically Disadvantaged students.
- Degree completion for African American and 20-24 year old students.
- Transfer rates, particularly for Hispanic students that become transfer-ready at high rates but transfer at disproportionately low rates.

Factors Kern Partners can Influence. The palpable yet invisible barriers limiting Bachelor's attainment include cultural and familial responsibilities, transportation, and inadequate guidance. These barriers are all trumped by financial need where student aid is available but unattainable due to a maze of requirements and paperwork. These factors can be mitigated through practice and policy changes. Partnerships with California State University, Bakersfield (CSUB), South San Joaquin Valley (SSJV), California Student Opportunity and Access Program (Cal-SOAP), Kern High School District (KHSD), and California Partnership for Achieving Student Success (CalPASS) provide access, data and financial support. BC's curricular work reducing the timeline for remediation and gaining approval of 106 C-ID courses for transfer and 21 Associate Degrees for Transfer (nearly all accepted at CSUB) provide seamless pipelines. BC's pilot proposal for a Baccalaureate of Applied Science in Industrial Automation provides further innovative opportunity to meet local needs while addressing higher education goals.

5 IBID CCCCCO Datamart

6 SPAR specs at http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/2014%20specs.pdf

7 Students are designated "Economically Disadvantaged" if they received a Board of Governor's Waiver or PELL grant, are a CalWorks or Workforce Investment Act participant, or Department of Social Services client.

8 Specific goals, objectives and activities to alleviate disproportionate impact are linked to targets/metrics with details in questions 4-6 and appendixes C and D.

3 - Innovations: Innovative Actions Aligned with Goals Prior to January 2014

The year 2013 was, primarily, a year of institutional capacity building with a focus on institutional learning and leadership development. Enhancing student success and shifting college leadership from hierarchical to distributed focused our attention. The latter was accomplished through promoting leadership responsibilities among faculty and staff in key areas, for example, academic technology professional development and data literacy particularly for faculty leaders on campus. Further, under the leadership of the new president of the college, BC converted the existing complex Strategic Plan of the College into a brief Strategic Focus document to allow the entire campus community to engage with the strategic goals in a meaningful way. This clarity, along with a tidal wave of leadership development and learning opportunities on and off campus, led to work being embraced and owned by employees across campus.

Institutional Capacity Building

- Launched campus-wide Student Success Stewardship Team coordinating all committees and operational areas to target student success and provide professional development
- Launched student success website
- <http://www.bakersfieldcollege.edu/student-success/>
- Enabled data literacy through a team of data coaches serving as liaison to campus departments; conduits of information to and from the committee; participants in professional development, including qualitative and quantitative information focus groups; and engineers for systemic revision of resources to fill data needs.
- Hosted regional data summit with national keynote speakers.

Below are examples of work completed in 2013 with more details included in Appendix B:

Goal 1 - Before BC

One of the most important factors affecting degree completion at BC is whether students arrive from high school prepared to enroll directly in college-level writing and math. BC success rates⁹ are vastly different for underprepared versus prepared students: underprepared student success was 34.8% in 2012-13 whereas prepared student success was 68%. Through campus-wide dialog related to student data, the college repurposed resources (existing staff time and new staff) to partner with high schools to raise student readiness for college work. The work is categorized in two parts:

Career Academies: BC completed preliminary work with partners in the outlying rural communities of Delano, Wasco, and McFarland (high Hispanic population communities) to establish college and career pathways for students starting in the 9th grade. When these students finish the 12th grade, they will have at least one year of college completed.

Outreach and Making It Happen (MIH): BC has developed multiple measures to better recognize prior learning that happened during high school. BC uses multiple measures to move students up the sequence of writing and math courses (Appendix B, p. 39).

Goal 2 - Skilling Up

The college worked on curricular redesign to accelerate students through their Basic English courses (Appendix B, p. 43).

⁹ Scorecard success outcomes are defined as the success in completing a certificate, degree, transfer or transfer-ready status.

A few obstacles emerged due to major changes in course names and units. Students, as well as Admissions, Placement, Scheduling, and Counseling faculty and staff, had difficulty navigating all the changes. Numerous cross-department meetings with Student Services and the Basic Skills faculty clarified the basic skills course changes, and new flowcharts helped to place students based on their individual remediation needs (Appendix B, p. 44-46).

Goal 3 - Transfer and Completion

CTE Pathways: This foundation was laid to ladder skills and competencies into educational pathways—Job Skills Certificates (JSC), Certificates of Achievement (COA) and associate degrees. The result of this foundational work can be seen in the response to question 4.

Rural Initiatives: As part of BC's equity agenda, the college focused on six rural communities—Delano, Wasco, McFarland, Shafter, Arvin, and Lamont—that surround the campus.

Associate Degrees for Transfer (ADT): BC implemented a systematic approach to develop degrees, including curriculum clinics and one-on-one support. An unexpected challenge was the 60-unit limit for the degrees and the general education course requirements that support transfer degrees. High-unit degrees like Business Administration, Computer Science, and Early Childhood Education would not have been possible without reduction of units in required courses within the discipline and in general education courses. Faculty faced the challenge of reducing units, maintaining course rigor, and aligning course content with the state required C-ID course curriculum.

Baccalaureate of Applied Science: The president of the college, CTE area faculty, and the Academic Senate initiated discussions on the potential of offering an Applied Baccalaureate degree if SB 850 became law. This effort resulted in BC submitting a proposal in December 2014 to be selected as one of the 15 pilot colleges to offer an Applied Baccalaureate, specifically a BAS in Industrial Automation.

Goal 4 - Equity

BC hosted an Equity Summit with 79 attendees and 16 registered live-stream participants. The fall Opening Session included a continuation of this initial summit called "Poverty 101." These discussions set the groundwork for the detailed Equity Plan developed in 2014.

Goal 5 - Engaged and Distributed Leadership

BC's new president brought urgency to the work related to student success with a laser focus on outcomes. BC developed a public Institutional Scorecard¹⁰ that posted not only the data, but also the college response to the data and collaboratively developed targets for key metrics. In addition, the president created a group of faculty and staff with interest in data (data coaches) who were trained in accessing data and available to discuss data and analyze critical needs from the Community College Survey of Student Engagement (CCSSE), as well as enrollment data, equity, and disproportionate impact. The president also launched college-wide summits (Learn@BC!) that hosted well-known national educational experts. This sense of urgency coupled with focused campus dialog has empowered faculty and staff, rekindled passions, and mobilized the campus community for action.

¹⁰ BC Institutional Scorecard <https://www.bakersfieldcollege.edu/scorecard>

4 - Innovations: Innovative Actions and Replicable Changes Guided by Goals in 2014

Spring 2014 began a time of substantial innovation and change at BC. Our college president promotes well-designed innovation and exudes patience with the disruption produced. The important changes to policy and practice were possible because of the deep institutional capacity building through institutional learning and leadership development that occurred in 2013 within the campus and with community partners. These sustainable practices evolved due to the strength of partnerships built, professional development assuring research-based practices, a focus on owning data, a drive to improve student success irrespective of available funding, and systemic changes that disrupted the status quo and built new policies and practices based on student success along the K-16 educational pipeline. The time was ripe for BC to address and radically alter the way education was conducted with a new vision and conduit for educational progression from kindergarten through post-graduate employment.

The educational pipeline, largely theoretical to this point with unconnected effort, began to link across the college, the community and with external partners. BC focused on a cohort of 500 Cal-SOAP students, but because these students represented our most vulnerable, the assumption was that any success would be even more readily experienced by those outside the cohort. The work with this cohort was named Making It Happen (MIH) which will be scaled up in 2015 to 1500 students and in 2016 to all first time full time students. We were excited when we received notification that **BC received the Board of Governors (BOG) 2014 Exemplary Program Award for the MIH Program focused on student success.**

Goal 1 - Before BC

Career Academies: In rural communities (Delano, Wasco, McFarland), BC created a dual enrollment Associate of Science in Agriculture degree pathway between Paramount Academy, Wasco High School, and McFarland High School. Students in the Ag Academy take college-level courses through the ninth, tenth, eleventh and twelfth grades, which guarantees the completion of at least the first year of college. This is made possible with a partnership between industry and education.

Outreach and MIH: BC's partners came together to work on the MIH. See the role played by each partner in this effort:

- CalPASS Plus data revealed students were operating below grade level, beginning in the third grade.
- Cal-SOAP provided BC a cohort of 500 students selected by financial and first generation characteristics and willingly shared their knowledge and experience working with these students in high school.
- Kern High School District (KHSD) invited BC into their meetings and partnered to share knowledge and collaborate to reach students about higher education and Habits of Mind (HoM) before they arrived on the BC campus.
- CalPASS Plus shepherded a multiple measures pilot throughout the state and helped BC to move ahead of the pilot colleges with an implementation beginning one year early.
- KHSD reviewed the data and concluded that redirecting students to four years of Math and implementing Expository Reading and Writing Course (ERWC) for the senior English course was the most beneficial preparation for students to succeed in higher education. This curricular change will have a direct impact on placement levels using multiple measures.

Multiple Measures, Placement Testing and MIH: Underprepared students at BC represent a growing percentage of first-time students (84% in 2013-14)¹¹. National research indicates that placement

¹¹ CCCCO Scorecard Prepared/Underprepared status determined by student registration in remedial courses.

testing may result in a 25% (or higher) misplacement of students—predominantly placing students too low. Research at Long Beach City College (LBCC STEPS study) and a follow-up study of 11 colleges, including BC, indicate high school transcripts are more predictive for course success than placement scores.

A pilot implementation project for BC multiple measures, in collaboration with CalPASS Plus, the California Community Colleges Chancellor's Office (CCCCO), and CSUB's Cal-SOAP project¹², created a cohort of over 500 students in the MIH project. A workgroup created abbreviated Student Education Plans (aSEP), which included any necessary Math, English and Reading pre-collegiate courses in the first semester, for each of the students with complete information available, based upon BC Achieving the Dream¹³ data that indicated students who complete Math and English in their first semester and students completing a Student Education Plan (SEP) are more likely to succeed.

The data revealed that testing on the high school campuses with the same tests and procedures produced higher placements, particularly in Math and less so in English. Reading placement remained the same. Students placing into transferable college-level Math increased 9% and 2% in English. The smaller increase in English is still a statistically-significant improvement. The improved placement test results moved 199 students into transfer level Math and 65 into transfer-level English, representing a total of 264 students placed higher due to testing location.

Multiple measures further improved the placement of 68% of students (307/454). Some students were bumped up in more than one discipline (e.g. English and Math). Some students were both bumped and directed into accelerated courses. There were 361 placement bumps among the 454 students and 199 directed to accelerated or compressed courses among the 454 students, for a total of 560 bumps, accelerations or compressions. Overall, 571 tested into or were placed by multiple measures into higher level courses, which should result in faster progress to college-level outcomes. In addition to the students saving time, it will reduce credit accumulation and loss of financial aid.

This project represents a savings in student time of over 824 16-week semesters and efficiency for the college where unnecessary remedial coursework is eliminated (Appendix C, p. 47).

Goal 2 - Skilling Up

Redesigning Basic Skills and Providing Additional Instructional Support: BC has created numerous new remediation pathways in Academic Development, English and Math to accelerate or compress the curriculum to get students to college level more quickly. In 2014, BC offered multiple sections of the Learning Community compressed/stacked and accelerated basic skills courses. BC also served thousands of students through academic support programs such as Summer Bridge, Tutoring Center, Writing Center, Student Success Lab, Supplemental Instruction, Mesa, STEM, African American Male Mentoring Program (AAMMP), Critical Academic Skills (CAS) workshops, and Library workshops (Appendix C, p. 47).

Summer Bridge: Four sections of Summer Bridge were offered, specifically targeting and recruiting at-risk, first-generation incoming freshmen. The MIH cohort was the primary group targeted. This Bridge finished with 100% retention and 89% success (students who successfully completed a comprehensive education plan). Students' family members joined students, faculty, and staff for a

¹² Cal-SOAP: The California Student Opportunity and Access Program (Cal-SOAP) was established by the state legislature in 1978. BC Cal-SOAP students are part of a special grant project through CSUB where students of low socioeconomic status are coached by counselors-in-training through the college application process.

¹³ Achieving the Dream data analyze the success rates of students based upon locally defined variables.

closing summer bridge ceremony and BBQ.

Contextualized learning models were incorporated as part of a C6 grant from the Department of Labor (DOL). Basic skills practices have been incorporated in the area of Career Technical Education. This project targeted different models throughout the region to strengthen basic skills in students entering with deficiencies in Math and English. BC has implemented many of these models in our programs and plans to use other sources of funding to sustain the activities implemented through this project.

Goal 3 - Transfer and Completion

Early Alert: Students often fall behind early in the semester and get frustrated because they don't know where to attain help; some drop out or earn Fs. Early Alert actively seeks those who need help rather than waiting for those students to ask by engaging the active participation of classroom faculty. In fall 2014, 59 faculty sent 521 alerts on 506 students. This program allows the faculty to steer their students in the right academic direction while holding the students responsible for their success as well.

In order to achieve student success through early intervention, the college's support services are vital. While faculty is the starting point of the process, support services administer the help that is needed. For example, 114 alerts went to the tutoring center, 131 alerts for test-taking skills, and 171 alerts for study skills. Alerts went out not only to the support services but also to the MIH mentors so that they would know the progress of their mentees. The academic counselors and advisors help students develop their student education plans (SEP) that lead to greater chance of success.

Rural Initiatives: In the fall of 2014 a program manager and a counselor were assigned to the Rural Initiative. The counselor helps students connect with local mentors who connect students with opportunities that they can participate in locally after graduation. In addition, the North Kern Adult Education Alliance was established to address adult education program needs in northern Kern County. This alliance links the North Kern high school districts (Delano, Wasco, and McFarland) and BC. The alliance's goal is an adult education system that provides the academic and career skills needed to prepare local community members for post-secondary education and/or employment.

Developing Career Pathways (Job Skills Certificates, Certificates of Achievement and Associates Degrees): To support degree attainment within Career Technical Education programs, curriculum was strategically restructured into sequential, stackable designs. For example, the Electronics Technology program provides four Job Skills Certificate (JSC) options that can be stacked to provide the curricular base for the Electronics Certificate of Achievement (COA). General education courses can be combined with the COA to meet the requirements of the Electronics Technology A.S. degree. Students then are prepared for transfer to a four-year university with an Industrial Technology major.

Associate Degrees for Transfer (ADT): BC has 21 ADTs approved by the state. BC faculty provided statewide leadership in the discipline-specific review processes in the fields of Art, Psychology, Music, Geology, and Biology. BC has 107 courses approved through the state CID review process. In fall of 2014, faculty and administrators in Philosophy and Chemistry met to discuss high-unit courses and course requirements for the ADT in Chemistry. The dialog led to a 4-unit philosophy course being reduced to 3 units to support the chemistry transfer degree (Appendix C, p. 47).

Pre-Law Program: Students interested in BC's pre-law program submit application documents,

attend a program orientation, and submit an educational plan. An advisory council of legal professionals in the Bakersfield community advises BC on matters related to the pre-law program, as well as supports students through mentoring and internship opportunities.

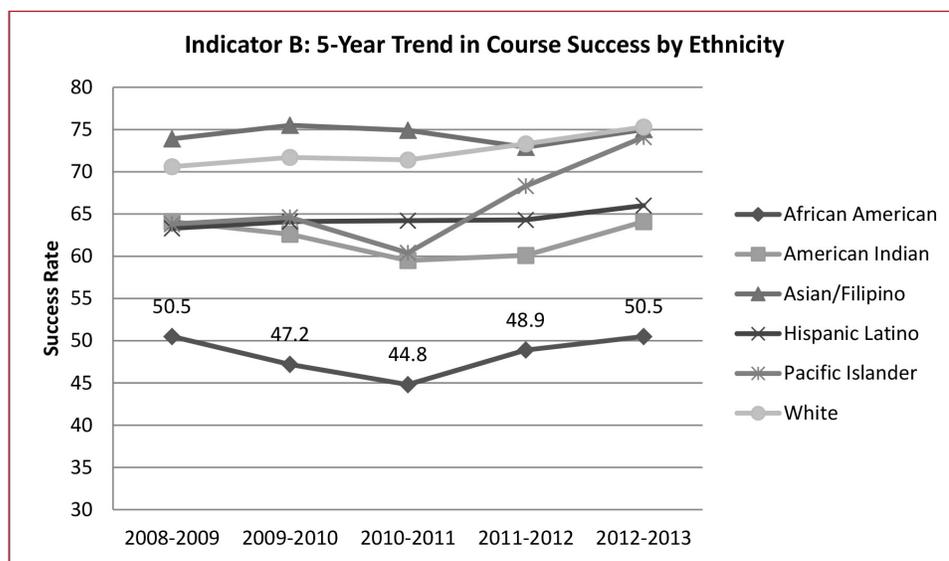
Bachelor of Applied Science in Industrial Automation: The Engineering and Industrial Technology Department consulted with industry partners and examined state and regional economic data to determine if a Baccalaureate of Applied Science (BAS) in Industrial Automation degree would be optimal in providing the education and training to meet industrial needs in the BC service area. With support from the community, the college established an advisory board that guided the faculty in identifying learning outcomes for the BAS program, which were mapped to Institutional Learning Outcomes and used, along with the Automation Competency Model developed through the US Department of Labor Employment and Training Administration and the Automation Federation, to construct course descriptions for upper division technical courses required in the BAS degree. To meet the outlined Program Learning Outcomes (PLOs) for the BAS in Industrial Automation, the department crafted curriculum rich in advanced technical skills and GE breadth to prepare students with deep technical skills as well as critical thinking and communication for employment in various local and regional industries. In addition, a detailed semester-by-semester educational plan was developed for incoming freshmen, sophomores, juniors and seniors, along with a predicted enrollment model for the eight years of the pilot program.

Goal 4 - Equity

Equity Plan

BC completed an equity plan using data coaches and an equity team. The plan has specific goals and interventions for target groups and an awareness of major issues. The plan is organized around five equity indicators: access, course completion, ESL and basic skills completion, degree

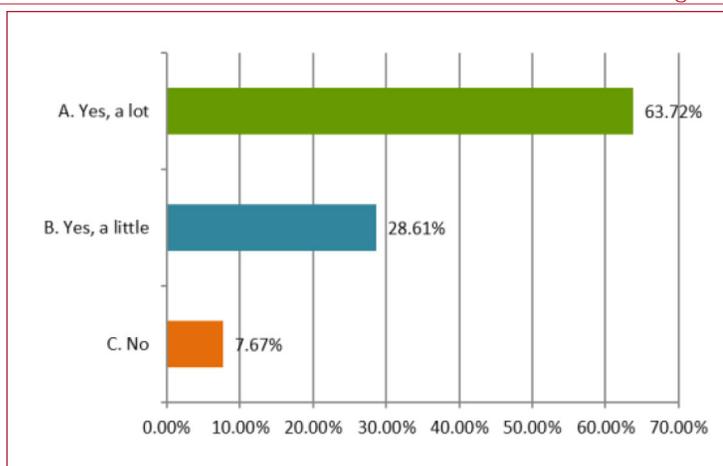
and certificate completion, and transfer. For example, in the category of course completion, the five-year trend in course success by ethnicity revealed that African Americans are disproportionately impacted. In response, BC initiated interventions (Appendix C, p. ##) with specific targets to close this achievement gap. The 142-page Equity Plan summary details equity goals to close the achievement gap (Appendix C, p. 50).



Examples of Campus Discussions: On April 3, 2014 BC hosted a regional Learn@BC! conference titled Equity and Inclusion. Katie Haycock, president of Education Trust, was the keynote speaker. Another example is the series of showing of the film *First Generation* for BC faculty, staff, students as well as our high schools partners. The first generation initiative generated significant discussion and laid the groundwork to better understand the issues faced by our first-generation students. The bar graph shows the results of the survey completed by participants in response to the question: *Did watching the movie change any of your thinking about things you could do to help first generation*

students? (Appendix C, p. 55).

Social Justice: BC continued the discussion from our fall “Poverty 101” session through multiple showings of the film *First Generation*. Some of the stories featured our own college students. We also coordinated efforts with CSUB in their showings of *Camps to Campus*, a movie detailing the lives of migrant farm families as they transition from the migrant camp to college.



Goal 5 - Engaged and Distributed Leadership

BCLearns! The work started in 2013 continued in a grander manner in 2014. There were more internal BCLearns! events. Some examples of traditional workshops included adjunct faculty orientation and cross training for staff to learn the new updates in computer programs. We also offered workshops in technology, social justice, and Habits of Mind (Appendix C, p. ##). This year, based on faculty feedback, the Technology, Innovation, and Professional Development (TIPD) program began a technology one-to-one program, where faculty can benefit from personalized training and help on any technology or teaching topic they choose.

Learn@BC! In our second year, we offered six separate full-day conferences (Appendix C, p. ##). These additional offerings provide a new dimension of community partnerships, as evidenced by the Agriculture Summit workshop. The Title IX and Excellence in Trusteeship conferences featured familiar Kern County state and district leaders, allowing opportunity for student and employee interaction.

Certification for Mentor and Data Coaches: In 2014 BC formalized the requisite skills needed to be a data coach and a mentor. These skills were identified and codified and seminars were developed for faculty and staff. When a series of these seminars were completed, the data coach or mentor got certified. This qualified them to take on institutional projects for which they were given a small honorarium.

Data Coaches

1. Helped format and determine metrics for the institutional scorecard.
2. Contributed to the Data Summit in logistics, presentations and content.
3. Reviewed 2011 CCSSE data, Achieve the Dream data and Student Services data.
4. Distributed over 1000 CCSSE surveys to students.
5. Reviewed equity data and determined metrics for equity outcomes.

In the fall of 2014, we became members of the California Community College Council for Staff and Organizational Development (4C/SD), which provides information on current laws and potential legislation, workshops, examples of professional development, and resources for improving the work of flex and professional development committees. Our 4C/SD alliance provides our committee with the contacts and resources needed to better assist with professional development and flex activities on campus.

Community Partners: BC continued the work begun in 2013 to reach out to leaders in business, industry, government, and community, in small-group conversations. “Lunch and Learn”-style gatherings brought education and community together for an active discussion on education and the community. Discussions explored ways BC and these community leaders can work together to help improve the area’s higher educational attainment rate.

All of these activities are directly linked to our goals, which are all steps toward increasing higher education attainment. In 2014, granular issues, all fundamental in achieving transfer and degree goals, were linked within the pipeline. More students should arrive better prepared through high school and be placed correctly, reducing unnecessary remediation courses (Goal 1). Remedial coursework was redesigned to reduce time to college level work (Goal 2). Courses were approved for C-ID making transfer of coursework easier, and ADTs were constructed to guarantee bachelor degree completion (Goal 3). An equity plan was written (Goal 4). Finally, BC developed its own bachelor degree proposal specific to the needs of our community and unavailable anywhere else in the state (Goal 5).

5 - Innovations: Vision for Continued Improvement and Innovation Beyond 2014

Moving into 2015 and 2016 BC anticipates that current discrete goals will start merging into fewer goals because of the work we have accomplished. Potentially there will be new technologies that we cannot predict, but since we have created a culture of adaptation and staying current, we will be able to incorporate them and adjust our work plans as needed. What are goals now will become normative for how we do work. As our institutional research reveals the most successful strategies we have piloted and as professional development leads us to additional opportunities, new goals will emerge.

While many activities will be a continuation of current efforts, others will be scaled up. Making It Happen (MIH) will expand from a relatively small cohort to all first-time students.

Scaling Up Making It Happen

2014-15	Cohort of 500 students
2015-16	Cohort of 1,500 students
2016-17	All first time students

MIH is an example of concerted efforts that work across goals. For example, MIH works with high schools on curriculum and placement (Goal 1), with BC students whose skills need improvement (Goal 2), with curriculum redesign that helps students reach certificate and degree goals more quickly (Goal 3), and with mitigation of disproportionate impact (Goal 4). Such extensive work occurs because of the emphasis on distributed leadership (Goal 5).

Goal 1 and Goal 2 - Before BC and Skilling Up

Outreach and MIH: (Appendix D, p. 56).

- Administer the assessment/placement process in all high schools during the junior year to encourage students to take more English and Math courses their senior year.
- In addition to the AP and IB courses that are accepted as college-level, BC accepts a high school English course, which is taken during the senior year. We will develop a similar senior-level Math comparable to meet a college-level Math requirement.
- For the 1,500 incoming MIH cohort in 2015, each student, in addition to the a SEP will develop a weekly schedule that blocks out time for “study hall.” BC is staffing up the Tutoring Center, Supplemental Instruction, the Writing Center, and the Student Success Lab. These venues will serve as the study hall for students to do homework in an environment that cultivates the habit of studying and doing homework. First-generation students, for example, often do not have a suitable environment at home for study.

Redesigning Basic Skills: Spring 2015, BC is offering 15 sections of the compressed and stacked courses and 24 sections of accelerated English, Reading, and Math, saving students the time, units, and money needed to complete Basic Skills pathways.

In 2015, BC will investigate including a noncredit basic skills option for students. In addition, BC plans to expand opportunities to take diagnostic tests in the Student Success Lab and provide individualized remediation paths to succeed in coursework and raise academic placement through retesting.

Alternative Learning Environment Using Open Educational Resources: BC’s commitment to high-tech, high-touch education will be exemplified in the development of an Alternative Learning Environment, where technology will be used to support and deliver a customized, flexible learning experience that maximizes both student time and college resources. Using software that supports granular assessment and remediation based on specific learning outcomes, students will realize

a more direct path to readiness for college-level work. Supported by relevant and innovative communication strategies and data-driven, just-in-time seminars and tutoring services, this environment will rely heavily upon the use of open educational resources.

Goal 3 - Transfer and Completion

Rural Initiatives: BC is working with the Delano Joint Union High School District to implement the Get Focused . . . Stay Focused initiative. Students receive information to develop a long-term goal called the 10-year Career and Education Plan and earn college credit. Once the program is piloted in Delano, it will be offered to other rural high schools.

Also under consideration is an Early College High School Program through Robert F. Kennedy High School, located next door to the BC Delano Campus. The Delano Joint Union High School District has proposed something similar in the nearby rural community of Earlimart, home to another underserved and impoverished population.

Bachelor of Applied Science in Industrial Automation (BAS): If the college is selected to participate in the pilot, the curriculum approval and accreditation substantive change processes will begin right away. The BAS junior year cohort will begin in 2016.

Goal 4 - Equity

Social Justice and Faculty Academy: In Spring 2015, BC will launch The Institute for Social Justice, including its Equity Leadership and Learning Academy (ELLA)—an exclusive curriculum designed for BC faculty and staff to explore how inadvertent biases in policies and practices create unintended barriers to equal student access and opportunities for success (Appendix D, p. 56).

EquityTV with BC: A fusion of radio and television, weekly webstream broadcasts start on January 19, 2015, and continue through mid-May 2015, with the option to renew the contract. The 14-week schedule will employ a four-topic rotation¹⁴. Each topic has a lead BC staff member to assist in the identification and booking of guests, as well as with the development of key points of information for the broadcast.

Goal 5 - Engaged and Distributed Leadership

The engaged and distributed leadership method will become the norm at BC. We will continue to strengthen the BCLearns! and Learn@BC! initiatives. We will continue with conferences like the Instructional Technology Conference with keynote from Michael Wesch on Feb 5, 2015 and the Equity Conference on April 23, 2015 (Appendix D, p. 61). BC will continue to be adaptive, flexible, rapid in response, yet disciplined and rigorous in our approach.

14 The schedule promotes specifically college-issues for African Americans, Latinos, Veterans, and Foster Youth.

6 - Innovations: Decreased Costs Resulting from Innovation Activities

The innovation described in questions 3, 4, 5 will reduce costs to the students and the state primarily as a result of students taking fewer credits to reach their academic goals. The reduction in credits can be attributed to:

- students being placed in higher levels of math and English when they transition from high school to college and not having to remediate or
- the Associate Degree for Transfer (ADT) now requires fewer credits than in the past.

Multiple Measures and Cost Savings: Testing students in high school rather than at the college led to students placing at higher levels. 199 students placed into transfer level Math and 65 into transfer level English, representing a total of 264 students beginning as college-ready. (Appendix E, p. 62). In addition, the use of multiple measures shows that 307 students were placed in transferable college courses rather than basic skills. Using an average of 3-6 units at a cost of \$46 per unit, those students saved an additional educational cost of \$42,366 to \$84,732. In addition, the instruction costs savings to the institution at adjunct faculty rates equates to approximately \$70,171. These savings are in addition to the amount of apportionment received from the state for FTES.

Associate Degree Transfer: In developing ADTs, the total number of credits for many degrees was reduced to 60

credits. This shift has resulted in savings for students since they will pay a lower tuition for the course. The state apportionment for the course will also be less than in the past since the FTES generated will be lower for the course.

Associate Degree Transfer (ADT): Computer Science Degree					
	Units Required Before Redesign	Units Required After Redesign	Per Unit Cost	Adjunct Instructional Costs Savings	Total Costs Savings
Per Unit/Adjunct Instructor Costs			\$46	\$4,000	
Computer Science Degree (units required in major)	35	28	(\$1,253)	(\$2,667)	(\$3,857)

See table for calculations related to the ADT in Computer Science.

Low Cost Bachelor's Degree: If the BC bachelor's degree in Industrial Automation is approved, the student could complete a bachelor's for \$5,520 in tuition compared to \$21,888 for an average CSU bachelor's degree.

These combined strategies of curriculum redesign, on-site high school placement testing, mentoring, classroom interventions and a local Bachelor's degree will produce greater efficiency in financial aid resources, faculty and classroom resources and the costs of instructions. BC is on a trajectory to further reduce the time for students to engage college transferable courses and thus the costs of the students' education as student progress toward their college degrees.

7 - Innovations: Monitoring and Mitigating Risks and Tradeoffs

BC views education as a continuum, one that begins earlier than formal schooling. Learning and development is a lengthy process and begins the minute children are born with the vocabulary they gain during infancy. BC has begun efforts to insert itself into this entire continuum. No longer waiting to welcome or manage whoever shows up, BC is working in new and collaborative ways, including with regional high schools as well as groups like the NAACP, to engender generational shifts through dialogue with parents respecting behavior and infant children. BC is using multiple measures and compressed or accelerated courses to move students through basic skills classes more efficiently. BC is offering more and more high-touch activities and services to identify and aid students who might otherwise be lost in the system because they lack familial support structures. BC is redesigning curriculum in basic skills to move students into college-level work sooner, in Career and Technical Education to ladder certificates to create degree pathways, in general education to reduce units so that disciplines can develop Associate Degrees for Transfer (ADT). BC is also addressing the baccalaureate level to capitalize on the opportunity to offer an Applied Baccalaureate in Industrial Automation—not available in the state of California—to meet regional industry needs. BC is positioned to realize many of these efforts because of a shift in leadership from hierarchical to distributed and an emphasis on professional development and data management to effect positive change.

These changes offer risks or trade-offs that are vigorously debated on campus. There is also a sense that there are risks and trade-offs that cannot be anticipated at this point. However, BC is committed to bold action rather than a “wait and see” or “let’s approach the change cautiously and take time to plan” position. The abysmal completion rates across California, especially for our students of color and those who are in lower socioeconomic status levels, propel our assertive action. BC is rapidly moving ahead with confidence, alignment, discipline and rigor, with an eye to monitor success regularly and mitigate problems by making mid-course corrections. Here are some examples organized under the five goals:

Identifying, Monitoring and Mitigating Potential Risks and Tradeoffs

Goal 1 - Before BC

- Using multiple measures and compressed or accelerated courses to move students through basic skills classes more efficiently offers promise, but each has the possibility of pushing students too far too fast. BC will continue its study of each and their impact on student learning and success.

Goal 2 - Skilling Up

- Offering many more high-touch activities and services to identify and aid students who might otherwise be lost in the system must be weighed against offering more sections of high-demand classes and classroom experiences that continue to challenge students to learn. BC will continue its study of each to determine their impact on student learning and success.
- California Community Colleges are legally obligated to spend 50% of expenditures directly to classroom faculty salaries. Given first-generation, low-income students who are not ready to engage with the learning in the classroom, the repurposing of resources outside the classroom to provide the needed support could negatively impact BC’s compliance with the 50% law.

Goal 3 - Transfer and Completion

- When we are attempting to gain more numbers of baccalaureate attainment, we risk getting

caught in the trap of compromising quality and our fundamental mission of learning. When BC concentrates on measuring student achievement, it risks losing focus on student learning outcomes work. BC is already aware of the need for balance. It has four data strands identified in the Renegade Scorecard: Student Learning (SLO/assessment), Student Achievement (progression and completion), Operational Data, and Perception Data such as surveys and CCSSE. Note that the first data strand is on student learning and BC is committed to ensure that balance is maintained.

Goal 4 - Equity

- Taking an active role in community schools and service organizations in order to affect the educational pipeline at the parenting level runs the risk of disaffection in the community at the intrusive role BC is trying to play. BC needs to become even more involved and collaborative with its diverse service communities and avoid any sense of uninvited and external paternalism.
- All efforts, including emphasis on progression and completion along with student learning, have focused on identifying and working to ameliorate disproportionate impact on underrepresented groups. BC will continue to monitor student completion and success along with learning, as well as develop new ways, like EquityTV, to further engage the community at key points along the educational pipeline.

Goal 5 - Engaged and Distributed Leadership

- BC has moved from a hierarchical to a distributed model of leadership. Several risks exist: some are uncomfortable with the shift in or perceived diminishment of their power. Employees new to leadership roles step up and may “burn out.” This is a work in progress and we will continue to monitor these risks.
- Supporting a comprehensive professional development plan bears potential risks, including fiscal sustainability. To minimize financial risk, Bakersfield College primarily relies on non-operational fiscal resources to support these events. Additionally, income from conference registration fees (collected from non-college attendees) further offsets the cost of hosting these learning events. Finally, BC is actively pursuing corporate sponsorship to co-host these conferences, thereby further reducing BC’s financial investment.
- Employees attending professional development events on campus bear the risk of taking away time from direct contact with students, i.e., in the classroom and providing services. To mitigate this impact, employees are informed of learning events at least one semester in advance. This notice allows faculty, for example, the ability to secure substitute instruction during their absence or to schedule an alternate learning activity. For staff and administrators, advanced notice of conferences affords then the ability to adjust the department’s workforce to ensure continuity of student services.

8 - Sustainability: Leadership, Institutional Commitment and Shared Vision

The student success movement at BC over the last two years has been built on the following strengths and assets: (1) developing an adaptive and agile mindset among employees; (2) strengthening interwoven networks of connectivity across the institution and community at large; and (3) repurposing existing resources to sharply focus on student success priorities. These three cornerstones naturally result in long-term sustainability.

Bakersfield College's distributed leadership style operating alongside traditional leadership and a system of increasing college constituents' knowledge base encourage a culture of innovation and adaptability. BC embraces leadership at every level by using distributed leadership in tandem with traditional leadership structures. Distributed leadership emphasizes praxis rather than traditional roles or functions¹⁵. In distributed leadership, individuals at varying institutional levels demonstrate the agility and knowledge-in-place to engage important issues, taking responsibility for goal achievement and task completion.

An example of distributed leadership is the Bakersfield College Administrative Transition Team (BCATT) that provides short-term leadership opportunities to employees interested in stretching their learning and abilities in new employment roles. By cultivating new leadership, Bakersfield College maintains the flexibility to generate a renewed intensity of output toward student success and equity goals. BCATT positions recently filled to support BC's student success innovations include Dean of Student Success and Pre-Collegiate, Director of Equity and Inclusion, and Student Success Program Manager. Nearly 60 employees applied for BCATT leadership positions, and 16 BCATT positions have been filled since the innovation's inception. In addition, champions have been identified and empowered to make things happen on various initiatives while residing in their traditional assignments. These leaders actively participate in student success initiatives and together generate a leadership knowledge base. The BCATT process has further developed among these employees the three cornerstones resulting in long-term sustainability: adaptive and agile mindset, connectivity, and a shift to sharply focus on student success priorities (Appendix F, p. 67-68).

BC's strong traditional leadership base is highly visible and accessible through systematic information-sharing. Since 2013, BC has continued to promote and prioritize the value of information sharing via learning opportunities. Through campus-wide collaborative efforts, a spirit and culture of innovative learning, thinking and practicing has emerged. The college employs campus-wide conferences, forums and community meetings, in addition to electronic communication that spreads intellectual capital throughout the institution and service community. These strategies represent a bold shift in culture at Bakersfield College. Where segmented workshops once provided information for a few select employees working in specific programs, today's full-blown campus conference provides national speakers, local experts, and engaged campus personal to share their experiences and engage others in the dialog of student success strategies. Attendance at campus events is actively encouraged for all employees, irrespective of position. This represents a direct culture shift in building a vast knowledge base and engaging all in the work of the institution. Additionally, leaders readily share knowledge and information orally, in writing, and through social media. The knowledge culture grows steadily among employees and community partners, empowering them toward strategic action and investment in student success. The amalgamation of these steps results in long-term sustainability.

Professional learning as information-sharing emanates from the college's Professional Development

15 Spillane, James P. "Distributed Leadership." *The Educational Forum* 69 Winter 2015: 143-150. Print.

Committee, organizing workshops to share student success strategies and build support for innovation. Workshops include integrating basic skills strategies into the classroom, introduction to the Early Alert System, and strengthening use of technology as a teaching tool. During the week preceding the opening of school 2014, workshops garnered 700 enrollments by over 350 employees, including faculty, classified, and administrative staff (Appendix F, p. 69).

The growth of BC's leadership and knowledge base is an asset in engaging community partners in the college's work of student success. The college has partnered with 40 leaders in the African American, Latino, and Veterans communities who took on mentorship roles with students. Mentors are matched with current and potential students who are engaged and inspired to access higher education. Students hear from, visit, and tweet a question to a leader within their community. The leader is a role model who overcame personal and societal obstacles to earn a college degree. In addition to mentors, local organizations within the target communities partner with the college. For example, in the African American community local fraternities like Alpha Phi Alpha and sororities such as Alpha Kappa Alpha Sorority, Inc. and Delta Sigma Theta, and community organizations such as the LINKS, Inc. support students and provide civic engagement (Appendix F, p. 69).

One strategy to maintain this engagement is EquityTV, as referenced earlier in this document. EquityTV covers issues on higher education attainment among the African Americans, Latinos, Foster Youth, and other disproportionately impacted populations. The sessions feature key individuals from the community interviewed on varying topics related to equity. For example, through EquityTV, a local business owner who is a member of the Kern County Black Chamber of Commerce can share his or her perspective and advice to students on succeeding in college.

BC's pre-law program and rural initiatives demonstrate innovation and increased community partnerships (Appendix F, p. 69). The program is supported through administrative and faculty leadership, as well as commitments by local professionals and critical stakeholders. A cadre of 23 other community colleges, six participating universities, and the State Bar of California are committed to mutual collaboration, support, leadership and sustainability of this program. Likewise, BC's rural initiatives enhance work and existing relationships with application participants and expand relationships with the six rural cities that surround BC (Appendix F, p. 72). With Building Healthy Communities, for example, BC is generating a college-going culture with parent college nights (fall 2013, spring 2014) and an educational summit (fall 2014).

As stated in BC's most recent *Achieving the Dream* report, engagement efforts including campus focus groups, student success and equity conferences, and faculty mentoring are assets integrating BC's student success vision campus wide. Community engagement such as the pre-law program, rural initiatives, and outreach to our service area's underrepresented populations combine with campus engagement to sustain the college's culture of innovation and adaptability (Appendix F, p. 75).

9 - Sustainability: Engaging Stakeholders: Student, Faculty, and Community Partners

In its February 2014 accreditation report, ACCJC commended Bakersfield College for its community connections:

The Team commends the College President for her enthusiasm, community spirit and speed in which she was able to bring the vast range of college services and educational programs into the conversations with local community and business leaders. As reported by one Chief Executive Officer of a local business organization, the College is now an important resource that is available to the community because the College President has taken the time to bring that message and those resources into the Bakersfield community.

Community support for BC is remarkable. In the recent submission for the Applied Baccalaureate Program, BC received over 70 statements of support from local CEOs and community organizations (Appendix G, p. 77).

The BC community is deeply networked internally and externally. Through text messages, tweets and blogs, the network regularly activates to respond to various issues and interests. For example, when our student body president attended a community forum on the impact of addiction on high school students and educational advancement, he immediately activated the integrated network and mobilized a team of faculty and administrative leads to respond. In January 2015, the CEO of Kern Taxpayers Association emailed the president about interest from the Logistics Industry to start career academies at Arvin and Shafter High Schools to create a pipeline into BC's proposed Applied Baccalaureate degree. In a matter of minutes, the president involved the superintendent of Kern High School District and a team from several partner organizations to "make this happen" by fall 2015. These stories represent normative behavior for a college and community increasingly adaptive, rapidly flexible, responsive to change, and simultaneously rigorous and disciplined in approach.

BC's involvement in the AB 86 regional adult education initiative is illustrative. Working with nearly 30 educators in the Kern Consortia Regional Area from districts throughout Kern and Tulare counties (Appendix G, p. 79), BC is addressing unique pre-collegiate needs of adult learners to close achievement gaps. BC representatives identify and employ approaches proven to accelerate student progress toward academic or career goals, e.g., contextualized basic skills and career technical education. Other strategies reduce the duration for adult learners to progress through educational pathways. BC will formalize agreements with the adult school to maximize articulation and generate cooperative curriculum design, aligning course content with college requirements.

Frequent and relevant communication with stakeholders is a vital aspect of BC's engagement strategy, evidenced by coupling traditional media outreach with new media opportunities including blogs, vlogs, and social media marketing via Facebook, Twitter and Instagram. Gatherings of community leaders in 2014 addressed our work in SSSP and Equity. Examples include High School Principals and Superintendents Breakfast, African American Community Leaders, National and State Legislators Forum, and Latino Community Leaders gathering (Appendix G, p. 78).

10 - Sustainability: Fiscal Sustainability and Innovation and Institutionalization

No additional financial resources will be required to sustain the activities. BC has strategically used external one-time funding for innovation. BC's approach to securing resources to innovate and then move to institutionalization within the existing budget is built on the following principles: (1) Capitalizing on external funding to innovatively redesign how we do our work (federal and state grants, private philanthropy, categorical allocations) for 2-3 years to help with the development, (2) Repurposing existing resources on an ongoing basis to support priorities, and (3) Developing enterprise units to create additional revenue streams.

Principle 1: Capitalizing on External Funding to Innovatively Redesign

Responses to questions 3, 4, and 5 of this application give examples of how BC has shifted our work with high schools to positively impact students' preparation before they come to BC (Goal 1); redesigned basic skills preparation and expanded academic support services for students (Goal 2); developed ladder pathways for students from Job Skills Certificates to Baccalaureate Degrees (Goal 3); developed an equity plan to focus on closing the achievement gap for subpopulations that are disproportionately impacted (Goal 4); and created a culture of engaged and distributed leadership within the campus and across partners within the community (Goal 5). Most of the resources that have funded the development of these innovative activities have come from external sources: federal grants (examples: Department of Education, HSI STEM grant; Department of Labor (DOL) C6 grant); state categorical programs (BSI, SSSP, Equity); and private philanthropy. Should we receive the award it will be used in a similar manner to further innovation and not to sustain the ongoing work.

Principle 2: Repurposing Existing Resources With No Additional Resources Required

Human Resources: Repurposing of Human Resources can be categorized under (1) existing faculty and staff shifting what they are doing and also how they are doing it and (2) when vacancies arise, hiring faculty and staff looking at future needs and not just replacing these positions.

Technology: BC has prioritized the upgrade of technology infrastructure on campus to support several student success innovation activities and has shifted existing non-personnel funding toward this priority.

Principle 3: Developing enterprise funds to help augment BC's revenue streams

BC's infrastructure needs to be state-of-the-art in order to provide the necessary learning environment for responsive and rapid innovation; however the infrastructure is in a dismal condition and the learning environment, both physical and virtual, is in need of serious attention. The VP of Finance and Administrative Services is setting up enterprise activities that will in two years bring revenue back to the campus regularly for the maintenance and upgrade of infrastructure. For example, he has established an events department and BC has, in the last two years, expanded rentals of our facilities to the community. In the business model, 15% of the revenues annually will be reinvested in our facilities and technology infrastructure to keep the learning environment current and vibrant which is essential to facilities innovation.

11 - Evaluation: Process Improvement through Ongoing Evaluation

BC has systemic on-going evaluation through the Renegade Scorecard process, data coach analysis, robust annual program review process and strategic goals evaluation. The specific long-term goals cited will be externally evaluated by Dr. Peter Riley Bahr, Associate Professor of Education in the Center for the Study of Higher and Postsecondary Education (University of Michigan), who has served as a lead researcher for the CCC Chancellor's Office WestEd, EdSource and other organizations nationwide (Appendix H, p. 81).

Evaluation for Goal 1 - Before BC

Quantitative 1) Decrease the number of students enrolled in courses three and four levels below transfer by 20%. 2) Increase the first-time student course success (18-19 year old) rate in Basic Skills to 62.5%, just beyond the overall average of 62.36% by 2018.

Evaluation for Goal 2 - Skilling Up

Quantitative 1) Decrease time to college-level English and Math for students placed below college level by 5% annually. 2) Scale-up the number of students participating in interventions¹⁶ by 5% annually for an overall increase of 20%. Use a regression analysis framework to examine the quantitative relationship between participation in each of these activities and student course success, net of other differences between participants and non-participants.

Qualitative 1) Analyze student survey and focus group data on effectiveness of interventions to determine improvements. 2) Increase 2014 CCSSE benchmark components for student effort and student-faculty interaction.

Evaluation for Goal 3 - Transfer and Completion

Quantitative 1) Increase Student Progression and Achievement Rates known as SPAR¹⁷ for six-year underprepared cohort by 10% and overall BC SPAR rate by 8%. 2) Acquire final approval of and make available a four-year track Bachelor of Applied Science degree in Industrial Automation. 3) Proportionally increase CID (transfer approved courses) and ADT (transfer degrees) as the state completes templates.

Evaluation for Goal 4 - Equity

Quantitative 1) Increase the number of students with comprehensive student education plans, specifically African American and Native American students. 2) Increase course success, particularly for African American students. 3) Increase 30-unit milestone for all students but especially for Hispanic students.

Evaluation for Goal 5 - Engaged and Distributed Leadership

Qualitative 1) Determine baseline and targets for the Achieving the Dream self-evaluation tool for measuring institutional capacity. 2) Determine baseline and targets for the Distributed Leadership Inventory (DLI) Analysis. 3) Increase participation and improve evaluations from BCLearns and Learn@BC! summits and conferences.

¹⁶ Habits of the Mind (HoM), Critical Academic Skills (CAS) workshops, Supplemental Instruction (SI), tutoring, summer bridge, writing center, and math lab.

¹⁷ SPAR rate is completion of certificates, degree, transfer-ready students, and transfers

12 - Evaluation: Target Outcomes, Baseline Measures, Assumptions, Data Sources

The following targets were set through extensive college dialog using data coaches, MIH leaders, equity team members, Achieving the Dream leaders. Data sources are primarily from the California Community Colleges Chancellor’s Office DataMart, KCCD Management Information Systems or, in the case of inventories and surveys, local data (Appendix H. P. ##).

2018 Target		Baseline, Assumptions and leaders determining target	Data Source				
Goal 1-Before BC: Increase the number of high school students prepared for college before they come to Bakersfield College.							
Quantitative Target: Decrease the number of students enrolled in courses 3 & 4 levels below transfer by 20%.							
Baseline and Assumptions:							
Placement Test Results JAN 2014 – APRIL 2014 with High School Site Testing							
Placement levels	four below	three below	two below	one below	College level	The initial testing and multiple measures work improved 68% of the cohort student placement, 307 of 454. Assumptions are that future shifts with policy changes will cause a large shift.	KCCD MIS This priority target is in the ATD and Basic Skills (BST) plan.
Writing (2175)	8% (177)	35% (770)	6% (131)	19% (415)	31% (681)		
Math (2489)	33% (809)	18% (455)	30% (759)	7% (178)	12% (288)		
Reading (2182)	11% (235)	11% (231)	8% (181)	11% (249)	59% (1286)		
Quantitative Target: Increase the first time student course success (18-19 year old) rate in Basic Skills to 62.5% by 2018.							
Baseline and Assumptions: Beginning with a baseline of 61% for 2014-15, increase to 61.5% 2015-16, 62% 2016-17, and 62.5% 2017-18. Assumptions are based on 5 year trends and assumptions that curricular alignment and redesign, Habits of the Mind tools, intrusive interventions, and use of predictive analytics will improve course success.							
Goal 2-Skilling Up: Increase postsecondary attainment rates by “skilling up” students who arrive at the college underprepared.							
Quantitative Target: Decrease time to college level English and Math for cohort students placed below college level by 5% annually to 2018.							
Baseline and Assumptions: Current baseline is 1.5 years for the average cohort student. Higher placement test scores, multiple measures and curricular changes have decreased 2014 cohort time. This target aggressively combines placement with college level success in future cohorts.							
Quantitative Target: Scale-up the number of students participating in interventions by 5% annually for an overall increase of 20% by 2018. Use a regression analysis framework to examine the quantitative relationship between participation in each of these activities and student course success, net of other differences between participants and non-participants.							
Baseline and Assumptions: Increase in engagement, 2014 CCSSE survey has already shown increases during the fall semester. Critical Academic Skills (CAS) have overcome institutional barriers to provide increased workshops. Supplemental Instruction (SI) grew from 117 to 291 in the second semester and students participating had an 80% success rate, compared to non- participating at 62%. Writing center numbers increased from 2,614 to 2850 in the last year, Summer bridge increased 70 to 170 over the last year. Currently awaiting regression analysis correlating interventions to success.							
Quantitative Target: Analyze student survey and focus group data on effectiveness of interventions to determine improvements. Increase 2014 CCSSE Benchmark components for Student Effort and Student-Faculty Interaction.							
Baseline and Assumptions: The baseline information from surveys indicates effectiveness of HoM tools but a need to permeate to more students. Student feedback on all interventions is positive with specific improvement. CSSE benchmarks improved 2011 to 2014							
Goal 3-Transfer and Completion: Increase the associate’s degree completion rate, the rate of transfer to four-year baccalaureate degree institutions, and the rate of attainment for baccalaureate degrees.							
Baseline and Assumptions: BC Surveys 2017 CCSSE							

2018 Target	Baseline, Assumptions and leaders determining target	Data Source
	<p>Quantitative Target: 10% increase in the underprepared student six-year cohort completion rate (SPAR) and 8% increase in BC's overall rate.</p> <p>Baseline and Assumptions: BC is below the state average. BC overall SPAR is 39.4% (statewide 48.1%); BC prepared SPAR 67.2% (statewide 70.2) and underprepared 34.8% (statewide 40.5%). Data trends were analyzed over the last five years and data coaches determined a target that went above our highest historical target; included in our community Renegade Scorecard.</p> <p>Quantitative Target: Increasing higher education attainment rates by providing a 4-year track Bachelor of Applied Science in Industrial Automation.</p> <p>Baseline and Assumptions: No baseline because the degree is not yet approved, announcement is in January. Begin tracking numbers of student in program, with long-term numbers of degrees completed.</p> <p>Quantitative Target: Proportionally increase CID (transfer approved courses) and ADT (transfer degrees) as the state completes templates.</p> <p>Baseline and Assumptions: Currently BC is in the top 10% in the state with regards to the number of CID approved courses (106) and Associate Degrees for Transfer (21). These facilitate ease in transfer and bachelor degree completion like never before.</p>	<p>CCCCO Scorecard</p> <p>KCCCD MIS and CCCCCO</p> <p>CCCCO Inventory</p>
	<p>Goal 4-Equity: Increase course completion rates, 30-unit completion rates (milestones), and transfer and degree completion rates for specific populations that are disproportionately impacted (as defined by the 80% rule or the proportionality index)</p> <p>Quantitative Target: Increase the percentage of African American students completing Student Education Plans to 20% in 2015-16 and 22% in 2017-18 and Native American students to 16% in 2015-16 and 18% in 2017-18.</p> <p>Baseline & Assumptions Current baseline for African-American Student Ed Plan completion is 17.7% and Native American 14.7%. Assumptions are that new technology, DegreeWorks, new policies requiring ed plans for priority registration, MIH emphasis and current increasing trends will help meet the target.</p> <p>Quantitative Target: Increase course success for African American Students to 51% in 2015-2016 and to 52% in 2017-2018.</p> <p>Baseline and Assumptions: Baseline African American course success rate is 50.5%. The target is conservative, 50.5% is the highest only achieved once before 5 years ago and then the rate dipped until last year. Therefore 0.5% per year is considered reasonable.</p> <p>Quantitative Target: Increase the 30-Increase Unit Milestone attainment among under-prepared students to 61% in 2015-16 and 62% in 2017-18 and Hispanic students to 60.8% in 2015-16 and 62% in 2017-18.</p> <p>Baseline and Assumptions: Baseline for under-prepared students is 60.6% and Hispanic students are 60.3%. Assumptions were based on trend data. Current data indicates that Hispanic students only completing about 8 units a semester.</p>	<p>CCCCO Scorecard</p>
	<p>Goal 5: Create a climate of engaged and distributed leadership within the college and across the community, which is aligned, rigorous, and grounded in connectivity, fiscally sustainable, and focused on increasing the levels of educational attainment.</p> <p>Qualitative Target: Implement the Achieving the Dream self-evaluation tool³ for measuring institutional capacity</p> <p>Baseline and Assumptions: No baseline.</p> <p>Qualitative Target: Implement and track the Distributed Leadership Inventory (DLI) Analysis</p> <p>Baseline and Assumptions: No baseline</p> <p>Qualitative Target: Increase participation and improve Evaluations from BCLearns submits and conferences.</p> <p>Baseline and Assumptions: Each of the conferences have been evaluated by participants and the steering committee members have analyzed input and improved each conference</p>	<p>BC data</p> <p>BC data</p> <p>BC data</p>

Appendix A

Letters of support from Chief Executive Officers of participating entities.

Page 26 - Cal-PASS Plus

Page 28 - Cal-SOAP

Page 29 - Delano Joint Union High School District

Page 31 - Kern High School District

Page 32 - California State University, Bakersfield

Page 34 - Roll Global

Page 36 - NAACP

Page 37 - Kern Hispanic Chamber of Commerce

Cal-PASS Plus



January 7, 2015

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

RE: The Awards for Innovation in Higher Education

Dear Members of the Awards for Innovation in Higher Education Selection Committee:

Cal-PASS Plus is pleased to offer support for Bakersfield College (BC) in its pursuit of an Award for Innovation in Higher Education. Over the past year, we have supported and collaborated with Bakersfield College in their efforts to reimagine the matriculation and student support process in order to dramatically increase the number of students who successfully complete critical gateway courses in their first year. This work has aligned exceptionally well with the mission of Cal-PASS Plus to provide actionable data to help improve student success along the entire education-to-workforce pipeline to dramatically increase the completion of meaningful college degrees and certificates and entry into living wage careers. Our continued participation, alongside other partners, has helped enable Bakersfield College to begin to make meaningful progress towards increasing the number of students earning degrees and transferring to four-year institutions while reducing the time to do so, particularly for students of color and low-income students.

Cal-PASS Plus, a partnership between San Joaquin Delta College and the non-profit Educational Results Partnership and funded through the California Community Colleges Chancellor's Office, is California's free K-16 actionable system of data that links student level data across all levels of the education pipeline and on to the workplace. Participating institutions use the power of data to raise student achievement, close achievement gaps, and increase college readiness and success across the state. This occurs through increased collaboration and problem solving among faculty and education leaders, informed by data and evidence of effective practices. Currently all California Community Colleges (CCC) participate in Cal-PASS Plus, and about half of all K-12 districts, CSU, and UC institutions.

Of particular relevance to this award are two statewide initiatives in which Cal-PASS Plus is providing the infrastructure and leadership to increase and improve the predictive use of evidence in higher education, particularly in building a better system of assessment of student capacity (the Common Assessment Initiative) and mining intersegmental longitudinal student data to improve the rate of and time to completion of meaningful education outcomes (the Multiple Measures Assessment Project). As part of these projects, Cal-PASS Plus and Bakersfield College have developed a strong collaborative relationship as the college is an exceptionally strong, innovative participant in both initiatives, both in providing key members of cross-disciplinary teams of stakeholders, developing the projects and shepherding them to completion and, just as importantly, in acting as a pilot college in both initiatives. In fact, Bakersfield College went well beyond the timeline the pilot colleges, working with Cal-PASS Plus to develop and implement a very large multiple measures assessment pilot a full year ahead of the most

optimistic schedule for the pilot colleges. In addition, Bakersfield College has taken on a critical leadership role in these initiatives, sharing their outstanding initial results as well as their formative experiences including missteps and lessons learned.

In sum, Bakersfield College is a bright spot of early innovation that has already blossomed into a powerful and growing partnership with their K-12 school districts and their 4-year university partners that is meaningfully changing their K-16 educational pipeline to better align curriculum, increase real-time data sharing, improve data quality, increase college readiness, and better coordinate support of students, particularly low income students and students of color. This is all in service of dramatically increasing the number of students that complete two and four year degrees, both in their community and in the entire state of California.

In addition to data analysis and reporting tools, Cal-Pass Plus looks forward to continuing to support Bakersfield College in the following ways:

- Access for Cal-PASS Plus members to the official longitudinal system of data for California that connects student level data across educational and workplace systems.
- Data collection and reporting tools that map K-12 students and pathways through high school and on to community colleges and universities.
- Technical support for data collection and analysis, best practices, validation and tracking student outcomes.
- Outreach and recruitment of additional K-12 district partners to increase the scope of the work.

In closing, Bakersfield College has a strong track record when it comes to approaching key challenges faced by community colleges on the basis of careful evaluation of evidence, implementing innovative approaches to those challenges in support of student completion, and then supporting efforts of other community colleges to replicate and extend their work. Cal-PASS Plus looks forward to continued collaboration with Bakersfield College to extend the scope of work outlined in the application and bring the opportunity their work represents not only to all of their students but to all the students of the state of California.

Sincerely,



Ken Sorey
Project Director
Cal-PASS Plus



CSU Bakersfield

Academic Affairs

Division of Enrollment Management
Southern San Joaquin Valley Cal-SOAP

Mail Stop: 46 MOD
9001 Stockdale Highway
Bakersfield, California 93311-1022
(661) 654-6157
(661) 654-6521 FAX
www.csub.edu/calsoap

December 30, 2014

California Department of Finance
Education Systems Unit – Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

Dear Selection Committee:

It is with great confidence that I, on behalf of the Southern San Joaquin Valley California Student Opportunities & Access Program (Cal-SOAP), support Bakersfield College's application for a State of California Department of Finance Award for Innovation in Higher Education. Bakersfield College, under the leadership and guidance of President Sonya Christian, has made tremendous effort toward increasing our rural student population access into higher education and in increasing the baccalaureate attainment rate of students in our community.

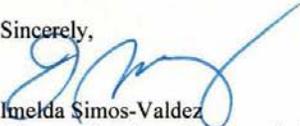
Cal-SOAP identifies Southern San Joaquin Valley first generation students with financially disadvantaged backgrounds and prepares them for higher education while they are still in high school. The California Student Opportunity and Access Program (Cal-SOAP) is instrumental in improving the flow of information about postsecondary education and financial aid while raising the achievement levels of low-income, elementary and secondary school students or geographic regions with documented low-eligibility or college participation rates, and who are first in their families to attend college. The mission of Cal-SOAP is to increase Baccalaureate Attainment in conjunction with our college partners.

In partnership with Bakersfield College, Cal-SOAP has been providing financial information and help in filling out FAFSAs as well as completing the first steps of college registration and orientation. We have partnered with BC since 2011 but over the last year we have really intensified our efforts focused on improving the overall educational attainment for students through success strategies. Our Cal-SOAP students represent the MIH cohort BC is working with to better understand and help students through the institutional processes that provide the financial and services and instructional guidance necessary to complete degrees.

As partners with Bakersfield College's leadership, we are committed to improving our county through education and defeating the challenges of low high schools achievement, low higher education participation and rural poverty. Southern San Joaquin depends upon this vital work as we go into the next decade. Please, recognize Bakersfield College's efforts through the support of an Award for Innovation in Higher Education, and help Bakersfield College continue the good work that has been leading our current and future students toward greater and expanded educational opportunities.

If I can provide additional information regarding the Cal-PASS Plus partnership with Bakersfield College and how the partnership is working to improve the baccalaureate degree attainment percentages in northern Kern County, please contact me at isimos_valdez@csub.edu or (661) 654-6157; Fax (661) 654-6521.

Sincerely,


Imelda Simos-Valdez
Director, Southern San Joaquin Valley Cal-SOAP



DELANO JOINT UNION HIGH SCHOOL DISTRICT
1720 Norwalk Street, Delano, California (661) 725-4000

December 30, 2014

Rosalina Rivera
Superintendent

James Hay
Assistant Superintendent

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

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Dear Selection Committee:

It is with great confidence that I, on behalf of the Delano Joint Union High School District, support Bakersfield College's deserving application for a State of California Department of Finance Award for Innovation in Higher Education. Bakersfield College, under the leadership and guidance of President Sonya Christian, has made tremendous effort toward changing the baccalaureate attainment rate of students in our community.

Kern County is an impoverished region with cities suffering under some of the highest unemployment rates in the nation. According to the most recent US Census, nearly 24% of the residents of Kern County are living in poverty, as compared to 15% across the United States. Educational attainment suffers as a result: only 73% of county residents earn a high school diploma and just 15% achieve a baccalaureate degree as compared to nationwide numbers of 86% and 29%, respectively.

Delano High School

Cesar E. Chavez
High School

Robert F. Kennedy
High School

Valley High School

Delano Adult School

Delano Joint Union High School District has been working in partnership with Bakersfield College, and the college's satellite campus in Delano, for many years, but in the last two years, has expanded our relationship and interaction to emphasize educational access for students who are arguably first generation college-going and challenged by the higher education maze in California. Our own Robert F. Kennedy High School shares land with Bakersfield College's Delano Campus in a joint use agreement that helps to expose our students to a college experience while still in high school. Our partnership with Bakersfield College has led to the addition of early alert practices which recognize college ability in students as early as their sophomore year in high school, the offering of placement exams on our high school campuses where students are familiar and comfortable, and the advancement of multiple measures to assist in the appropriate placement of students in college classes. Over the last two years, this

Teamwork – Together We Achieve the Extraordinary

program has been developed, revised, and expanded, and has resulted in streamlined paths to education for our students and a significant reduction in the number of precollegiate placements for Delano-area high school graduates.

With Bakersfield College's leadership, our county will separate itself from its statewide reputation as poor, uneducated, and unsuccessful. Please, recognize Bakersfield College's efforts through the support of an Award for Innovation in Higher Education, and help Bakersfield College continue the good work that has been leading our current and future students toward greater and expanded educational opportunities.

If I can provide additional information regarding the Delano Joint Union High School District partnership with Bakersfield College and how the partnership is working to improve the baccalaureate degree attainment percentages in northern Kern County, please contact me by email at rrivera@djuhsd.org or by phone at 661-720-4100.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rosalina Rivera', with a horizontal line extending to the right.

Rosalina Rivera
Superintendent

Kern High School District

**KERN HIGH SCHOOL DISTRICT**

BOARD OF TRUSTEES

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BRYON J. SCHAEFER, Ed.D., SUPERINTENDENT

5801 SUNDALE AVENUE • BAKERSFIELD • CALIFORNIA • 93309-2924 • (661) 827-3100 • FAX:(661) 827-3301

January 5, 2014

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor, 915 L Street
Sacramento, CA 95814

Dear Selection Committee:

It is with great confidence that I, on behalf of the Kern High School District, support Bakersfield College's application for a State of California Department of Finance Award for Innovation in Higher Education. Bakersfield College, under the leadership and guidance of President Sonya Christian, has made tremendous effort toward changing the baccalaureate attainment rate of students in our community.

Kern County is an impoverished region with cities suffering under some of the highest unemployment rates in the nation. According to the most recent US Census, nearly 24% of the residents of Kern County are living in poverty, as compared to 15% across the United States. Educational attainment suffers as a result: only 73% of county residents earn a high school diploma and just 15% achieve a baccalaureate degree as compared to nationwide numbers of 86% and 29%, respectively.

Kern High School District has been working in partnership with Bakersfield College for many years, but in the last two years, has expanded our relationship and interaction to emphasize educational access for students who are arguably first generation college-going and challenged by the higher education maze in California. Our partnership with Bakersfield College has led to the addition of early alert practices which recognize college ability in students as early as their sophomore year in high school, the offering of placement exams on our high school campuses where students are familiar and comfortable, and the advancement of multiple measures to assist in the appropriate placement of students in college classes. Over the last two years, this program has been developed, revised, and expanded, and has resulted in streamlined paths to education for our students and a significant reduction in the number of precollegiate placements for Kern County high school graduates.

With Bakersfield College's leadership, our county will separate itself from its statewide reputation as poor, uneducated, and unsuccessful. Please, recognize Bakersfield College's efforts through the support of an Award for Innovation in Higher Education, and help Bakersfield College continue the good work that has been leading our current and future students toward greater and expanded educational opportunities.

If I can provide additional information regarding the Kern High School District partnership with Bakersfield College and how the partnership is working to improve the baccalaureate degree attainment percentages in Kern County, please contact me at email or 661-827-3154.

Sincerely,

Bryon Schaefer
Superintendent, Kern High School District



CSU Bakersfield

Office of the President

Mail Stop: 33 BDC
9001 Stockdale Highway
Bakersfield, California 93311-1022
(661) 654-2241
(661) 654-3188 FAX
www.csub.edu

January 8, 2015

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Selection Committee:

In a community such as Bakersfield, it is important for the economic vitality of the area that the higher education institutions work together to improve the college completion rates of residents. Education is one of the key building blocks on the path to a better life for most people: increased employability, improved quality of life, and greater confidence are all a direct result of higher education. Over the ten years I have been President of CSU Bakersfield, I have watched an evolution at Bakersfield College. Our motto is "Excellence Through Partnerships," and I am pleased that CSU Bakersfield and Bakersfield College have continued growing and expanding our partnership for the betterment of the community.

As the closest four-year university to Bakersfield College, we enroll a large number of Bakersfield College transfer students – 492 in the 2012-2013 academic year – and we are in a prime position to work collectively with Bakersfield College to bolster the college-going, and college completion rates of students in Kern County.

Bakersfield College's efforts to improve the baccalaureate degree attainment rates in our community continue to be innovative and impressive. To help create positive habits of mind and instill a belief that a four-year degree is possible, Bakersfield College invited CSU Bakersfield to have a transfer counselor on site throughout the academic year to help prepare students to attend CSU Bakersfield – an arrangement we have had in place in various iterations since 2005.

To make transfer between CSU Bakersfield and Bakersfield College more seamless, we have created concurrent enrollment opportunities for students to attend both of our institutions simultaneously, earning credits that are meaningful to the student's progress at both campuses. Even more, we have worked with Bakersfield College to create seamless transfer pathways through Transfer Admission Guarantees that help students

California Department of Finance
Page 2 of 2
January 8, 2015

focus on a degree pathway and prepare for their upper division coursework while at Bakersfield College.

Partnership is really the key to excellence, and to the betterment of our community. As presidents of public institutions of higher education, Dr. Christian and I are dedicating our careers to providing higher education opportunities to the students who need and want it the most. Under her leadership, Bakersfield College continues to look at new and innovative ways of helping students achieve their academic goals, and she has sought engagement and partnership from CSU Bakersfield whenever relevant to the effort.

I have provided just a few examples of the ways Bakersfield College and CSU Bakersfield are achieving excellence through partnership, and are working together to improve the baccalaureate attainment rate in Kern County. There are, however, many other more focused projects on which we have collaborated that emphasize the importance and accessibility of higher education, and the overcoming of barriers to educational success for students from underrepresented communities. Some of those projects are covered in Bakersfield College's application for the Award for Innovation in Higher Education.

I urge you to recognize Bakersfield College's efforts through an Award for Innovation in Higher Education, and help Bakersfield College continue the good work that has been leading our county's current and future students toward greater and expanded educational attainment. If I can provide additional information regarding CSU Bakersfield's partnership with Bakersfield College and how the partnership is working to improve the baccalaureate degree attainment percentages of the residents of Kern County, please contact me at hmitchell@csub.edu or 661-654-2241.

Sincerely,



Horace Mitchell, Ph.D.
President

January 6, 2015

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Selection Committee:

As the co-owner of Roll Global LLC, and its subsidiary companies Paramount Farming, Paramount Farms International (PFI), Paramount Citrus, and POM Wonderful, **I am writing to share my strong support for Bakersfield College's application for the California Department of Finance Award for Innovation in Higher Education.**

We are the world's largest grower of tree crops, the vast majority of which are located in California's San Joaquin Valley. In recent years, we have seen an increasing and currently unmet demand for 21st century skilled labor. At the same time, the Valley has seen economic uncertainty, unemployment that's even higher than the California state averages, and a widening "skills gap" among young people and the available jobs in the region.

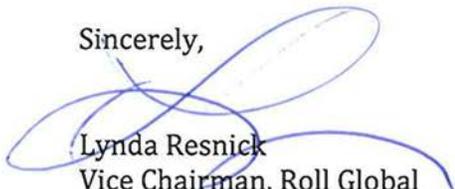
Over the last two years, we've attempted to tackle this issue head-on. Working in close partnership with multiple school districts and community colleges, including Bakersfield College, we created and launched the Paramount Agriculture Career Academy (PACA), which has received substantial grant funding from the California Department of Education's California Career Pathways Trust. Through world class education, valuable job training, and work-based learning opportunities, local high school students are empowered to pursue well-paying careers close to home in the modern agricultural workforce. This is a win for families, local businesses, the agricultural sector, and the state's economy.

PACA is fundamentally changing the educational experience for students in the Central Valley, dually preparing them for both college and career. Bakersfield College, under the leadership and guidance of President Sonya Christian, is a critical partner in this work. Bakersfield College is a key collaborator in curriculum design and instruction, supporting a streamlined educational pathway to a college degree in a number of educational disciplines related to 21st century agriculture. Because of Bakersfield College, literally hundreds of high school students from Wasco High School, McFarland High School, Paramount Academy and Cesar Chavez High School will graduate 12th grade with an Associates Degrees, thereby significantly increasing their likelihood of pursuing a bachelor degree and obtaining a well-paying job. For these students, most of whom are first-generation college bound, this is nothing short of life changing. In addition, Bakersfield College hosts a week-long agriculture camp for the PACA students, which opens their eyes to career opportunities and campus life, and inspires their future goals. This partnership makes higher education a reality for students in communities where the high school and college graduate rates are significantly lower than state and national averages.

Bakersfield College's tremendous efforts to change baccalaureate attainment rates not only benefits our efforts with PACA, but raises the bar across the board. This innovative work is especially critical in Kern County. If Bakersfield College receives an Award for Innovation in Higher Education, I am confident that they will be able to build on the excellent work already underway, leading our current and future students toward greater and expanded educational opportunities.

Should anyone have any questions regarding our collaboration with Bakersfield College and how the partnership is working to improve the baccalaureate degree attainment percentages in northern Kern County, please contact Noemi Donoso (310.966.8366; ndonoso@roll.com), our Sr. Vice President of Education Initiatives.

Sincerely,



Lynda Resnick
Vice Chairman, Roll Global
Director, Resnick Foundation

National Association for the Advancement of Colored People



NAACP BAKERSFIELD BRANCH

National Association for the Advancement of Colored People

4200 Easton Drive #7 Bakersfield, CA 93309 Phone: 661-368-5323

Email: info@NAACPBakersfield.com Website: www.NAACPBakersfield.com

January 5, 2015

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, Ca 95814

Dear Selection Committee:

Kern County is notorious for being rural. Undoubtedly, our county has urban areas, and the communities that live in these areas are faced with several challenges. Education completion, notably college completion, is indigent among our community's African American students.

This past August, Bakersfield College president Sonya Christian called on me to help with an emerging initiative that she was spearheading along with a handful of incredibly driven college employees. Dr. Christian met with a group of African American leaders at Bakersfield College to take a hard, glaring look at the student success and attendance data for African American students who attend Bakersfield College. She acknowledged that the African American students in our community don't seek higher education as an option as prevalent to their counterparts, and their success rate trail behind other students.

It isn't easy to acknowledge that you are failing your students. We all want what is best for our students. As a team, we will create a resolution to overcome the limitations that we face. The college's new EquityTV project is one of the ways we will be successful in taking the message of higher education to African American students in the community. I am honored to be working with Bakersfield College's Odella Johnson to take important information to potential students and their families, and reach out, peer-to-peer, to each and every African American in the area.

Please, recognize Bakersfield College's efforts through the support of an Award for Innovation in Higher Education, and help Bakersfield College continue the great work that has been leading our current and future students toward greater and expanded educational opportunities

If I can provide additional information regarding how the NAACP Bakersfield Branch is working in conjunction with Bakersfield College to improve the college-going rates of African American students in our community, and how together, we are affecting positive change in the four-year degree completion among disenfranchised population, please contact me at president@naacpbakersfield.com or 661-368-5323.

Sincerely,

A handwritten signature in cursive script that reads 'Patrick Jackson'.

Patrick Jackson
President

Kern Hispanic Chamber of Commerce



January 5, 2014

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Selection Committee:

I am sure you wouldn't be surprised to hear Kern County is a primarily Hispanic county, or that our county is 35 of 40 for baccalaureate attainment among Hispanics. It certainly wasn't a surprise for me when Bakersfield College president Sonya Christian called on me to help with an emerging initiative that she was spearheading with a handful of incredibly motivated college employees. She wanted to gather local Latino community leaders at Bakersfield College. Our group would enjoy a lunch, but then take a hard, glaring look at the student success and attendance data for Latino students who attend Bakersfield College. We gathered professionals, business leaders, CEOs, heads of community organizations, and more. To this group of powerful, educated Latinos, Dr. Christian had revealed what our community has long suspected – Latino students are simply not succeeding at the rate of their counterparts.

Our group looked at data specific to Bakersfield College's Latino students, and the information was startling. Latino students fall below the statewide average in all areas: persistence, degree/certificate completion, unit completion, and more. The one area where Bakersfield College's Latino students do not fall behind the state is in their representation at Bakersfield College. Bakersfield College successfully draws Latino students to higher education. However, something in that draw fails as the students proceed through their education.

Through our partnership with Bakersfield College, the Kern County Hispanic Chamber of Commerce has learned and positively affected change at the college, through our participation in a number of the college's new programs and initiatives designed to help all students succeed and move on to a four-year college or university.

Please, recognize Bakersfield College's efforts through the support of an Award for Innovation in Higher Education, and help Bakersfield College continue the good work that has been leading our current and future students toward greater and expanded educational opportunities.

If I can provide additional information regarding how the Kern County Hispanic Chamber of Commerce is working in conjunction with Bakersfield College to improve the college completion and success rates of Latino students in our community, and how together, we are affecting positive change in the four-year degree completion among this disenfranchised population, please contact me at email or 661-633-5495.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Tamsi".

Jay Tamsi, President/CEO
Kern County Hispanic Chamber of Commerce

Appendix B

- Bakersfield College Academic Support Programs
- Multiple Measures
- Accelerating Basic Skills Coursework
- Bakersfield College Course Placement - English
- Bakersfield College Course Placement - Academic Development / ENSL
- Flow Chart for ACDV and Math Classes

Bakersfield College Academic Support Programs

The Tutoring Center is certified by CRLA (College Reading and Learning Association).

<https://www.bakersfieldcollege.edu/student/tutoring>

The Student Success Lab provides students with opportunities to remediate through diagnostic testing followed with an individualized learning path in reading, writing, and math.

<https://www.bakersfieldcollege.edu/acdv/student-success-lab>

The Writing Center is open to assist students across campus with all types of writing projects at any stage of the writing process.

<https://www.bakersfieldcollege.edu/writing-center>

The C.A.S. (Critical Academic Skills) Workshops are free to all BC students, and each workshop offers active learning activities and some individual assistance.

<https://www.bakersfieldcollege.edu/student/cas-workshops>

The Library Resources and Workshops offer a wide range of research workshops for college survival.

<https://www.bakersfieldcollege.edu/library/workshop.aspSupplemental>

The Supplemental Instruction (SI) sessions involve group discussion of course concepts with an emphasis on study skills and learning strategies. This SI program subsumed the Extending the Classroom (ETC) project that had been targeting only courses in the English department. The outreach of SI was expanded to include pre-collegiate subject areas in Academic Development, English, ESL, and Math.

<https://www.bakersfieldcollege.edu/student/si>

The Habits of Mind program empowers students and optimizes students' opportunities to practice successful habits in the classroom, as well as around campus.

<https://www.bakersfieldcollege.edu/habits-of-mind>

The African-American Male Students Project is a first-class student leadership organization whose focus is establishing a community of support and brotherhood which promotes service learning, academic achievement, networking, accountability and personal and professional development of males of color.

<https://www.bakersfieldcollege.edu/event/african-american-male-students-project>

The MESA program provides academic support to educationally disadvantaged students so they can excel in math and sciences studies and graduate with degrees in engineering, science and technology.

<https://www.bakersfieldcollege.edu/student/mesa>

STEM students major in one of the STEM fields and are provided individualized support in order to be successful in a STEM field of study.

<https://www.bakersfieldcollege.edu/student/stem>

Math Lab classes are taught using a combination of the Internet-based program ALEKS and one-on-one help from instructors in the Math Lab.

<https://www.bakersfieldcollege.edu/mlc>

Pre-collegiate Success, Placement Testing, Multiple Measures

Background

1. Underprepared students at BC represent a growing percentage of first-time students (84% in 2013-14)¹⁸.
2. Research indicates that placement testing may result in a 25% (or higher) misplacement of students—predominantly placing students too low.
3. New Title 5 regulations require the use of multiple measures at the time of placement.
4. Research at Long Beach City College (LBCC STEPS study) and a follow-up study including 11 colleges which included BC indicate use of high school transcripts are more predictive for course success than placement scores.
5. Incorrect placement of students may be associated with the inability to thrive and succeed in the transition to college and beyond. BC success rates¹⁹ are vastly different for underprepared versus prepared students; Underprepared student success was 34.8% in 2012-13 whereas for prepared student success was 68%. Identification of prepared versus underprepared students is based upon enrollment in a remedial course. The longer the remedial pathway the less likely students will reach a higher level outcome.
6. BC created numerous new remediation pathways in English, Academic Development and Math to accelerate or compress the curriculum to get students to college level more quickly. (Please see appendices A, B and C with the course pathways for these subjects.)
7. In a pilot implementation project for BC multiple measures, the college collaborated with CalPASS, the CCCCO, and CSUB's Cal-SOAP²⁰ project to create a cohort of over 500 students in a project called TMIH Transfer Making it Happen. The project included discipline faculty from Academic Development, Math and English collaborating with BC and CSUB counseling faculty to review high school transcripts and place first-time students into English and Math coursework based upon defined multiple measures.
8. A workgroup created abbreviated Student Education Plans, which included any necessary math, English and reading pre-collegiate courses in the first semester, for each of the 454 students with complete information available, based upon BC Achieving the Dream²¹ data that indicated students:
 - a. completing Math and English in their first semester are more likely to succeed and
 - b. students completing a Student Ed Plan are more likely to succeed.

18 CCCCO Scorecard Prepared/Underprepared status determined by student registration in remedial courses.

19 Scorecard success outcomes are defined as the success in completing a certificate, degree, transfer or transfer-ready status.(See Appendix G for data source information)

20 Cal-SOAP: The California Student Opportunity and Access Program (Cal-SOAP) was established by the state legislature in 1978. BC Cal-SOAP students are part of a special grant project through CSUB where students of low socioeconomic status are coached by counselors-in-training through the college application process.

21 Achieving the Dream data analyze the success rates of students based upon locally defined variables. See Appendix GI for a definition of all data sources.

Results

1. BC under-prepared student numbers for the last 5 years of cohorts. Each cohort is tracked for 6 years so the last cohort began in 2007-2008 and completed last year 2012-13.
2. Our data indicated two major changes based upon two variables; the location of the placement testing appears to be very significant and multiple measures indicated a shift to college level courses as well as other remedial level bumps to high levels.
3. Reviewing the transcripts provided an excellent opportunity to direct qualified students into accelerated and compressed course sections which ultimately save the student a semester of coursework and time.

The data revealed that testing on the high school campuses, with the same tests and procedures produced significantly increased placement in the college level courses, particularly in math and less significantly but also in English. Reading placement testing remained the same. Math had a very large shift. The data on the next page indicates a shift from 4% last year to 12% students placing into transferable college level math, an 8% increase and a shift of 29% to 31% placing into college level English 1A, a 3% increase (see figure 3).

If the data from only the first 3 months of last year (Jan.1-April 1, 2013 see figure 4) are examined and compared to the data from the first 3 months this year Jan.1-April 1, 2014 in figure 3 the data is still similar but the magnitude is even greater; a 9% increase in transfer level math and the same 3% increase in English.

Summary Results

- The improved placement scoring moved 199 students into transfer level math and 65 into transfer level English representing a total of 264 students placed higher due to testing location.
- Multiple measures further effected the placement of 68% of students (307/454)
- Some students were bumped in multiple courses (e.g. English & math or even English, Reading and Math).
- Some students were both bumped and accelerated (e.g. bumped in English and accelerated in Eng B53)
- There were 357 bumps among the 454 students and 199 accelerations or compressions among the 454 students. For a total of 556 bumps, accelerations or compressions.
- Overall 571 have tested into or been placed by multiple measures into higher level courses. Some students were placed much higher by one of the English measures (EAP) which indicates college readiness even though many students tested low on the BC placement test, some at 2 or 3 levels below college. (Note: We cannot assume that all those that tested higher were part of the Cal-SOAP cohort, but we know all those students placed by multiple measures were from the cohort.)
- This project represents a savings in student time of over 500 - 16 week semesters and an efficiency for the college where sections of remedial coursework is not being taken when it is not needed.
- This should result in faster progress to college level outcomes. In addition to the saving time, it will reduce credit accumulation and loss of financial aid.

Observations

- There is a correlation between allowing students to test at their high school and higher test scores.
- Students appear to have been directed to the wrong test at times (how they are instructed on ESL testing).

- The ESL testing has very low scores compared to the EAP. There are odd issues with EAP elevating student 2-3 levels.
- The English test and EAP correlate well - placement scores were often level 5 or 6 anyway.
- The math multiple measures resulted in fewer math moves and setting a bar almost higher than the placement test. It was disturbing to find many students with good grades in Math Analysis, Stats or Calculus that tested in at Level 2 & 3 by the placement test.
- There are numerous errors in the copying of scores and the process is flawed due to the multiple times results are handwritten- this must be automated.
- There were errors in the initial entry of test scores into the computer and translation of scores into levels
- The complexity of a high school transcript requires a human consideration; although an algorithm may help reduce work load and filter specific factors, there are many factors that are not easily automated.

Conclusions

- Students should take 4 years of math and 4 years of English in high school or they will most likely be stuck in a prolonged pre-collegiate series of courses.
- Acceleration courses appear to have a higher success rate and provide great opportunities for those students truly testing in at lower levels but responsive to college level coursework.
- Students should be able to take the test at the high schools as this appears to be significantly more correlated with the work we see on the transcripts and results in higher scores and better assessment of the student's actual abilities and knowledge.
- Students should be prepped before taking the test by the high schools (practice sessions).
- Correcting the testing problems alone, has a great potential to increase our terminal outcomes measured in the CCCCCO Student progress and achievement (SPAR).
- Applying multiple measures to student placement affected quite a few STEM students because it placed them into college level math which makes them eligible to begin STEM classes earlier. This conclusion was based on the course taking patterns in high school transcripts where students had completed biology, chemistry, physics and high level math classes.
- Multiple measures are likely to increase our high level outcomes as acceleration and bumping puts students significantly closer to the outcomes to start and moves them into a more successful group (e.g. Prepared achieve at 68-70% while underprepared achieve at 34-39%).
- BC needs to re-engineer the placement testing process.
- BC needs to collect the data from the process to ensure adequate numbers of sections of courses through enrollment management.
- BC needs to re-engineer placement processes and look into automating the process based upon predictive values of student data.
- This process allows for strategic placement of students into summer school as well. Summer school should have registration different from the fall because the priority registration regulations are not applicable to summer coursework, allowing the motivated students an opportunity to deal with pre-collegiate needs before starting the fall semester. This also allow an opportunity to direct students to bridge programs, week zero and specialized student support services such as EOPS, AAMP, MESA and STEM.

Problems identified with placement process

1. Delivery of testing at Bakersfield College:
 - Students directed to incorrect test (ESL not English)
 - Testing scores incorrectly entered as level
 - Testing scores incorrectly copied down (errors in reversing numbers or just wrong)

- number with wrong test)
 - Placement level incorrectly correlated with placement score
 - Complaints of testing demeanor and waiting for testing
 - Data about testing and prerequisites are entered incorrectly into Banner blocking qualified students
2. Placement testing issues at high schools
 - The high schools desire testing at the location but dislike the process of BC personnel individually turning on and inputting codes in each computer
 - Testing personnel were identified as “not helpful”
 - Testing personnel seemed to disregard the “time out of class” for high school students and arrived late without notification and labored over the process which was already a long process for students (2 hours late at Tehachapi due to car trouble but students were not released).
 - Some complaints that students were not allowed to take a break
 - Some complaints that math testing was “last” and testing fatigue reduces scores
 - At some location students were given test scores or levels with no explanation of what that meant because counseling and advising were not available
 3. Placement testing issues with test takers
 - Students had not prepared for taking an exam
 - Students not aware of the value and importance to the scheduling (high school testing basically had no personal consequences, why should this have personal value?)
 4. Community issues and complaints about testing
 - Students who have performed well in Math or English in high school are placed low or in rare cases high
 - Students with completed courses such as math analysis or statistics are scoring at Algebra levels
 - Community perceptions are that the placement test is inaccurate and devoid of consideration of previous work (this information is from input by 80 high school counselors, interviews with students and community members.

Future Plans

The students in the cohort will be tracked for success. The students will be invited to a fall inauguration of the “Transfer Making it Happen” cohort. Intrusive counseling and alerts will be used as part of wraparound services. Students will be introduced to Habits of the Mind. A cohort of faculty will be bonded to this cohort as advisors. A draft of potential future actions is below and includes areas of research, interventions, and future implications for scaling up to all students regarding predictive analytics based on positive and negative decision making or actions by students.

Further Research (conducted by an external researcher)

1. Examine historical data for our students major pathways (work on these for interventions and messaging first) to discover where students go off the path are swirling or lose momentum
2. Use this information to further fine-tune and inform our pathways and intervention
3. Track student success with regards to multiple measures placement
4. Track the cohort for success and improve our Multiple Measures Placement
5. Track and Measure short term student completion of remedial courses and pathways
6. Track and Measure student completion of college outcomes SPAR in the CCC Scorecard

Interventions (implemented by BC Faculty and Administration)

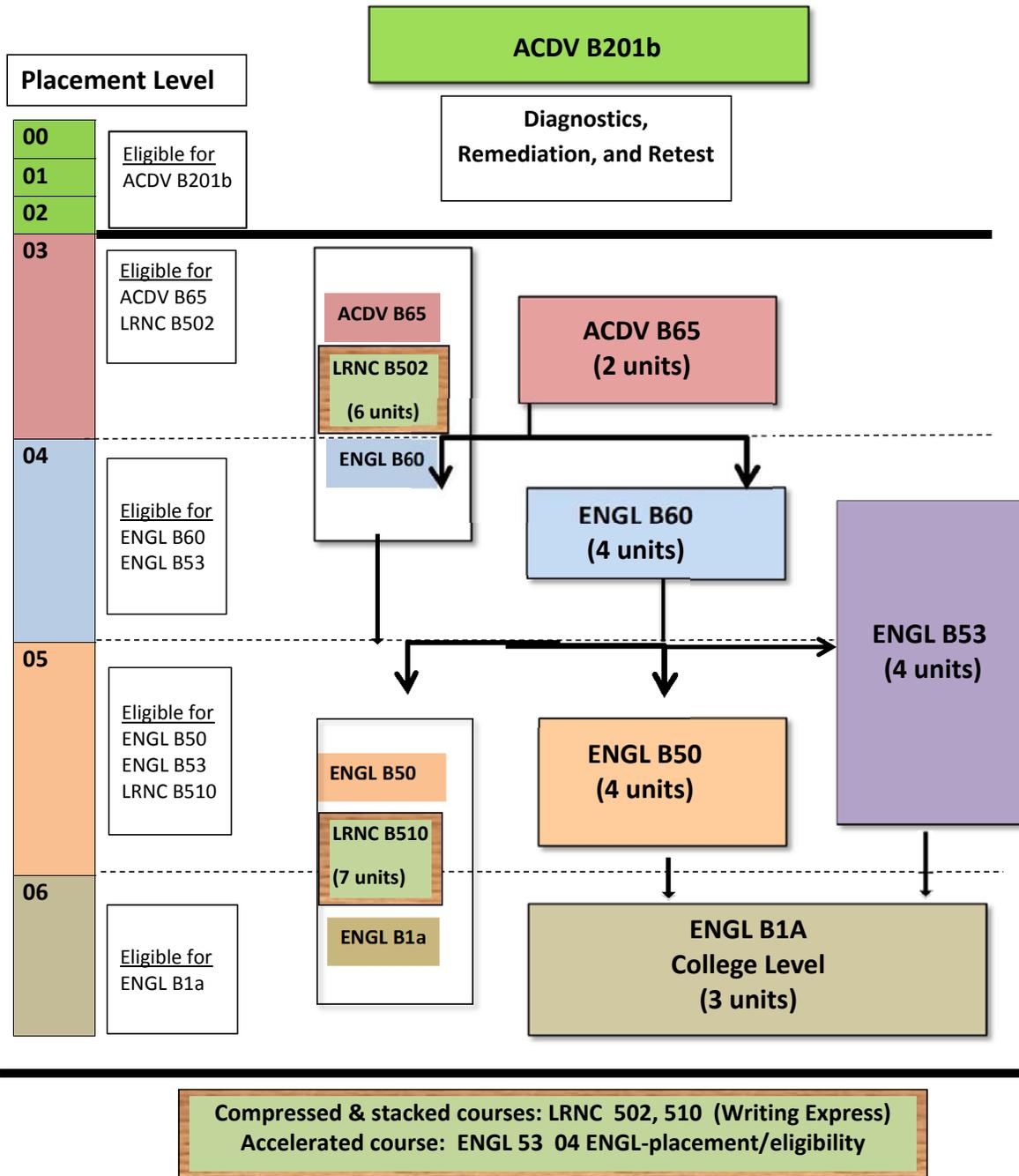
- Identify upcoming interventions to track Cal-SOAP cohort and determine effectiveness
- Identify other interventions used by other colleges we have not yet considered or implemented
 1. Freshman academy
 2. Statways/Quantways
 3. Block Scheduling
- Using high school data—identify factors that may suggest:
 1. Counseling intervention
 2. Curricular work in conjunction with college and high school faculty
 3. Parent interventions
 4. Pre-college interventions
- Train and design an effective “Early Alert” to involve classroom faculty and advisors and counselors connecting students to tutoring, financial aid, supplemental instruction, CAS—critical academic skills, writing lab, healthcare, etc
- Provide faculty and staff professional development

Accelerating Basic Skills Coursework

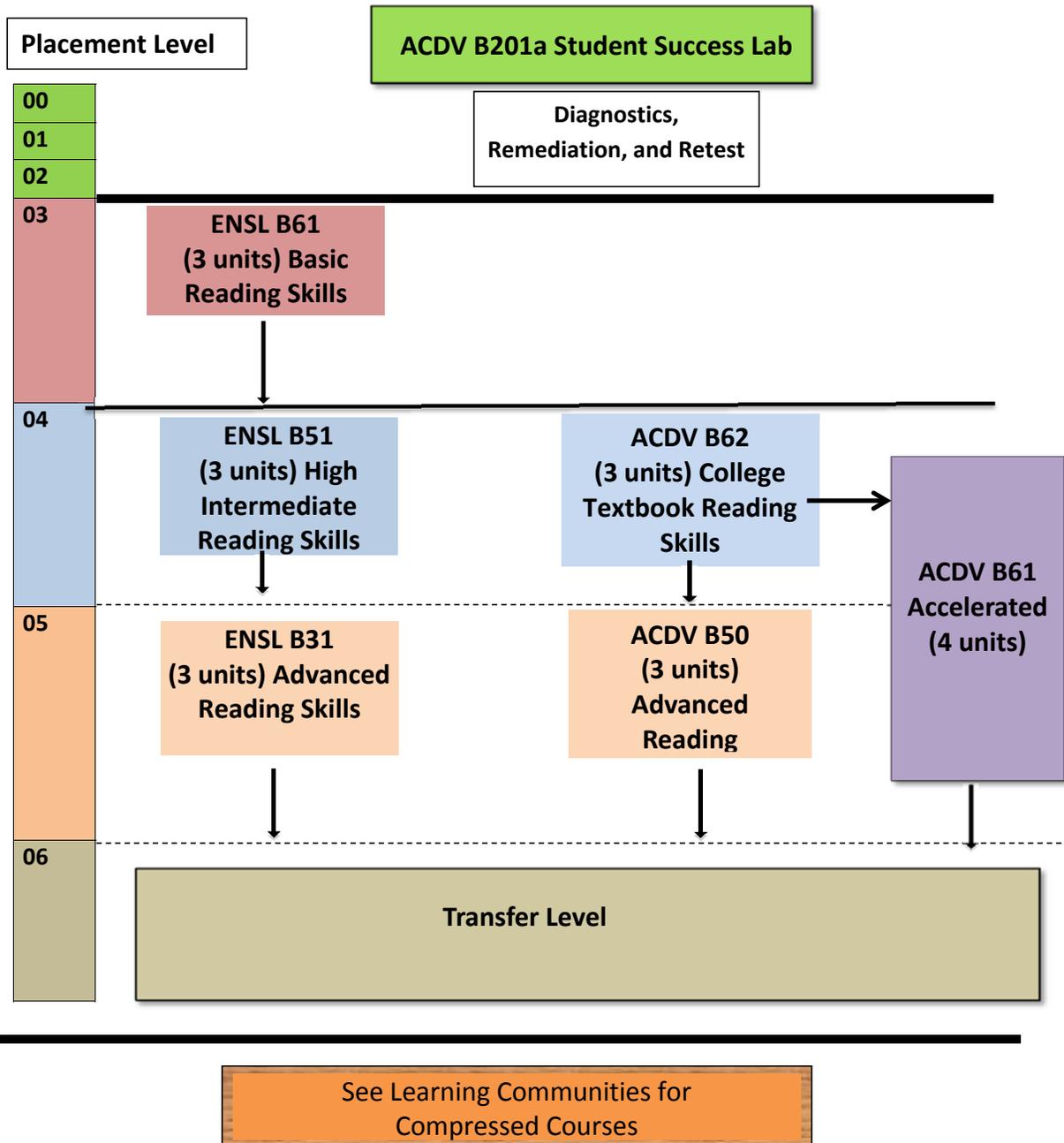
Learning Communities, comprised of compressed and stacked courses, reduce the number of semesters it takes students to complete two (2) levels of basic skills coursework by up to 50%. The following chart represents the series of Learning Communities offered at Bakersfield College:

<i>Course Title</i>	<i>Units</i>	<i>Subject</i>	<i>Courses</i>
LRNC 502	6	English	ACDV B65/ENGL B60
LRNC 505	8	ENSL Writing	ENSL B70/ENSL B60
LRNC 507	8	ENSL Writing	ENSL B60/ENSL B50
LRNC 508	7	ENSL Reading	ENSL B51/B52
LRNC 510	7	English	ENGL B50/B1A
LRNC 507	10	Math	Math B60/B70

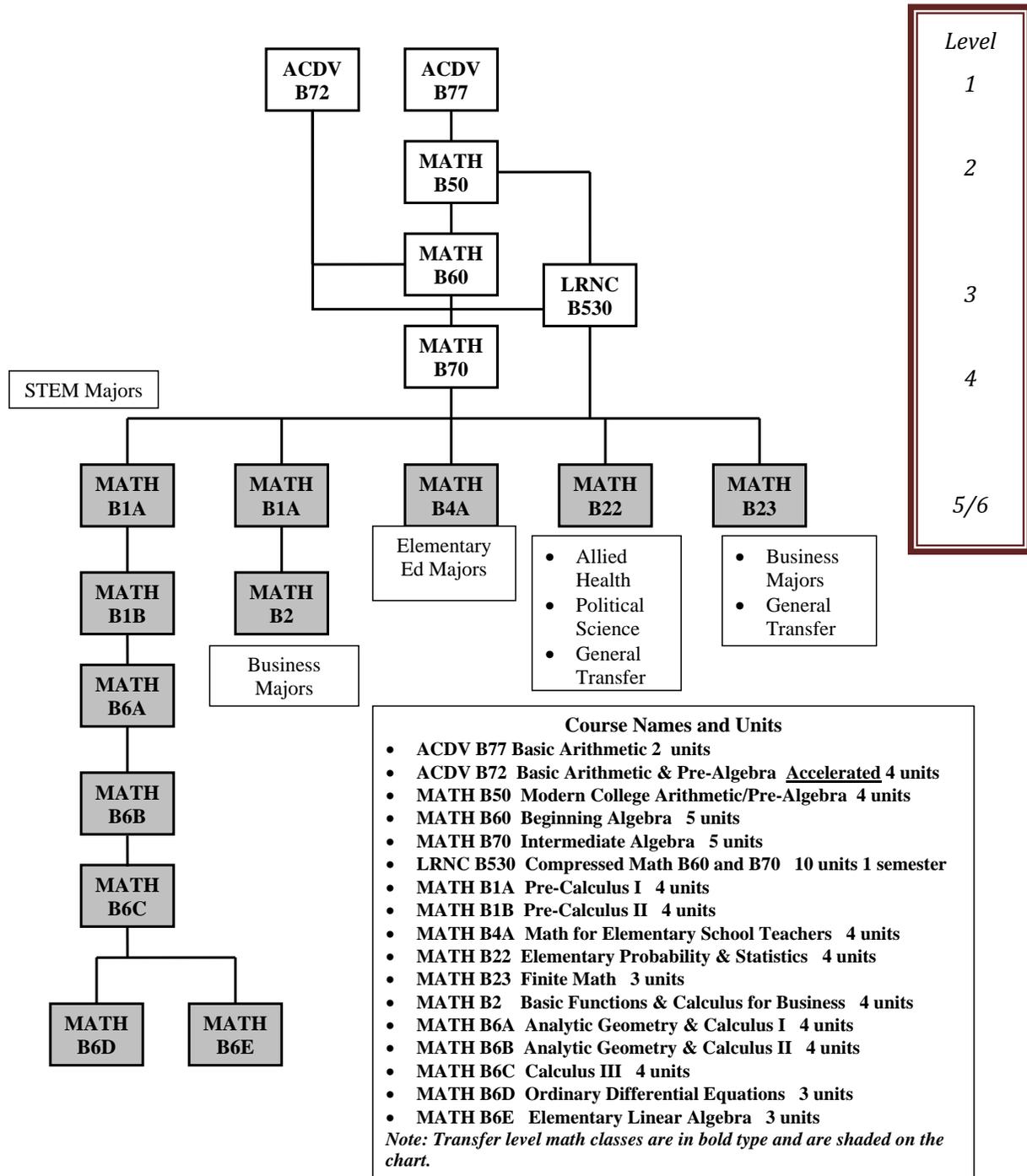
Bakersfield College Course Placement - English



Bakersfield College Course Placement - Academic Development / ENSL



Flow Chart for ACDV and Math Classes



Appendix C

- Problems Identified with the Old Placement Process (pre-2014)
- Bakersfield College Academic Support Programs
- State of Degrees at Bakersfield College
- Bakersfield College Equity Plan
- First Generation Film

Problems Identified with the Old Placement Process (pre-2014)

1. Delivery of testing at Bakersfield College:
 - Students directed to incorrect test (ESL not English)
 - Testing scores were incorrectly entered as the level not the score
 - Testing scores were incorrectly copied down, numbers reversed or wrong levels written down (e.g. score was for level 4 but level 3 was assigned).
 - Placement level incorrectly correlated with placement score
 - Complaints of testing demeanor and waiting for testing
 - Data about testing and prerequisites are entered incorrectly into Banner, blocking qualified students
2. Placement testing issues at high schools
 - The high schools desire testing at the location but dislike the process of BC personnel individually turning on and inputting codes in each computer
 - Testing personnel were identified as “not helpful”
 - Testing personnel seemed to disregard the “time out of class” for high school students and arrived late without notification and labored over the process which was already a long process for students (2 hours late at Tehachapi due to car trouble but students were not released).
 - Some complaints that students were not allowed to take a break
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 - Students had not prepared for taking an exam
 - Students not aware of the value and importance to the scheduling (high school testing basically had no personal consequences, why should this have personal value?)
4. Community issues and complaints about testing
 - Students who have performed well in Math or English in high school are placed too low at BC
 - Students with completed courses such as Math Analysis or Statistics are scoring at Algebra levels
 - Community perceptions are that the placement test is inaccurate and devoid of consideration of previous work (this information is from input by 80 high school counselors, interviews with students and community members.

Bakersfield College Academic Support Programs

- The Tutoring Center is certified by CRLA (College Reading and Learning Association). <https://www.bakersfieldcollege.edu/student/tutoring>
- The Student Success Lab provides students with opportunities to remediate through diagnostic testing followed with an individualized learning path in reading, writing, and math. <https://www.bakersfieldcollege.edu/acdv/student-success-lab>

- The Writing Center is open to assist students across campus with all types of writing projects at any stage of the writing process. <https://www.bakersfieldcollege.edu/writing-center>
- The C.A.S. (Critical Academic Skills) Workshops are free to all BC students, and each workshop offers active learning activities and some individual assistance. <https://www.bakersfieldcollege.edu/student/cas-workshops>
- The Library Resources and Workshops offer a wide range of research workshops for college survival. <https://www.bakersfieldcollege.edu/library/workshop.aspSupplemental>
- The Supplemental Instruction (SI) sessions involve group discussion of course concepts with an emphasis on study skills and learning strategies. This SI program subsumed the Extending the Classroom (ETC) project that had been targeting only courses in the English department. The outreach of SI was expanded to include pre-collegiate subject areas in Academic Development, English, ESL, and Math. <https://www.bakersfieldcollege.edu/student/si>
- The Habits of Mind program empowers students and optimizes students' opportunities to practice successful habits in the classroom, as well as around campus. <https://www.bakersfieldcollege.edu/habits-of-mind>
- The African-American Male Students Project is a first-class student leadership organization whose focus is establishing a community of support and brotherhood which promotes service learning, academic achievement, networking, accountability and personal and professional development of males of color. <https://www.bakersfieldcollege.edu/event/african-american-male-students-project>
- The MESA program provides academic support to educationally disadvantaged students so they can excel in math and sciences studies and graduate with degrees in engineering, science and technology. <https://www.bakersfieldcollege.edu/student/mesa>
- STEM students major in one of the STEM fields and are provided individualized support in order to be successful in a STEM field of study. <https://www.bakersfieldcollege.edu/student/stem>
- Math Lab classes are taught using a combination of the Internet-based program ALEKS and one-on-one help from instructors in the Math Lab. <https://www.bakersfieldcollege.edu/mlc>

State of Degrees at Bakersfield College

Prepared by Nan Gomez-Heitzeberg. December 21, 2014

California's Associate of Arts for Transfer and Associate of Science for Transfer Degrees identified in Senate Bill 1440 (SB1440) were designed to establish a clear transfer path for community colleges students moving to California State Universities. The initial list from the State Chancellor's Office identified the most common degrees in the state. Through collaborative efforts across California and within multiple disciplines, faculty from both community colleges and CSUs met to develop templates for degree requirements and to identify common course identifiers.

Bakersfield College initially committed to develop 20 Associate of Arts for Transfer and Associate of Science for Transfer Degrees. To date the College has 21 AA-T and AS-T State approved transfer degrees and has the following additional degrees in process, philosophy, chemistry, elementary education and several agriculture degrees.

Bakersfield College faculty and administrators faced challenges in developing some of the degrees. The 60-unit limit for all degrees impacted high unit discipline degrees like Business Administration, Computer Science and Early Childhood Education. Within these high unit disciplines, the solution took the form of course revision and reduction of units, while maintaining the rigor of the course and aligning the content with C-ID course curriculum. In other cases, a wider curriculum dialogue took place between the degree discipline faculty, faculty from the

general education disciplines, counseling faculty and administrators. The most intense discipline discussions took place regarding English and math, but ultimately English B1a was reduced to 3 units and the Math B22, Statistics, to 4 units. Both of these courses are support courses for many disciplines but are not degree requirements for the English and math transfer degrees. In Fall, 2014, a similar discussion has taken place between the faculty and administrators in philosophy and chemistry, resulting in a 4 unit philosophy course changing to 3 units to better support the chemistry transfer degree.

In addition to these dialogues, the curriculum development and campus review process includes discussion about existing local degrees and related certificates within the CTE disciplines. These discussions initially take place with program faculty and administrators at the department level and conclude at the curriculum committee and final review by the chief instructional officer before recommendation to the college president. To date, 20 of the 21 approved transfer degrees have replaced the existing local degree. The transfer and local degrees for administration of justice have been maintained. These two degrees meet the needs of two student populations, those who are planning to transfer and those who are planning to directly enter the workforce. This will be the first year that the transfer degree is in place. Moving forward, data will be collected to determine the viability of maintaining both degrees. The review of this and other degrees also takes place annually as a part of the program review process.

Following the passage of Senate Bill 440 (SB 440) Bakersfield College moved to establish a systematic approach to meet the time frames established in the bill. Community colleges have 18 months from the time an approved template is established and posted to develop and secure state approval. The chief instructional officer, curriculum and articulation faculty leads, have worked collaboratively to communicate on a regular and consistent basis with impacted discipline and curriculum committee faculty about these requirements. Bakersfield College faculty have been very engaged and provided leadership in the discipline-specific review processes in the fields of art, psychology and biology to name a few. BC professors were primary reviewers for music, biology and geology. Biology department faculty are working on the new TMC for biology, which was recently completed.

Bakersfield College continues to be engaged in the state discipline and C-ID review process to develop future transfer degrees. BC faculty submit courses to the curriculum committee for local review and through the state process for the necessary C-ID approval. Bakersfield College currently has 107 courses approved through the state C-ID review process.

Conversations between Bakersfield College and CSUB administrators and faculty have continued about SB 1440 and SB440. Another meeting with administrators and faculty is planned for spring 2015. These dialogues are intended to facilitate the building of future degrees and to further streamline the transfer process for Bakersfield College students.

Bakersfield College Equity Plan**1. EXECUTIVE SUMMARY**

Bakersfield College (BC) has been serving its community for the last 100 years by providing quality high educational experiences to its residents. The college served 23,288 students in 2012-2013 students of which 5,496 were first-time college students. The majority are recent high school graduates that come from 41 service-area high schools in metropolitan Bakersfield as well as rural areas where the bachelor's degree per population is less than 1/10 the state average. Over 80 % of the students are underprepared and about 80% are first generation students. BC's majority student population is Hispanic, the college is an HSI and the percentage of Hispanic students is growing rapidly each year. The student population is diverse and representative of many ethnicities, socioeconomic groups and a wide variety of cultures and needs. The Bakersfield College Student Equity Plan is guided by the College's Mission statement, Vision, Core Values, Strategic Goals and Achieving the Dream Principles.

Mission

Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain 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.

Vision

Building upon more than 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves.

Core Values alignment with Diversity/Equity:

We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

District: Kern Community College District

College: Bakersfield College

Bakersfield College Core Values

Learning



We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.

Integrity



We continue to develop and follow an ethical and moral consciousness which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement.

Wellness



We believe health and wellness to be integral and foundational elements, and we understand that a holistic education improves all aspects of the individual and the society including the mind, body, and spirit; through education, we will positively impact the health of the natural environment and the global community.

Diversity



We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

Community



We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff; in our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.

Sustainability



We recognize our responsibility for continuing and maintaining this institution which has been shaped by over 100 years of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our fiscal, human, and environmental resources into the future.

Students first: We affirm our focus on our students and their success.

**BAKERSFIELD
COLLEGE**
1913 – 2013

Bakersfield College is committed to providing equitable support and services for all students and is making a concerted effort to assist any underserved student populations that have been disproportionately impacted. Identification of these needs is accomplished through meeting the ACCJC's Accreditation Standard I.B.6., which requires, "The institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identified performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluate the efficacy of those strategies."

The college has consciously and strategically hosted dialog, both internally among all employee groups and externally with the community at large, to foster awareness and bring change to the college and how the institution understands, values, and integrates equity. This increased transparency on campus is facilitated through professional development, committee work, special project and task force work teams addressing issues of diversity and equity, and other intentional interventions that are paired with outreach efforts to inform and collaborate with the members of the community. Bakersfield College is looking to raise awareness, literacy, and visibility of the college's dedication to equity and other diversity issues.

District: Kern Community College DistrictCollege: Bakersfield College

Through participation in the ‘Achieving the Dream’ initiative¹, Bakersfield College implemented a student-centered model of institutional improvement, “eliminating achievement gaps among student groups, including students of color and low income students while improving outcomes for all students. When an achievement gap exists, institutions engage faculty, staff, and administration in developing and implementing strategic changes that ensure pedagogy and services are tailored to students’ unique needs. Colleges establish an educational environment where all students have the best opportunities to succeed. A commitment to equity ensures that institutions focus on achieving high rates of success and completion for all students, especially those who have traditionally faced the most significant barriers to achievement.” (www.AchievingTheDream.org)

To provide oversight and accountability for the Student Equity Plan, Bakersfield College has created an Equity and Inclusion Program that oversees the evaluation of data, assessment of disproportionate impact, education regarding equity and diversity and integrates planning and activities at BC to address gaps when identified. Bakersfield College has a variety of interventions, programs, services, and initiatives to address the achievement gaps in student success and completion, especially among African American students who have experienced significant disproportionate impact.

A. Methodology

In order to capture data, discuss conclusions, address achievement gaps and strategies to ensure student equity in all educational programs and services, Bakersfield College participants collaborated in extensive training, work sessions and discussions. A major goal of the Student Equity Plan is to integrate and leverage resources, whether people, funding, college or community, with those in the SSSP and BSI plans.

The Student Equity Plan is the result of collaborative work by several groups: the Student Equity Plan Workgroup Leads², the BC Academic Senate’s Equal Opportunity and Diversity Advisory Committee (EODAC), the Equity and Inclusion Program³, the Interim Dean of Student Success and Precollegiate, Making it Happen Program leads⁴, and the BC Data Coaches. Data was retrieved and analyzed through many sources, the local MIS Kern Community College District Institutional Research Office, California Community College Chancellor’s Office (CCCCO) DataMart and Data on Demand, Basic Skills Tracker, Transfer Velocity and CSU and UC data sources related to transfer. In order to place these data in context and better understand potential interventions, CCSSE⁵ data was examined and student focus groups were used to better understand placement, student services and STEM/MESA interventions. Additional data sites used to understand the context of the data included the A Degree with A Guarantee⁶, C-ID⁷, and CCCCCO Curriculum Inventory.

¹ Achieve the Dream (ATD) is a student-centered model of institutional improvement that focuses on Equity as one of its 5 principles <http://achievingthedream.org/>

² Student Equity Plan Work Group Leads: Primavera Arvizu, Bryan Hirayama, Victoria Coffee, Emmanuel Mourtzanos

³ Equity and Inclusion Program Director Odella Johnson and Assistant Director Diane Beaza

⁴ Dean of Student Success and Precollegiate Janet Fulks and MIH program lead Kendra Self

⁵ Community College Survey of Student Engagement (CCSSE) <http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm>

⁶ A Degree with A Guarantee <http://adegreewithaguarantee.com/>

⁷ C-ID Course Identification Numbering System <https://c-id.net/>

District: Kern Community College DistrictCollege: Bakersfield College

Data was reviewed and initial conclusions examined throughout the 2014 spring and summer terms. Several training sessions were attended by representatives of the Student Equity Plan Workgroup and administration in order to address the key priorities and requirements of the plan; this included training provided by the CCCCCO and ASCCC at a variety of venues and webinars. In fall 2014, additional reviewers and work groups examined the content of the plan in order to complete and integrate the work. The plan was submitted to the college governance committees (i.e. College Council, Academic Senate, President's Cabinet, District-wide Consultation Council, District-wide Vice President's Committee, and other committees) for input and approval. The final plan was submitted to the Board of Trustees in November and sent for approval at the December 18, 2014 Board meeting. One effective component of the methodology was an Equity Summit⁸ (Achieving the Dream through Equity and Diversity) held at BC April 3, 2014, that included key nationally acclaimed speaker, Kati Haycock of The Education Trust and college-wide examination of equity data to identify gaps and concerns. Panels and focus groups examined issues related to the data as identified by the BC Equity Workgroup leads and EODAC committee. The college's Achieving the Dream national coaches⁹ examined and commented on BC's data and interventions. This campus-wide involvement shifted the planning process from a culture of evidence to a culture of inquiry and action. Eventually the goal is to increase institutional research capacity and generate data for college leadership, faculty and staff to evaluate their own practices with regards to equity and diversity.

The California State Chancellor's Office has provided two suggested methodologies to measure disproportionate impact; Proportionality Index and 80-Percent Index. Both indexes were used throughout the plan and allowed the college to reveal disproportionate impact within the success indicators and among the services provided by Bakersfield College.

80-Percent Index states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered a disproportionate impact.

The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist. Although the 80-Percent Index represents a standard for evaluating disproportional impact, in some cases it may mask inconsistencies in practices and services that potentially impact students. It is with this knowledge and understanding that additional college benchmarks will be used to examine success and disproportionate impact.

⁸ See website details at <https://www.bakersfieldcollege.edu/conference/atd>

⁹ John Nixon (Leadership Coach Achieving the Dream) and Ron Head (Data Coach)

District: Kern Community College District

College: Bakersfield College

The Student Equity Plan will be reviewed on an annual basis through a program review process (For evaluation details please see the Evaluation portion of the document.).

B. Student Equity Indicators and Target Groups

Student equity indicators and target groups are embedded into the plan along with goals, objectives and activities to meet those targets. There were limitations in the analysis. In some cases the student populations were very small and were included in the college's comprehensive review, but the ability to use that data in making conclusions or determining strategies was limited by small numbers or volatile trends over multi-year studies. Occasionally those student groups were not referenced in charts or narratives in order to clarify actions that were being planned. Another limitation was the use of differing terms. Local Kern Community College District (KCCD) MIS and CCCC DataMart terms are often different. For example, some data were aggregated in different ways e.g. for students 40 and older, but in other cases for students 50 and older. Some student populations were aggregated using varying terms e.g. Latino versus Hispanic, White versus White Non-Hispanic and Native American versus American Indian. In most cases the term referenced was derived from the data source and not used for any other reason than clarity.

Equity Indicators

Access: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate. Disproportionate impact related to access at the institution may be the result of practices relating to admissions, assessment and placement, orientation, counseling and advising, follow-up or prerequisites.

Course Completion: The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

ESL and Basic Skills Completion: The ratio of the number of students by population group who complete a degree- applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Degree and Certificate Completion: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

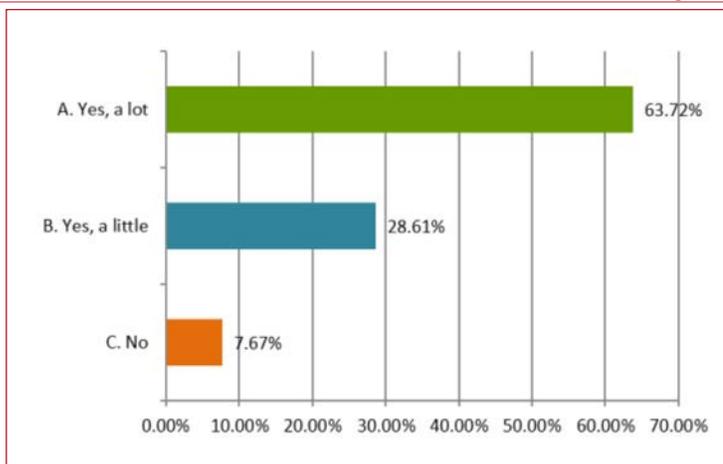
Transfer: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

First Generation Film

Beginning in 2014, Bakersfield College provided the campus community with several opportunities for a free screening of a filming documenting the lives of four first-generation college students from Kern County. The purpose of these screenings was to raise awareness regarding the additional challenges faced by first-generation college students. Additionally, these screenings were intended to inspire and empower immediate improvement to institutional policies and educational practices for the benefit of providing an equitable experience for all students.

A pre-test and post-test survey was returned by 383 respondents. The following data demonstrate the effects of this documentary (Δ in parentheses)

- 95% of respondents indicated that first-generation college student status impacted financial options, educational options, completion, and ownership of academic experience (4% increase from pre-test)
- 35% of respondents indicated that first-generation status is the greatest factor on student success (13% increase from pre-test)
- 82% of respondents indicated that an economic effect occurs in communities in which fewer people have college degrees (4% increase from pre-test)
- 88% of respondents indicated that watching the documentary influenced their awareness related to the issues facing first-generation students.
- 92% of respondents indicated that watching the documentary influenced their perceptions related to helping first-generation students.



Appendix D

- Future Making it Happen Activities
- Bakersfield College Institute for Social Justice Equity Leadership and Learning Academy (ELLA)
- Institutional Technology Conference Information

Future Making it Happen Activities

Future Making it Happen activities include:

- more product oriented connections with high schools on curricular changes and alignment, particularly aligning with the implementation of common core and new testing processes,
- collaborative training for CSUB masters counseling courses and Cal-SOAP counselors
- scaling-up high school on-site assessment testing (begins Jan 2015)
- scaling-up implementation of multiple measures by using computer based algorithms (starting Spring 2015)
- scaling-up abbreviated education planning for incoming cohort of 1500 students (begins Spring 2015)
- scaling-up summer bridge through collaboration with high schools (Summer 2015))
- improving mentor assignments by integrating faculty and students during summer bridge (Summer 2015)
- scaling up comprehensive education planning and career option exposures (Fall 2015)
- scaling-up and improving Early Alert (Spring 2015)
- scaling-up effective interventions such as Supplemental Instruction in general education (Spring 2015)
- re-evaluating and redesigning HoM tool implementation in curricular vehicles (Fall 2015)
- improving delivery of institutional assessment and using classroom interventionists (Spring 2015)
- integrating data coach presentations with MIH training (Spring 2015)
- analyzing data for predictive analytics to improve student progress and completion (Spring-Fall 2015)
- completion of CAI and Multiple measures pilot implementation (Fall 2015) continued development of Educational Portal work implementing technology for student messaging with CCCCCO Spring 2015 on)

Bakersfield College Institute for Social Justice Equity Leadership and Learning Academy (ELLA)

Institute Director: Oliver A. Rosales, Ph.D.

orosales@bakersfieldcollege.edu

2015-2016 Inaugural Cohort Syllabus

Introduction to the Institute for Social Justice Inaugural Faculty Cohort 2015-2016:

Welcome to the inaugural cohort for the Bakersfield College Institute for Social Justice's Equity Leadership and Learning Academy (ELLA). The mission of this interdisciplinary faculty academy is to create a collaborative space for Bakersfield College faculty to engage in a learning community surrounding issues of social justice, equity, and pedagogy in the community college. Among the variety of topics related to social justice and equity the ELLA academy will address include a special focus on the impact of biases, both intentional and unintentional, in instruction, as well as other professional teaching and service contexts. Other topical foci include subjects covered through readings, guest speakers, and independent disciplinary-specific research determined by cohort members. In brief, ELLA graduates will help infuse social justice and equity into the cultural fabric

of Bakersfield College toward the improvement of student learning outcomes and creating a rich professional development opportunity for our teaching faculty. Graduates of ELLA will also serve in a mentorship and advisory capacity to future faculty cohorts.

Our shared responsibilities and cohort learning outcomes include:

- Common readings in scholarly books and articles related to social justice and equity;
- Engagement with guest speakers from our local community, as well as nationally recognized scholarly experts in the field of social justice education;
- Community outreach projects;
- Collaborative work with fellow cohort members;
- Development and implementation of a “climate survey” related to issues of intentional and unintentional bias, equity, and social justice;
- Complete a culminating capstone project for all cohort participants.

Common Readings for Fall Semester 2015

Maurianne Adams, Lee Anne Bell, Pat Griffin, eds., Teaching For Diversity and Social Justice, Second Edition (Routledge, 2007)

A courtesy copy of this foundational anthology will be provided to all cohort participants in May 2015. Cohort participants are expected to read the book over the summer and fall to guide cohort discussions during the fall semester. Additional selected articles from community college journals and other academic peer reviewed journals will be assigned collaboratively, e.g., *The Chronicle of Higher Education*, *Community College Review*, *New Directions for Community Colleges*, etc. As the seminar is both interdisciplinary and collaborative, faculty participants are expected to conduct independent research in peer reviewed journals to assign to the cohort for discussion. All cohort participants will determine a tentative schedule of faculty presentations, subtopics, and selected readings by summer 2015.

Common Readings for Spring Semester 2016

Presumed Incompetent: The Intersections of Race and Class for Women in Academia (University Press of Colorado, 2012)

A courtesy copy of this ground-breaking anthology will be provided to faculty during the fall semester 2015. This reading is thematically focused on issues of race, gender, and the academy. It is a very significant text and receiving a lot of attention in academic circles across the country. It is important that our social justice cohort think critically about how issues of race, class, and gender shape our classroom interactions with students and our colleagues on campus. The book also discusses case study examples of racial and gendered bias (both intentional and unintentional), white privilege, and micro-aggressions among students, faculty, and campus communities in diverse contexts. The focus on gender is deliberate as well to coincide with BC's WHAM (Women's History Action Month) initiative in 2016.

Cohort Expectations

Participation in ELLA requires a two-year mandatory commitment and a third year voluntary commitment.

Year 1 (Mandatory)	Year 2 (Mandatory)	Year 3 (Voluntary)
1st term: Seminars	1st term: Attend advisory committee meetings	1st term: Advisor for a culminating project
2nd term: Culminating project	2nd term: Mentor/advise the new cohort	2nd term: Advisor for a culminating project

Cohort members are expected to participate in all scheduled meetings, complete seminar readings and projects, and to engage their fellow seminarians and the larger Bakersfield College community in issues related to social justice and equity in community college teaching and service. The ELLA academy's focus is geared toward developing and enhancing the BC faculty's understanding of the community college mission within the context of Kern County's unique and changing demographics, as well as encouraging the development of public intellectualism at Bakersfield College.

Capstone/Culminating Project

All participants are expected to complete a capstone or culminating project in their second term. During our final cohort meeting of our first term, participants will have the opportunity to present any preliminary ideas for a capstone project, receive feedback, and discuss a timeline for completion of their culminating project. If the project is longer than one term, then there should be a well-defined deliverable at the end of one term. This deliverable will meet the requirement for graduation. All participants are encouraged to share the results of their capstone projects with subsequent cohorts, and depending on the nature of the project, the larger Bakersfield College community. Sample capstone projects may include, but are not limited to, a collaborative publication in an academic journal focused on community college teaching, collaborative project under the direction of an advisor board member, collaborative project with CSUB's Social Justice Institute, or other projects cohort members determine to be apropos under consultation with the advisory boards, fellow cohort members, and/or the institute director. The scope of the capstone project will vary by participant but is meant to be a significant professional development opportunity for cohort participants focusing on issues of social justice and equity in teaching at the community college. Upon completion of the capstone project, graduates will be eligible to receive financial support to attend an academic conference in support of presenting/sharing their research in a professional capacity.

Spring 2015

ELLA will admit Cohort 0, a 5-member spring cohort, that will complete their seminar work in Spring 2015 and then move into their culminating project in Fall 2014. This small cohort will allow the advisory committee to work through issues and be ready for the official launch of Cohort 1 in Fall 2015.

A Brief Overview for Academic Years 2015-2017

- Spring Semester 2015- Recruitment, Outreach, Overview of BC's SJI/ELLA, Cohort 0 launched
- Summer Session 2015- Reading for Cohort 1
- Fall Semester 2015- Semester # 1 (Meetings # 1-5)
- Spring Semester 2016- Semester # 2, Social Justice Symposium (Meetings # 6-10)
- Fall 2016-Spring 2017: Adversarial and Mentoring Capacity to 2nd year cohort, Optional Presentations of Capstone Projects, Eligibility for Scholarly Presentations at Academic Conferences

Tentative Schedule for 2015

- January 2015: Institute for Social Justice Announced at Opening Day in Delano, Faculty Recruitment for Inaugural Cohort; Application Instructions Distributed (requirements are a CV + letter of intent); FLEX time workshop
- Feb 2015: Selection of Inaugural Cohort; coordination for April conference on Student Equity

- April 23, 2015: ELLA advisory committee and ELLA Cohort 0 attend the Equity and Inclusion Conference.
- May 2015: Preliminary inaugural cohort meeting held during finals week, initial readings distributed, summer expectations/communications discussed; syllabus discussed; website development
- Summer 2015: Faculty Reading/Research
- Fall 2015 (all meetings held at the Levan Center unless otherwise noted; dates and times to be determined by faculty)

Tentative Schedule of Meetings/Topics for 1st Year Cohort

May 2015	Preliminary Meeting for Inaugural Cohort	Readings Distributed; summer commitments discussed, scheduling
Fall 2015	Meeting #1	Discussion of Teaching for Diversity and Social Justice #1, Faculty Presentations #1
	Meeting #2	Local Guest Speaker #1 + Discussion of Faculty Research (e.g., Representative of the Bakersfield NAACP or another local group or organization)
	Meeting #3	Community Outreach Meeting
	Meeting #4	Discussion of Teaching for Diversity and Social Justice #2 + Faculty Presentations #2
	Meeting #5	Local Guest Speaker # 2
Spring 2016	Meeting #6	Discussion of Presumed Incompetent #1, Faculty Presentations #1
	Meeting #7	Local Guest Speaker #3 + Discussion of Faculty Research (local organizational speaker, e.g., CAP, CRLA, Interfaith Council, LGBTQ, etc.)
	Meeting #8	Inaugural Social Justice Conference: This will be an all day major event
	Meeting #9	Discussion of Presumed Incompetent #2 + Discussion of Faculty Research
	Meeting #10	Local Guest Speaker #4 + Wrap Up + Capstone Projects + Year 2 commitments

Potential Local Guest Speakers + Social Justice Participants/Panelists

- Bruce Friedman, MSW, PhD (CSUB Professor)
- Mark Martinez (CSUB Professor, Political Science)
- Milt Younger (Retired Attorney, Philanthropist)
- Dolores Huerta Foundation (CEO, or staff member)
- National Association for the Advancement of Colored People (NAACP), Bakersfield Branch, Patrick Johnson, Director
- Mirna Troncoso (UCLA PhD, Research-Expert on Food Justice in Kern County, Latino focus)
- Be Healthy Tulare (Stanford PhD Director, Food Justice, Tulare County; director featured on NPR in 2014)
- Andres Chavez, Cesar Chavez Foundation staff (grandson of Cesar, CSUB student)
- LGBTQ Organizations in Bakersfield/Kern County
- California Rural Legal Assistance (CLRA)
- Greater Bakersfield Legal Assistance (GBLA)
- Law Offices of _____ (Daniel Rodriguez, David Torres)
- Community Action Program (CAP, War on Poverty)
- Friendship House (African Americans)
- Kern Citizens for a Sustainable Government (Conservative Leaning, Republicans)
- Bakersfield Police Department, Chief
- Leticia Perez (Board of Supervisors)
- Kevin McCarthy, Congressman, House Majority Leader
- Steve Shilling, CEO, Clinica Sierra Vista
- Mexican American Legal Defense and Education Fund (MALDEF)
- Center for Race, Poverty, and the Environment (Delano office)

List of Potential Faculty Research Topics

This is a list of topics that get a lot of attention in academic journals focusing on higher education and the community college. Ultimately though this list will be further developed by faculty advisory board and cohorts.

- Parolees and the Community College and Model Prison Initiatives
- Open Access & the Community College
- LGBTQ Students and Faculty Issues
- 1st Generation Students
- Immigrant and Undocumented Students
- Scholar-Activism
- Bringing the Local In- Civil Rights Activism Then and Now in Bakersfield
- Students with Disabilities
- Latino Students & HSIs
- African American Students
- Faculty of Color
- Social Justice and the Law: Connecting with BC's Prelaw program
- The Farm Worker Movement in Kern County and Beyond: Cesar Chavez Foundation, United Farm Workers of America, and the Dolores Huerta Foundation
- Hiring and Recruiting a Diverse Faculty
- Contingent Faculty Issues
- Foster Youth
- Other?

Institutional Technology Conference Information

Bakersfield College will host a conference on Learning Technologies on February 5. Sessions during the one-day conference will focus on the newest technologies and how they can be used to engage today's learner, empowering them and giving them creative freedom within the learning environment.

Keynote Speaker Michael Wesch

Michael Wesch: Dubbed “the prophet of an education revolution” by the Kansas City Star and “the explainer” by Wired Magazine, Wesch is a recipient of the highly coveted “US Professor of the Year” Award from the Carnegie Foundation. After two years studying the implications of writing on a remote indigenous culture in the rain forest of Papua New Guinea, he turned his attention to the effects of social media and digital technology on global society and education. His videos on culture, technology, education, and information have been viewed over 20 million times, translated in over 20 languages, and are frequently featured at international film festivals and major academic conferences worldwide. Wesch has won several major awards for his work, including a Wired Magazine Rave Award, the John Culkin Award for Outstanding Praxis in Media Ecology, and he was named an Emerging Explorer by National Geographic. After years of experimenting with social media and assessing the learning potential of these tools, Wesch argues that they don't automatically foster significant learning or establish genuine empathy or meaningful bonds between professors and students. Using social media is but one of the many possible ways to connect, but the message that Wesch's experimentation brings is that only genuine connections may restore the sense of joy and curiosity that we hope to instill in our students.

Full details on the Institutional Technology Conference online at <https://www.bakersfieldcollege.edu/conference/2015-bc-conference-on-learning-technologies>

Appendix E

- Multiple Measures
 - Multiple Measures Data Points
 - Intervention #1: Mandatory Student Educational Planning
 - Intervention #2 Accelerated Pathway to Pre-collegiate Course Completion
 - Intervention #3: Multiple Measures for Student Placement
 - Evaluation Plan
 - Communication Plan
 - Sustainability Plan

Multiple Measures

Multiple Measures Bumps by High School transcript data (357 total bumps)

	Total Students	Bumped English				Bumped Math						Bumped Reading			
		to 6	to 5	to 4	to 3	to 6	to 5	to 4	to 3	to 2	to 1	to 6	to 5	to 4	to 3
Golden Valley	43	8	1	11	2	1	0	0	3	3	3	7	3	5	0
Kern Valley	6	3	0	0	0	0	0	0	1	1	2	2	0	0	0
Highland	37	6	2	5	1	2	0	0	4	0	2	4	1	2	0
Maricopa	3	1	0	0	0	1	0	0	0	0	0	1	0	0	0
South High	49	3	5	8	1	0	0	0	5	1	1	6	1	6	0
Miramonte	64	11	2	12	0	1	0	0	5	5	1	9	1	4	0
Foothill	77	17	1	6	0	9	1	4	3	2	0	20	0	1	0
Shafter	60	4	1	15	0	0	0	0	2	2	0	3	3	5	0
Arvin	48	12	0	12	0	3	0	0	2	2	0	7	3	6	1
Monroe	8	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Tehachapi	59	5	0	9	2	0	0	0	1	1	2	2	8	6	0
Total	454	70	12	78	6	16	1	4	26	17	11	62	20	35	2

Multiple Measures used to direct students to compressed or accelerated courses (199 references to accelerated or compressed curriculum)

Summary Results

- The improved placement scoring moved 199 students into transfer level math and 65 into transfer level English, representing a total of 264 students placed higher due to testing location.
- Multiple measures further improved the placement of 68% of students (307/454)
- Some students were bumped in more than one discipline (e.g. English & Math or even English, Reading and Math).
- Some students were both bumped and directed into accelerated courses (e.g. bumped in English and accelerated in English B53)
- There were 361 placement bumps among the 454 students and 199 directed to accelerated or compressed courses among the 454 students, for a total of 560 bumps, accelerations or

compressions.

- Overall, 571 have tested into or been placed by multiple measures into higher level courses. Some students were placed much higher by one of the English measures (EAP) which indicates college readiness even though many students tested low on the BC placement test, some at 2 or 3 levels below college. (Note: We cannot assume that all those who tested higher were part of the Cal-SOAP cohort, but we know all those students placed by multiple measures were from the cohort.)
- This project represents a savings in student time of over 824 - 16 week semesters and an efficiency for the college where sections of remedial coursework is not being taken when it is not needed.
- This should result in faster progress to college level outcomes. In addition to the students' saving time, it will reduce credit accumulation and loss of financial aid.

	Total Students	ESL	English	English	Math	Accel. Read	Comp. Read	Comp. ESL	Comp. Math
Golden Valley	43	1	18	6	7	11	3	4	3
Kern Valley	6	0	0	1	2	1	0	0	0
Highland	37	0	4	0	5	2	0	0	2
Maricopa	3	0	0	0	0	0	0	0	0
South High	49	0	12	0	3	6	0	0	0
Miramonte	64	0	17	0	9	12	1	0	1
Foothill	77	0	9	0	4	4	0	0	1
Shafter	60	0	10	0	4	10	0	0	0
Arvin	48	0	5	0	0	10	0	0	0
Monroe	8	0	0	0	2	1	0	0	0
Tehachapi	59	0	2	0	4	3	0	0	0
Total	454	1	77	7	40	60	4	4	7

Intervention #1: Mandatory Student Educational Planning

Pilot Program—Completion of 4-Step Matriculation Process and Services for a Pilot of 400 Cal-SOAP Students
Bakersfield College will improve student completion/graduation rates through ensuring that incoming students fully utilize point-of-entry and matriculation services, as well as ongoing student services, including Orientation, Assessment/Placement, Educational Planning, and intentional, proactive, and timely advising with Counseling Center personnel, followed by the submission of a mandatory Student Educational Plan and Accessing Student Support Services/Ongoing Advising.

A longitudinal pilot program of this intervention will be implemented beginning in the Summer 2014 semester to a sample group of 454 Cal-Soap students placed into pre-collegiate Math and English courses. By the end of the Spring 2015 semester, each of the 454 students will have completed the four steps of BC's matriculation process. Progress and completion data will be compared to a control group. Future cohorts will be added to this longitudinal program.

The California Student Opportunity and Access Program (Cal-SOAP) is a statewide program

designed to increase the number of students attending college. The program serves students that are from low-income families, will be the first in their family to attend college, or are from areas or schools with low-eligibility or college-going rates. Cal-SOAP was established by the state legislature in 1978. Cal-SOAP is funded and administered by the California Student Aid Commission (CSAC).

Cal-SOAP—See project information at <http://www.csac.ca.gov/doc.asp?id=38>. Cal-SOAP is instrumental in improving the flow of information about postsecondary education and financial aid while raising the achievement levels of low-income, elementary and secondary school students or geographic regions with documented low-eligibility or college participation rates, and who are first in their families to attend college. These BC Cal-SOAP students are part of a special grant project through CSUB where students of low socioeconomic status are coached by counselors in training through the college application process. The high schools are usually more rural and the student IDs and information are all ‘trackable’ from high school through BC work. In the past we had 100 students (2012), 200 students (2013) and currently 454 (2014). Cal-SOAP students are matriculated through BCs process of enrollment, orientation, placement and counseling. The students were tested for placement on their high school campus and then placed using multiple measures face-to face at a high school.

Measurable Outcomes

By the end of each cycle, at least 90% of all students who are retained in the Cal-SOAP will have successfully completed the required elements of matriculation. Student support will be offered to those who have not completed this process to ensure a completion rate of 100% (among retained students).

Intervention #2 Accelerated Pathway to Pre-collegiate Course Completion

Pilot Program—Accelerated Pathway to Pre-collegiate Course Completion: BC will improve students’ completion rates through accelerated pre-collegiate course offerings. A longitudinal pilot program of this intervention will be implemented beginning in the Summer 2014 semester with the same sample of students identified in Intervention #1 above (cohort of 454 Cal-SOAP students placed into pre-collegiate Math and English courses). By the end of the Spring 2015 semester, each of the 454 students will have completed (or assessed out of) pre-collegiate Math and English courses. Future cohorts will be added to this longitudinal program.

Measurable Outcomes

At the end of each year, course completion and student success rates will be compared between accelerated and non-accelerated pre-collegiate courses. This intervention should yield an increase of at least 20% in student success and retention rates among students in accelerated courses.

Intervention #3: Multiple Measures for Student Placement

BC will use a multiple measures approach to student assessment testing to ensure accurate academic-level placement of students.

Measurable Outcomes

At the end of each year, placement data will be analyzed and reported. Success rates among students with a modified placement (higher or lower) will be compared to students without a modified placement. It is expected that success rates will be comparable between these two student populations.

Evaluation Plan

Priority 1- Improve Matriculation Rates

- Compare baseline data of full time student cohort for four matriculation components (Orientation, Placement, Counseling, Student Educational Plans) to entering fall 2014 students and beyond.
- ATD team in coordination with student services and research to analyze increased rates and report to College Council, Academic Senate, Counseling Advising, departments and extended college community.

Priority 2 - Accurate Pre-collegiate Course Placement, Progression and Completion

- Compare last two years of placement levels to fall 2014 placement.
- Compare number of multiple measures used last three years with fall 2014 and beyond.
- Compare number of students and success in accelerated and stacked courses compared with non-accelerated courses.
- Compare success of accelerated with non-accelerated students in subsequent courses.

Intervention 1 - Mandatory Advising and SEP

- Compare baseline data of Cal-SOAP 2014 student cohort for Registration, completion Advising and SEP to entering previous 2013 Cal-SOAP.
- ATD team in coordination with student services and research to analyze increased rates and report to College Council, Academic Senate, Counseling/Advising, departments, and extended college community.

Intervention 2 - Accelerated Pathway to Pre-collegiate Course Progression and Completion

- Compare success of accelerated with non-accelerated first-time students in general population.
- Compare success of accelerated with non-accelerated Cal-SOAPs and general population.
- Compare success of accelerated with non-accelerated students in subsequent courses.
- Compare Cal-SOAP success of accelerated with non-accelerated students in subsequent courses.
- Utilize predictive analytics to forecast risk factors.
- Third party evaluation of our student pathways, exit points and potential interventions.
- Evaluate the analysis and identified risk factors and interventions.

Intervention 3 - Multiple Measures for Student Placement and Predictive Analytics Project

- Compare baseline placement data (single measure placement test) to placement data from a multiple measures model.
- Determine if students placed into a specified collegiate or pre-collegiate course level using multiple measures results in increased student success, achievement and learning outcomes (compared to a single measure placement method).
- Compare last two years of placement levels to fall 2014 placement.
- Compare number of multiple measures used last three years with fall 2014 and beyond.

Communication Plan

BC President Sonya Christian has developed a mechanism of proactive, timely, ongoing and transparent communication to relevant stakeholders through various vehicles, such as the President's Blog; Renegade Round-up (campus-wide e-newsletter); and frequent 'follow-up' or 'Closing the Loop' reports throughout the year to ensure that stakeholders are involved in, or aware of, institutional decisions (or decision-making processes). Additionally, BC has developed various core teams to support student success initiatives, as well as various professional development opportunities to raise awareness and improve personal and institutional practices that support student's success. The president is also committed to principles of participatory

governance, which is another venue for communicating progress on our student success strategic plan.

Professional Development

Student Services personnel will receive additional support and training to fully implement these interventions and matriculation services (placement testing procedures, academic advising, educational planning, orientation, and follow-up services). These individuals will receive customized training from the Dean of Counseling beginning in Summer 2014. Specifically, Student Services personnel will be exposed to new policies and practices that must be enacted to support Cal-SOAP students through these mandatory services. Additionally, BC's new Director of Outreach will oversee Orientation experiences for new students.

BC currently offers a small number of accelerated courses which are taught by faculty who have received external training on pedagogical methodologies relevant to the instruction and delivery of accelerated and stacked course curricula. These faculty will be relied upon to train additional faculty who will be recruited to teach additional offerings of accelerated courses.

Sustainability Plan

Bakersfield College is committed to fully-supporting and funding these priorities and interventions through the utilization of various funding sources such as, Operational funds (College allocations), College Foundation/Auxiliary, and especially through the utilization of grants and sponsored programs, including Basic Skills Initiative grant, C-6 grant, VTEA grant, STEM grant, and California State SSSP funding allocation (Student Success Support Programs). It is anticipated that these fund sources will be available throughout the next four years. SSSP funding is anticipated to increase exponentially each year, allowing additional resources to support the scalability of these interventions, as well as the ability to support additional priorities and interventions in the future.

Appendix F

- Bakersfield College Administrative Transition Team Email - 2012
- Bakersfield College Administrative Transition Team Email - 2014
- Cross Reference - Appendix G > Community Conversations > Conferences
- Staff Development Report, Fall 2014 Staff Development Week, August 18-22, 2014
- African American Community Leaders Luncheon
- Pre-Law Program Overview and Updates
- Rural Communities
- Achieving the Dream Report Excerpt

Bakersfield College Administrative Transition Team Email - 2012

Sent: Thursday, November 29, 2012 2:44 PM

To: bc_all

Subject: Leadership Opportunity for Bakersfield College Staff

Sent on behalf of President Nan Gomez-Heitzeberg—

This is an open invitation from President Nan Gomez-Heitzeberg, in partnership with incoming President, Dr. Sonya Christian.

- Would you be interested in developing a leadership plan to guide Bakersfield College's instructional departments into the future?
- Would an opportunity to work alongside President Christian and the new administrative team be exciting?
- Does creating an administrative structure that provides appropriate support to BC's academic operations sound valuable?

If yes, read on! This spring, Bakersfield College must continue to operate with two administrative vacancies in our leadership team. Our response to this need will require creative thinking and teamwork to maintain the College's high standard of administrative operations.

Currently, Dr. Christian is seeking to develop an 18-month interim leadership structure that includes administrators, department chairs and faculty. Throughout this transitional period, and in cooperation with College Council and the Academic Senate, it is our goal to develop a permanent, streamlined, and effective academic leadership structure. Your help is needed to shape this future administrative structure by participating on the Bakersfield College Administrative Transition Team (BCATT). The following BCATT foundational principles are important to Dr. Christian. The Team must:

- Be comprised of current Bakersfield College faculty and academic administrators. Rather than seeking assistance from retired administrators during transition periods, the BCATT will rely upon current faculty and staff who have worked on College-wide initiatives, are innovative thinkers, have a deep commitment to our students and the College, and are willing to work as a team.
- Have a high degree of autonomy and work with the agility and flexibility of a team that has minimal bureaucratic hindrances in order to develop plans for BC's future.
- Be comprised of team members who:
 - Uphold a commitment to Bakersfield College and student success;
 - Possess experience working College-wide initiatives and have a broad understanding of issues at BC and the California Community College system;
 - Exhibit strong analytical and communication (verbal and written) skills;
 - Demonstrate an interest in Bakersfield College's long-term vibrancy;
 - Are willing to roll up their sleeves and work; and,

- Are committed to working cooperatively as a team.

The details for the structure of the BCATT will continue to be developed based upon the level of interest from you, our faculty and staff. A number of scenarios are possible, the details of which will be solidified within the coming days. For example, we could stay with the current structure of five Instructional Deans, or we can explore the possibility of our three current Deans assuming additional responsibilities within smaller clusters reporting to an Executive Dean.

Individuals interested in participating on the BCATT must:

1. Submit a statement of interest, not to exceed one page. This statement should also include how the applicant envisions him/herself making significant contributions to this process. Please note that applicants will have an opportunity to discuss their ideas more thoroughly in an interview, so you may wish to keep your statement of interest brief. Statements should be received by 3 p.m. on Tuesday, December 4, 2012.
2. Be available on Wednesday, December 5 from 1-5 p.m. and Thursday, December 6 from 8 a.m.-noon for interviews. Location for the interviews will be announced to candidates.

It is anticipated that selection decisions will be communicated to candidates by Friday, Dec. 7.

Thank you for your consideration of this unique and exciting opportunity at Bakersfield College. Question & Answer sessions (in 15-minute increments) will be held for interested participants on Friday, November 30 from 7:30-8:30 a.m., and Monday, December 3 from noon-1 p.m. in the Academic Senate Conference room in the Administration Building.

In the meantime, if you have specific questions, or would to speak individually about your interest, please feel free to contact me, Bonnie Suderman, Emmanuel Mourtzanos, or Cindy Collier.

Thanks again for your consideration.

Nan

Bakersfield College Administrative Transition Team Email - 2014

From: BC All [mailto:BC_ALL@LISTSERV.BAKERSFIELDCOLLEGE.EDU]

Sent: Monday, September 22, 2014 8:44 AM

To: bc_all

BCATT 2.0 2014–2015 Opportunities

New BCATT Assignments to support student success initiatives are now available. All assignments are anchored in SSSP, Equity or BSI funding, none are from general funds.

Administration

Dean of Student Success and Pre-Collegiate

Over 80 percent of BC's students are not prepared for college level work. Our student success strategies are focused getting this population ready for college-level work through 1) Acceleration and compression of pre-collegiate courses 2) Core services of matriculation; orientation, assessment placement, student ed plan, counseling and advising 3) Ensuring no populations are disproportionately impacted 4) Working with research department to integrate the student success metrics into the Renegade Score Card. Reporting to Vice President Student Affairs and Vice President Academic Affairs

Director of Equity and Inclusion

Oversee the legislated BC Equity Plan including 1) direction for data analysis related to disproportionate impact 2) direction for outreach related to different population groups 3) ensure

core matriculation services for those identified through the disproportionate impact analysis 4) oversee the institutional plan for equity and inclusion. Reporting to Vice President Student Affairs

Associate Director of Outreach & High School Partnerships

Reporting to Director of Outreach & High School Partnerships

Student Success Program Managers (5)

Program Managers to cover the following projects: Making It Happen, Equity, Rural Communities, Generalist (2) Reporting depends on the student success program.

Other Opportunities

Given the fast paced decision making that is happening in Sacramento related to SSSP and Equity funding, more opportunities are likely to arise. Consider your interests and how you might contribute in this time of developing programs and services.

If you have an interest in leadership and moving forward BC's new student success initiatives, send a one page letter of interest to Nan Gomez-Heitzeberg ngomez@bakersfieldcollege.edu or Tracy Hall at tracy.hall@bakersfieldcollege.edu.

Deadline: Monday, September 29

CROSS REFERENCE—Appendix G->Community Conversations->Conferences

Staff Development Report, Fall 2014 Staff Development Week, August 18-22, 2014

The Fall 2014 Staff Development Week was a wonderful success. There were over 40 various sessions covering a wide variety of topics for classified, faculty and administrators. Over the course of the week we had over 700 people participate in the various sessions. Many people participated in more than one session but we still had over 350 unique participants. Example sessions: Data Coach Kick-Off, BC's Institutional Scorecard: Vital signs to our work, Introduction to Supplemental Instruction (SI), Habits of Mind and DegreeWorks.

Below is a table of the statistics for the week.

Total Sessions	43
Total Presenters	38+
Total Participants Sign-ins	712
Total Unique Participants	358

African-American Community Leaders Luncheon

Community leader's responses to key questions

The discussion questions are the following:

1. What is your response to Sonya's remarks on where BC is and what BC is doing?
 - Data analysis. They are aware of the problem.
 - Community perspective
 - Early intervention
 - Early exposure to H.S. & College. (takes a village)
 - More direction (1st generation college)
 - Detail components for success.
 - % of staff is A.A.

- Counseling staff & instructors that students can relate to.
 - More/better communications on expectations/goals
 - Accentuate positive aspects of BC—prep for transfer
 - Address negative stigma that attending BC is a failure.
 - Student has to be committed.
2. What are the most pressing issues that you'll like to see addressed? How?
- On campus workshops. K-8th basic skills.
 - Admin from K-8th to have around table.
 - (Lifecycle) role model mentor.
 - Tutoring—proper techniques/tools.
 - Old mindsets—family.
 - Stress orientation attendance.
 - More defined & mandatory summer bridge program.
3. What are appropriate goals for the next year? Next 3 years?
- Next year:
- Growth expectant; more staff—A.A.; more community outreach-schools; more education and what it's about; improve image—positive aspects; more people focused
 - Address systemic weakness and prep to compete across board.
 - Start early to address mind set.
 - Reach students earlier: High School/JR High School
 - Inform parents/students: (many students come last minute) requirements, scholarships, organizations
 - Parent groups: Hold students accountable, keep confidential
 - MLK/Chicano Center: mentors; progress reports; self-esteem & social support.
 - Faculty diversity training: Mandatory study group—supplemental instructions, understand the population
 - Work study: go to the community to inform/prepare the youth
 - Possible incentives: college credit, pay, free parking, admission to events, extra credit.
 - Mindsets fix vs growth.
 - Community conferences
 - Continuing EDUCATION!
 - Must see that goal or objective
- Three years:
- Plan to get it done; save money; time mgmt.; tools—to assist reach goals; interweave people & goals—all components.
4. How do you see your group partnering with BC to reach these goals?
- Community mentors presentations.
 - Invest money into groups/orientations for A.A. students.
 - Outreach collaboration workshops CC/CSU/UC/Church
 - Mentoring & educational advancement.
 - Job/career shadowing
 - Guest professional speakers.
 - A.M.P, Advisory Boards, Y.E.P

Pre-Law Program Overview and Updates

Program Overview:

- 2+2+3 year pathway
 - 2 years at BC (A.A. degree)
 - 2 years at participating undergraduate institution (B.A. degree)

- 3 years at participating law school (J.D. degree)
- Partnering Schools
 - University of Southern California, USC Gould School of Law
 - Loyola Marymount University, Loyola Law School
 - UC Davis, UC Davis School of Law
 - UC Irvine, UC Irvine Law School
 - Santa Clara University, SCU School of Law
 - University of San Francisco, USF School of Law

Program Update (as of December 1, 2014):

- Expanded website: www.BakersfieldCollege.edu/PreLaw
 - Program information
 - Application process and forms
 - Career possibilities
 - Links to our six participating law schools
- 89 Student Interest Forms received
- 40 Student Educational Plans completed
- 18 Pre-Law Scholars officially accepted into program
- 3 Orientation Sessions completed
- 2-year pathway developed:
 - AA-T in Political Science
 - IGETC general education pattern
 - Includes required pre-law courses
- Pre-Law Society (Student Club)—initial meeting on Dec. 10 to create a constitution
 - Host Law school information sessions
 - Campus visits to law schools at USC, UC Irvine, UC Davis, University of San Francisco, Santa Clara University, and Loyola Marymount University
 - Meet with law school admissions counselors and representatives
 - Statewide debate competitions
 - Local internship opportunities
 - Social events
- Law Schools Admissions Council (LSAC) Conference with 151 law schools & 700+ Pre-Law students
- Established contact with our six partnering law school admissions representatives
 - Brenda Cortez Martin, Associate Director of Admissions—USC Gould School of Law
 - Stephanie Carlos, Associate Director of Admissions—Univ. of San Francisco School of Law
 - Scott Vignos, Associate Director of Admissions—UC Davis Law School
 - Estuardo Panciano, Assistant Director of Admissions—UC Irvine Law School
 - Bryan Hinkle, Associate Dean of Law School—Santa Clara University
 - Jannell Roberts, Associate Dean of Admissions—Loyola Law School
- LSAC sessions on:
 - Why Law School?
 - Preparing for the LSAT
 - Law School Application and Admissions Process
 - Financial Aid
- BC rep to serve on statewide taskforce to further implement program
- Part-time Educational Advisor (20 hours per week) dedicated to advising and program support
- Pre-Law Advisory Council developed and will convene in mid-January

- Exploring the viability of a ADMJ B40–Law & Democracy course offered at a high school
- Statewide:
 - BC representative to serve on statewide taskforce to further implement program
 - Career Pathway Trust Grant–program support and possible scholarships (outreach to high schools); possible Law Academy at a KHSD school (Centennial?)
 - Governor’s Innovation Grant (finishing 4 years quickly)

Rural Communities

BAKERSFIELD COLLEGE–Rural Communities

Bakersfield College provides the rural communities with local access to Bakersfield College programs and services. The Delano Campus provides Kern/Tulare County students access to education that leads to degrees and certificates, workplace skills, and preparation for transfer. Our students live in the rural communities of Kern and Southern Tulare counties. We often are the only pathway for these students to obtain academic and occupational success. Student and instructional support services include Counseling, Financial Advising, Educational Advising, Assessment Testing, Computer Labs, Peer Tutoring, Admissions and Registration.

Accomplishment/Objective	Description
Rural Community On-site Counseling/ Advisement	Beginning in 2012, Bakersfield College partnered with Arvin High School to provide on-site advisement services. AHS provided BC counseling office space and BC provided 155 counseling hours per semester. This includes direct counseling to help students establish educational plans, assist with matriculation steps, and promote concurrent enrollment. Collaboration with high school counseling staff has improved class offerings to meet the needs of rural students.
Established a Arvin/Lamont Liberal Arts Program Pathway	<ul style="list-style-type: none"> • College ready students are able to complete a Liberal Arts (AA) degree (an interdisciplinary broad area of study), in the Arvin rural community in 2-3 years. • In spring 2014, we had 236 Arvin/Lamont student enrollments. Enrollments for 2013/2014 were 519 at the Arvin High campus ~ a 281% increase since 2009/2010

<p>Partnering with Building Healthy Communities, South Kern to build a “college going culture”</p>	<ul style="list-style-type: none"> • We improved awareness with a South Kern Parent College Night (Fall 2013 and Spring 2014) and Education Summit (Fall 2014) • Provide Arvin and Lamont area students, parents, and family members with information and guidance concerning CSU, UC, and Bakersfield College programs • Established plans with the BHC–SK Education Action Team to partner with Greenfield Elementary School District to build college awareness in early elementary school • The team had a Fall 2014 parent night event and plans are in place for a Fall 2015 event • The first College Night had over 300 participants and was funded by South Kern Healthy Communities Committee • Participants received information regarding matriculation, classes, programs of study, financial aid, concurrent enrollment, and scholarships • BHC-SK Education Summit platform for educators and nonprofit leaders to discuss challenges to obtain higher education and provide solutions for rural communities • Improved KCCD College Participation Rate from 25.79 per 1000 Arvin/Lamont citizens to 31.05 per 1000 Arvin/Lamont Citizens
<p>Established support for the development of Student Education Plans in Arvin/Lamont. Implementing plans to expand service to other rural sites in Spring and Fall 2015</p>	<ul style="list-style-type: none"> • Data shows <6 percent of Arvin/Lamont area students w/ educational plans • Four sections of STDV B1 Ed Planning and STDV B6 Tools for College Success • In Fall 2014, we have 550 students enrolled exclusively at our rural community sites
<p>Arvin/Lamont Community presentations</p>	<p>BC Counselors presenting to local service organizations, businesses, schools and community groups (including Apartment Community Org) to promote early college preparation and awareness</p>

<p>Early High School Counseling and Advisement in Delano</p>	<ul style="list-style-type: none"> • STDV B1 at DHS & Paramount Academy ~ direct counseling to assist students w/ educational plan. Utilizing both BC and High School Counselors • Delano Joint Union High School District to implement the Get Focused-Stay Focused Initiative developed by Santa Barbara City College. Students are given the information and direction they need to develop a “10-year Career & Education Plan” (Get Focused . . . Stay Focused)
<p>North Kern Adult Education Alliance</p>	<ul style="list-style-type: none"> • Addresses gaps in educational programs for adults in the northern Kern County region • Is the link between the North Kern High School Districts & BC • Provide an adult edu system to promote academic and career skills needed in local industry and employ local citizens, as well as prepare students for post-secondary education • The group identifies problems, plans solutions, and implements education and training needed by adult population to reduce poverty and unemployment (see below)
<p>Rural Communities Expansion</p>	<ul style="list-style-type: none"> • Arvin as a model, we have partnerships established at four rural sites • General education courses in McFarland, Wasco, Arvin, and SW Bakersfield • Twenty off-site courses for 650 enrollments in Fall 2014 and planned expansion of courses in Spring and Fall 2015 to accommodate 1000-1500 enrollments at Rural Community sites • Shafter Learning Center offerings to include general education courses and student development courses in Spring 2015

Career and Technical Education	<ul style="list-style-type: none"> • CNA MEDS-69 and MEDS 68 in McFarland, Ca. & partnership with the McFarland Learning Center • Welding: Partnership with RFK high school to outfit a welding lab. BC and DJUHSD are acquiring equipment and supplies - BC support w/ \$130,000.00 in equipment & \$25,000.00 supplies. DJUHSD support purchased an additional \$60,000.00 in equipment and tools. • Introduction to Engineering and Basic Electronics
Communities of Practice	<ul style="list-style-type: none"> • Partnering with K-14 educators to improve the quality of education provided in North Kern • 2nd annual North Kern Math Summit and 1st Northern Kern Education Counselor Luncheon in 2014 • Established three communities (Counseling, Math and ENSL Educators) • Purpose is to provide an informal group to work on solutions and generate a flow of ideas to improve what we do.
WESTEC Partner	<ul style="list-style-type: none"> • WESTEC adult corrections officer summer core course -a formal, structured, job-related training program approved by Dept of Corrections and Rehabilitation-Corrections Standards Authority
Department of Corrections—Prison Program	<ul style="list-style-type: none"> • SB 1392 waives the open course provisions in statute/regulations. This allows BC to offer courses to inmates and receive appropriations. Partnership to pilot course offerings at Kern Valley State Prison. • Provide academic services to an underserved population. Collaborate with prison officials to address inmate needs, assist with matriculation steps, and develop a liberal arts program.

Achieving the Dream Report Excerpt

Excerpt from ATD implementation plan progress report showing engagement progress:

Engagement

Bakersfield College is committed to engaging stakeholders in planning processes and to improving student success through enhancing the institution's practices, policies and student support services and interventions. The following activities highlight the strategies Bakersfield College implemented to gather data, analyze information, establish institutional priorities related to student success, and design interventions.

Engaging Campus Community (Focus Groups and Follow-up Discussions): Members of the ATD Core Team actively sought to institutionalize Achieving the Dream principles at BC by engaging governance and campus-wide committees through intentional discussions on issues related to student success. In addition to administering the Principles Assessment Survey, the ATD Core Team conducted follow-up conversations, committee dialogues and focus group meetings with many of the stakeholder groups to solicit their qualitative feedback and reflections, as well as to facilitate ongoing discussions on matters pertaining to Bakersfield College effectiveness in supporting students' success, progress, and completion. Information gathered from the Principles Assessment and follow-up focus group discussions informed the institution's perspective on Achieving the Dream student success planning efforts and priority setting.

Student Success Conferences: Bakersfield College hosted two Student Success Conferences (October 2013 and March 2014) facilitated by national speakers with an emphasis on the effective use of data to inform institutional student success practices and policies. Colleagues from colleges across our district and region were in attendance, as well as online attendees via Livestream. Participants were engaged in dialogues related to improving institutional practices and policies related to student success.

Student Equity Conference: Similar to our Student Success Conferences, BC hosted a Student Equity Conference in April 2014 dedicated to raising awareness about, and addressing barriers to success faced by community college students.

Faculty Mentors in the Transfer Making it Happen BootCAMP: These faculty are participating in Professional Development in order to become mentors for the first generation student cohort we are tracking through basic skills.

Appendix G

- Baccalaureate of Applied Science Supporter Information
- Community Conversations
- Kern AB86 Consortium

Baccalaureate of Applied Science Supporter Information

Bakersfield College's application to participate in the baccalaureate degree pilot project has been widely supported by community leaders. The full list of supporters can be found at <https://www.bakersfieldcollege.edu/baccalaureate-degree/letters-of-support>. Below is a sample list of BAS supporters.

Kevin McCarthy, U.S. Congressman - 23rd District

Access to high-quality higher education is essential to a community's prosperity. Please give full consideration to Bakersfield College's application for participation in the California Community Colleges Baccalaureate Pilot Program.

David Valadao, U.S. Congressman - 21st District

The ability to offer baccalaureate degrees would allow the college to provide accessible, high-quality and relevant instruction that prepares students for success in their future education and employment goals.

Jean Fuller, State Senator, 16th District

As a graduate and former superintendent of schools, I know Bakersfield College provides its students with a high-quality education. Given the region's need for workers in the petroleum, agriculture, logistics and manufacturing industries, the addition of a four-year BAS degree in Industrial Automation will be a tremendous asset to Bakersfield and the region's economy. For these reasons, I support the efforts of Bakersfield College to offer this degree on their campus.

Bryon Schaefer, Superintendent, Kern High School District

This program will provide increased relevance to many of our students' high school education and a clear and aspirational pathway for post-secondary work that will lead them to a viable career. Offering a BAS in Industrial Automation will also provide opportunities for our district and the college to work together to build courses that give our students dual or transfer credit, strong program components that would incentivize more students to complete their a-g college entrance requirements and enroll into college immediately after high school.

Delano Joint Union High School District

The Delano Joint Union High School District applauds the efforts of Bakersfield College to offer a baccalaureate degree in Applied Science in Industrial Automation. Our graduates are ready and eager to pursue careers at the cutting edge of technology, and we expect that many of them will want to take part in this exciting BAS program, which will promote the economic development of the southern Central Valley and provide much needed economic opportunities for the families that live here.

Carla Musser, Public Affairs Manager, Chevron

Chevron believes increasing the education level of residents improves their economic status and, in turn, benefits overall health and wellness of the individual and the community. Chevron supports the proposed Bakersfield College BAS in Industrial Automation program.

Jimmy Phillips, Marketing Director, San Joaquin Community Hospital

San Joaquin Community Hospital provides physical, mental and spiritual healing in our community. Increasing the education level of residents is another way to improve the health of a community, and that's why San Joaquin Community Hospital supports Bakersfield College's proposed baccalaureate of applied science program. BC's plan to improve the education level of residents will also serve to improve people's economic status. The result is a corresponding increase in the health and wellness of individuals and the community at large.

Harvey Hall, Bakersfield Mayor

The City of Bakersfield and its citizens stand to greatly benefit from the ability of Bakersfield College to offer Applied Baccalaureate degrees. This affordable four-year option will open horizons for many of our residents, resulting in greater earning power and prosperity for those individuals as well as their families, and have a positive economic impact on the entire community.

Della Hodson, President, United Way of Kern County

United Way of Kern County is dedicated to improving the financial stability of working families in our community, and building a better quality of life for all. Increasing the education level of residents improves their economic status and, in turn, benefits overall health and wellness of the individual and the community. With its 100-year history of meeting local workforce demands in applied and technical areas, Bakersfield College is uniquely positioned to deliver a quality BAS in Industrial Automation program.

Patrick Jackson Jr., President, NAACP

The NAACP believes strongly that future leaders must be developed today. We support the leadership development potential of Bakersfield College's proposed BAS in Industrial Automation. Bakersfield College has a proven track record of supporting underrepresented students and providing affordable, accessible quality instruction that will help educate tomorrow's leaders. The Bakersfield College's proposed baccalaureate degree gets our vote.

Jay Tamsi, Kern County Hispanic Chamber of Commerce

Increasingly, job openings are requiring college education and more and more are looking for employees with a baccalaureate degree. BC's proposal is right on track to meet the needs of our region's Hispanic businesses.

Jon Van Boening, Pres./CEO, Bakersfield Memorial Hospital

As an affiliate hospital of Dignity Health, Bakersfield Memorial Hospital is dedicated to delivering health services that are compassionate, high-quality and affordable. We promote healthy lifestyles as an integral part of the community we serve, with a special concern for the underserved. Bakersfield Memorial Hospital has enjoyed a long history with Bakersfield College and its excellent services to both its student community and the community at large. The four-year baccalaureate of applied science (BAS) degree in Industrial Automation would meet significant workforce training needs in the southern San Joaquin Valley, especially in our critical industries of petroleum and agriculture. I am pleased to offer the support of Bakersfield Memorial Hospital for this program.

Community Conversations

External Communications

- The Renegade Report in fall 2014 was a partnership with the Bakersfield Californian with 15 weeks of web streaming shows promoting Renegade Athletics.
- Community Leaders Gatherings: There have been several face-to-face gatherings of Community Leaders this year to address specific issues. These events have been deliberate

and targeted to closely tie into our work related to SSSP and Equity. Here are a few examples:

- April 29, 2014: High School Principals and Superintendents Community Leaders Breakfast. <https://www.bakersfieldcollege.edu/president/annual-breakfast>
- August 13, 2014: African American Community Leaders at BC. <https://www.bakersfieldcollege.edu/president/astep-community-meeting>
- September 26, 2014: National and State Legislators Forum. <https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/Renegade%20Roundup%20Week%20of%20October%2031.pdf>
- October 15, 2014: Latino Community leaders at BC. <https://www.bakersfieldcollege.edu/president/latino-community-leaders-breakfast>
- CEO Luncheons - The president of the college met with CEOs of business and industry, educational institutions, non-profits, and other community based organizations to continue to strengthen the partnerships at the highest levels of the organization. This has facilitated quick responsiveness from CEOs when issues emerge and need immediate attention.
 - September 23
 - September 30
 - October 28
 - December 2
- Successfully collaborated with community members and the Renegade Football Club to restore the football field. This partnership project served to restore confidence and build relationships.
- Developed collaborative model to reestablish Kern High School District football games at the Memorial Stadium during Fall 2014.

Conferences

- March 14, 2014: Point of Origin Data Conference. Learn@BC! Keynote: Kurt Ewen, Institutional Effectiveness, Valencia Community College. <https://www.bakersfieldcollege.edu/conference/point-of-origin-spring-2014>
- April 3, 2014: Equity and Inclusion. Learn@BC! Keynote: Katie Haycock, President of Education Trust. <https://www.bakersfieldcollege.edu/conference/atd>
- May 9, 2014: Excellence in Trusteeship. Learn@BC! Speakers: Louise Jaffee, President of CCCT; Tim Calhoun, Executive Director of the Technology Center; Greg Stoup, IR; and Sonya Christian. <https://www.bakersfieldcollege.edu/conference/trusteeship2014>
- October 14, 2014: Kern Ag Summit. Learn@BC! Speakers included: Karen Ross, California Secretary of Agriculture; Paul Wenger, California Farm Bureau President; Rep. Kevin McCarthy, House Majority Leader; Senator Jean Fuller; and Congressman David Valadao. <https://www.bakersfieldcollege.edu/agsummit>
- October 17, 2014: Title IX and Clery Symposium. Learn@BC! Speakers: Chris Counts, Amber Chiang, Michael Chang, Staff Attorney for the Office of Civil Rights, and Ava DeAlmeida-Law Investigator for the Office of Civil Rights. <https://www.bakersfieldcollege.edu/conference/title-ix>
- November 17, 2014: Learning Outcomes Conference. Learn@BC! Speakers: Cliff Adelman, Senior Associate at the Institute for Higher Education Policy; Krista Johns, Vice President for Policy and Research at the Accrediting Commission for Community and Junior Colleges; Ron Baker, President, Baker Collegiate Consulting. <https://www.bakersfieldcollege.edu/conference/ILO2014>

Kern AB86 Consortium

Secondary Education Partners

- Rosalina Rivera, Superintendent, Delano Joint Unified School District

- Terri Nuckols, Principal, Delano Adult School
- Terry McAteer, Superintendent, Inyo Unified School District
- Christine Frazier, Superintendent, Kern County Superintendent of Schools
- Brian Schaeffer, Superintendent, Kern High School District
- Don Carter, (former) Superintendent, Kern High School District
- Mark Wyatt, Principal, Bakersfield Adult School
- Jodi Loeffler, Assist. Principal, Bakersfield Adult School
- Lois Klein, Superintendent, Mammoth Unified School District
- Victor Hopper, Superintendent, McFarland Unified School District
- Valerie Garcia, Principal, McFarland Adult School
- Susan Clipperton, Superintendent, Mojave Unified School District
- Aaron Haughton, Principal, Mojave Unified School District
- Dr. Stacey Adler, Superintendent, Mono County Office of Education
- Dr. John Snavelly, Superintendent, Porterville Unified School District
- Fernando Carrera, Director, Porterville Adult School
- Ernie Bell, Superintendent, Sierra Sands Unified School District
- Shirley Kennedy, Asst. Superintendent, Sierra Sands Unified School District
- Susan Andreas-Bervel, Superintendent, Tehachapi Unified School District
- Lori Albrecht, Superintendent, Wasco Unified School District
- Martin Lonza, Principal, Wasco Adult School

Higher Education Partners

- Sandra Serrano, Chancellor, Kern Community College District
- Sonya Christian, President, Bakersfield College
- Jill Board, President, Cerro Coso Community College
- Rosa Carlson, President, Porterville College

Planning Project Fiscal Agent

- John Means, Assoc. Chancellor, Kern Community College District

Data Collection, Meeting Facilitation & Report Prepared by

- June Bayha, WestEd
- Greg Hill Jr., WestEd
- Kristin Ockert, WestEd

Appendix H

The targets discussed in the evaluation portion have been embedded in the college work for the last two years. With each major plan (Achieve the Dream, SSSP – Student Services Success Plans Equity Plan, Accreditation Action Plan, etc) we have aligned our targets and examined to incrementally push forward with new innovations and purpose through our distributed leadership network. For example, below is the work plan developed for Achieve the Dream 18 months ago regarding placement and Basic Skills improvement. BC has forged ahead based on this planning and outcomes targets. The distributed leadership is evidence by the faculty, classified and administrators assigned as leads for each priority.

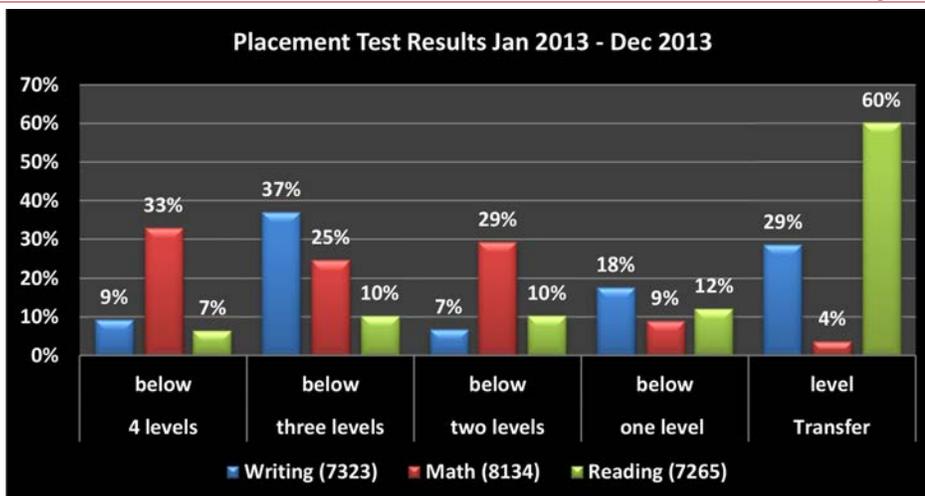
Priority 2: Accurate Pre-Collegiate Course Placement, Progression and Completion

Measurable Yearly Indicators:

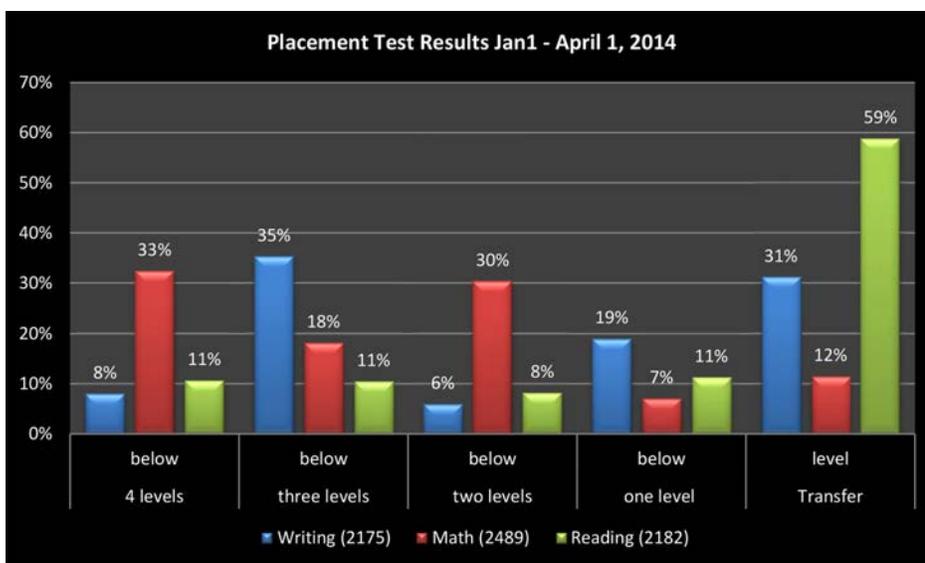
- 20% decrease in student enrollment in courses 3 & 4 levels below transfer with concurrent increase in levels one and two levels below transfer within 5 years
- 15% increase in successful developmental (remedial) course completion within 3 years of enrollment within 5 years
- 15% increase in initial gateway math and English course completion within 5 year
- 10% increase in underprepared student six-year course completion rate (and an 8% increase in BC's overall six-year completion rate).

Work Plan Action Steps	Year 1	Year 2	Year 3	Year 4	Lead Staff
Annual ongoing multiple measures and common assessment evaluation and improvement in conjunction with CAI.	X	X	X	X	Janet Fulks
Decrease, by 20%) placement in remedial pathways that require years of coursework by placing students more accurately and by placing students in accelerated and compressed coursework.	↓5%	↓10%	↓15%	↓20%	Pam Boyles, Liz Rozell
Increase successful developmental course completion by examining curriculum and pedagogy.	↑%	↑5%	↑10%	↑15%	Pam Boyles, Regina Hukill
Increase initial gateway math and English success through curricular alignment and curriculum redesign.	↑%	↑5%	↑10%	↑15%	Pam Boyles, Regina Hukill
Increase underprepared & overall student success through Habits of the Mind tools and training for faculty and students.	↑%	↑5%	↑10%	↑15%	Janet Fulks (thru CCSSE)
Increase overall student completion rate by initiating DegreeWorks and percent of SEPs (student ed plans) for first time new degree seeking students.	30%	50%	80%	100%	Michelle Pena, Kathy Rosellini
Increase six-year completion rate through intrusive interventions such as tutoring, SI, diagnosis and practice.	X	X	X	X	Faculty mentor team
Increase six-year completion rate through predictive analytics.	X	X	X	X	Sonya Christian, Janet Fulks

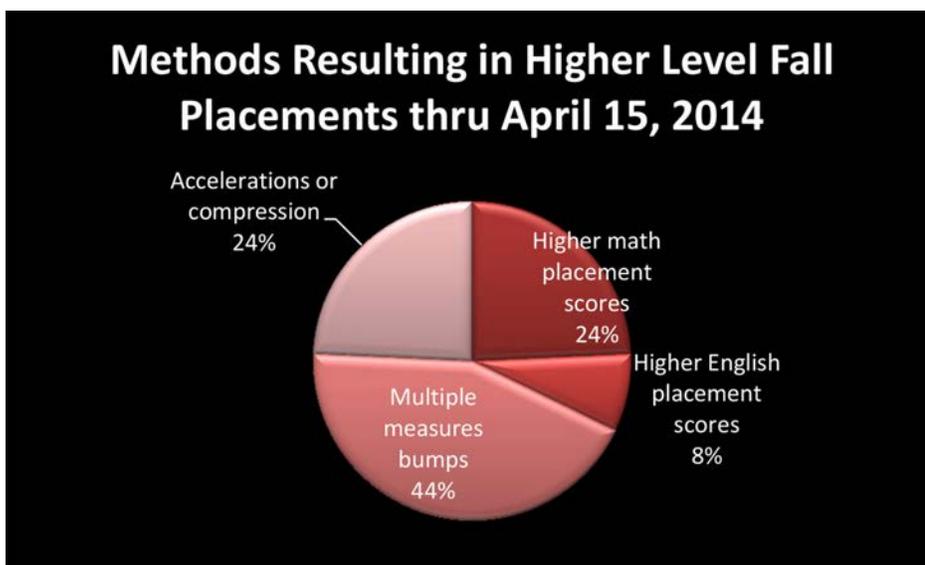
This data represents the results of the assessment testing, not courses taken. Results for in 2012-13 revealed very few students testing into college level courses. Math and English course placement was primarily two to four levels below college mandating one to two years of remedial work.



The baseline will be the newly improved placement results with the high school site-testing where many more students placed at college level in English and Math from Spring 2014.



Other than 50+ adults at Bakersfield College the lowest course success rate is among 19-20 year olds. The MIH data from Fall 2014 supports the fact that students directly from high school are less successful than the average student rate. Changes to curriculum and intrusive interventions along with pipeline curricular alignment with K-12 should produce improvement. The goal is to increase the first time student success (18-19 year old) rate in Basic Skills to 62.5%,



just beyond the overall average of 62.36% by 2018. Beginning with a goal of 61% for 2014-15, 61.5% 2015-16, 62% 2016-17, 62.5% 2017-18.

**California Community Colleges Chancellor's Office
7/9/2014 Fall 2013
Basic Skills Course Success Rates by Age**

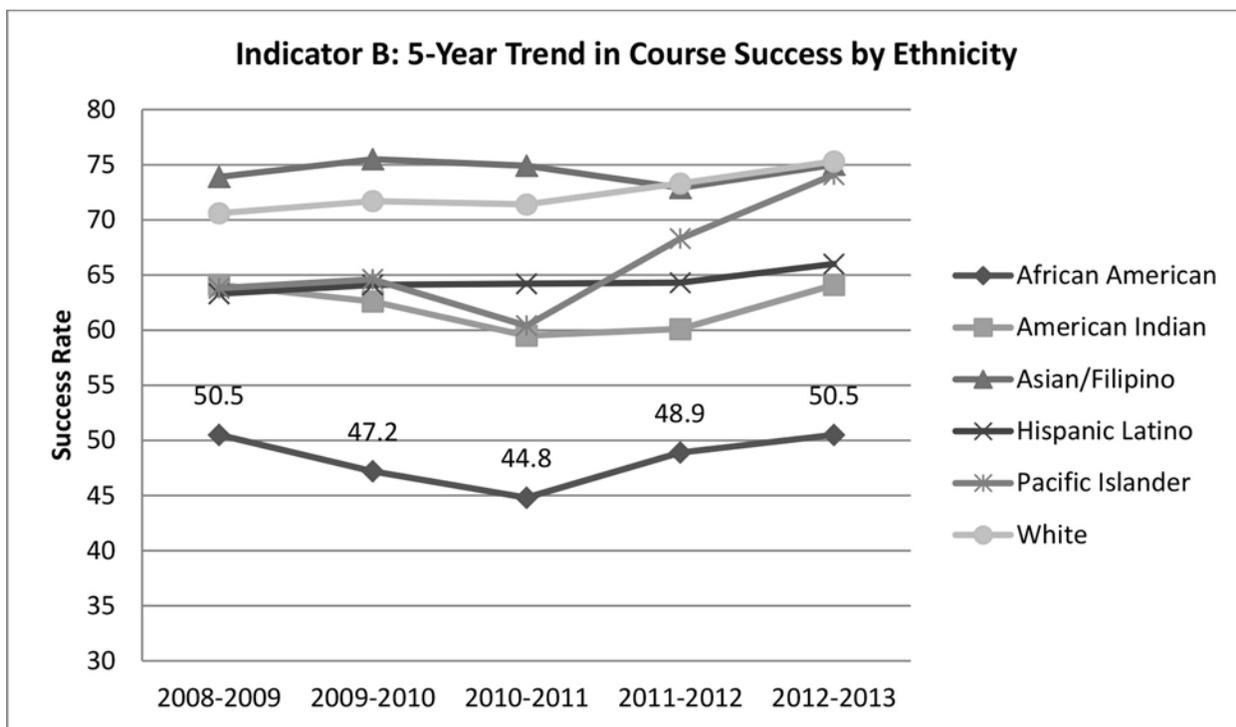
Age	Enrollment Count	Retention Rate	Success Rate
Total	5,754	86.93%	62.36%
1 to 17	221	90.50%	66.52%
18 to 19	2,825	88.35%	60.96%
20 to 24	1,526	85.32%	61.66%
25 to 29	460	86.30%	65.43%
30 to 34	271	84.50%	68.27%
35 to 39	158	82.91%	64.56%
40 to 49	189	84.66%	67.20%
50+	104	83.65%	60.58%

BC Student Success Scorecard Remedial Data Compared with Statewide Rates

6-year cohort success rate	Math		English		ESL	
	BC's Rate	Statewide	BC's Rate	Statewide	BC's Rate	Statewide
	21.4%	30.6%	30.5%	43.7%	31.1%	27.1%

Successful Course Completion

Both the 80-Percent index and the Proportionality Index indicate African American students are disproportionately impacted on the Course Completion and have been consistently for the last 5 years. (See appendix for Indicator B Course Success).



Above: African American Course trends have consistently fallen below the other ethnicities.

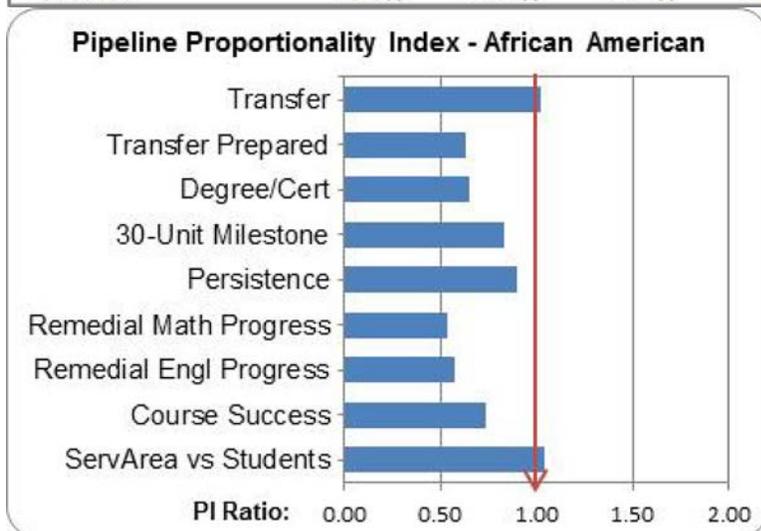
Percent of students who completed an Ed Plan by Ethnicity

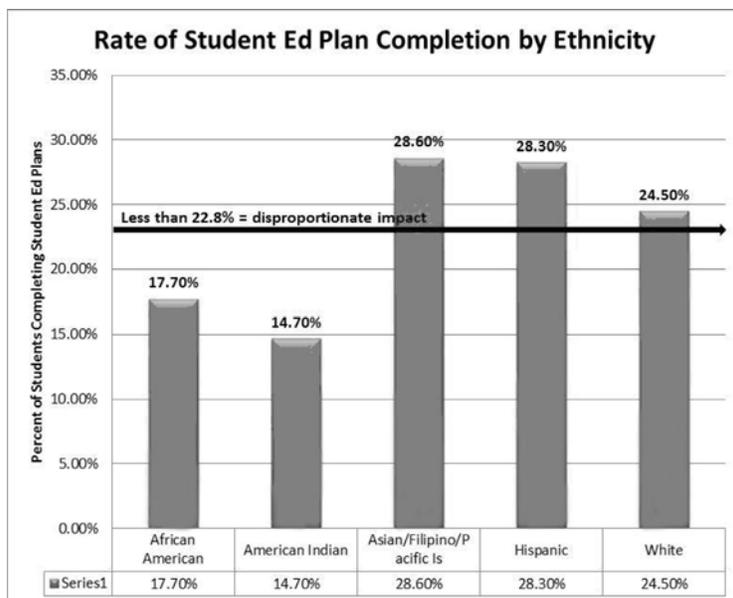
BC	2008-09 Cohort	2009-10 Cohort	2010-11 Cohort	2011-12 Cohort	2012-13 Cohort	5 Cohorts Combined
All ATD Cohort Students	4,565 20.1%	4,202 25.8%	4,013 23.0%	3,313 33.4%	3,267 39.6%	19,360 27.5%
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)						
Ethnicity						
African American	382 9.7%	322 17.7%	330 10.6%	247 24.3%	198 35.7%	1,457 17.6%
American Indian	41 22.0%	34 14.7%	30 16.7%	21 19.0%	18 27.8%	144 10.4%
Asian/ Filipino/ Pacific Islander	181 27.6%	208 28.6%	159 26.4%	155 36.8%	124 46.8%	825 32.2%
Hispanic/ Latino	2,453 21.0%	2,254 28.3%	2,246 24.1%	1,604 35.5%	1,921 39.3%	10,778 29.0%
White	1,314 21.8%	1,243 24.5%	1,080 24.8%	833 32.3%	783 42.4%	5,253 27.8%

Bakersfield College Five-Year Trend in Course Success by Course Type 2008-2013

KCCCD External Scan (https://www.kccd.edu/sites/kccd.edu/files/ir_reports/KCCCD%20-%20Internal%20Scan%20Report.pdf)

BC Success & Retention Rates	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change	Trendline
Race/ Ethnicity							% Points
African American							
Retention	77.6%	74.5%	72.1%	73.7%	75.3%	-2.3	
Success	50.5%	47.3%	45.0%	49.1%	50.8%	0.3	
American Indian							
Retention	80.3%	81.1%	80.8%	80.8%	82.1%	1.8	
Success	64.0%	62.8%	59.7%	59.8%	64.1%	0.1	
Asian/ Filipino/ Pac. Isl.							
Retention	87.5%	87.8%	86.9%	87.1%	88.6%	1.1	
Success	73.3%	75.0%	74.2%	72.7%	74.8%	1.5	
Hispanic/ Latino							
Retention	83.8%	84.0%	82.5%	83.1%	84.8%	1.0	
Success	63.3%	64.0%	62.4%	64.2%	65.9%	2.6	
White							
Retention	85.9%	85.8%	85.3%	85.7%	87.6%	1.7	
Success	70.6%	71.7%	71.4%	73.3%	75.2%	4.6	





Trend Data from Institutional Research and Reporting

Counseling

Student Headcount, Unduplicated ¹	2009-10		2010-11		2011-12		2012-13		2013-14	
	#	% change-prev. yr.								
First-Time Students	6,336	-	5,859	-8%	5,218	-11%	4,890	-6%	5,496	12%
CA Matriculation Requirements²	#	%								
Assessment										
Completed	5,179	82%	4,923	84%	4,402	84%	4,092	84%	4,523	82%
Exempt	3	0%	2	0%	1	0%	1	0%	1	0%
Not Completed	1,154	18%	934	16%	815	16%	797	16%	972	18%
Orientation										
Completed	4,468	71%	4,467	76%	4,224	81%	4,046	83%	4,622	84%
Exempt	2	0%	3	0%	2	0%	1	0%	1	0%
Not Completed	1,866	29%	1,389	24%	992	19%	843	17%	873	16%
Counseling										
Completed	3,970	63%	3,694	63%	3,679	71%	3,560	73%	3,949	72%
Exempt	1	0%	2	0%	1	0%	1	0%	1	0%
Not Completed	2,365	37%	2,163	37%	1,538	29%	1,329	27%	1,546	28%
Ed Plan										
Completed	1,021	16%	946	16%	1,254	24%	1,431	29%	1,848	34%
Exempt	1	0%	2	0%	1	0%	1	0%	1	0%
Not Completed	5,314	84%	4,911	84%	3,963	76%	3,458	71%	3,647	66%
Fully Matriculated³										
Fully Matriculated ³	940	15%	899	15%	1,213	23%	1,387	28%	1,787	33%
Not Fully Matriculated	5,396	85%	4,960	85%	4,005	77%	3,503	72%	3,709	67%

Source: ODS Reports (August, 2013)

¹ First-Time Student Headcount, *Unduplicated*: Number of first-time students enrolled on census day, where each student is counted one time.

² Matriculation Requirements: There are four matriculation requirements for CA Community College students: Orientation, Assessment, Counseling/Advising and the development of an Educational Plan.

³ Fully Matriculated: Students who completed or were exempt from all four matriculation requirements.

Intervention Baseline Data

Survey on Habits of the Mind tools

How useful were the following tools?

	Very Useful	Useful	Somewhat Useful	Not Useful	Somewhat unuseful	Very unuseful	Instructor didn't use	Not applicable	Response Count
Gmail	68%	20%	6%	2%	0%	1%	0%	3%	564
Weekly Schedule	42%	31%	16%	4%	1%	1%	1%	4%	563
Semester Planning Calendar	40%	24%	18%	5%	1%	1%	3%	8%	562
HoM App	14%	19%	22%	10%	3%	2%	5%	26%	564
HoM Videos	13%	19%	23%	9%	2%	2%	6%	26%	564
SQ4R	23%	22%	19%	6%	1%	1%	7%	20%	562
Cornell Notes	34%	22%	14%	9%	2%	1%	8%	11%	564
Test Prep	44%	28%	14%	4%	1%	1%	1%	7%	563

Which need to be improved?

	Effective.	Needs changes.	Needs significant changes.	Stop using.	Create student-featured, how-to videos to show me how to use it.	Instructor did not use.	I don't remember this tool.	Response Count
Gmail	86%	7%	1%	0%	1%	2%	82%	552
Weekly Schedule	73%	13%	3%	3%	1%	2%	83%	551
Semester Planning Calendar	65%	14%	3%	1%	2%	7%	83%	550
HoM App	35%	19%	5%	5%	4%	9%	85%	554
HoM Videos	35%	19%	4%	6%	3%	12%	86%	554
SQ4R	48%	13%	4%	2%	2%	13%	87%	551
Cornell Notes	60%	10%	1%	5%	1%	13%	82%	554
Test Prep	71%	12%	4%	2%	2%	4%	82%	553

What tools will you continue to use?

	Yes.	Will make changes and continue to use.	Will wait for others to change and will consider using after changes made.	I will not use this tool again.	I didn't use this semester, but I will in the future.	Not applicable.	Response Count
Gmail	90%	3%	1%	1%	3%	3%	555
Weekly Schedule	66%	15%	3%	4%	8%	4%	555
Semester Planning Calendar	60%	16%	4%	4%	9%	8%	554
HoM App	25%	12%	9%	12%	16%	25%	553
HoM Videos	23%	13%	9%	14%	14%	28%	551
SQ4R	39%	13%	5%	7%	12%	24%	554
Cornell Notes	54%	11%	2%	8%	9%	16%	555
Test Prep	70%	11%	3%	5%	6%	6%	554

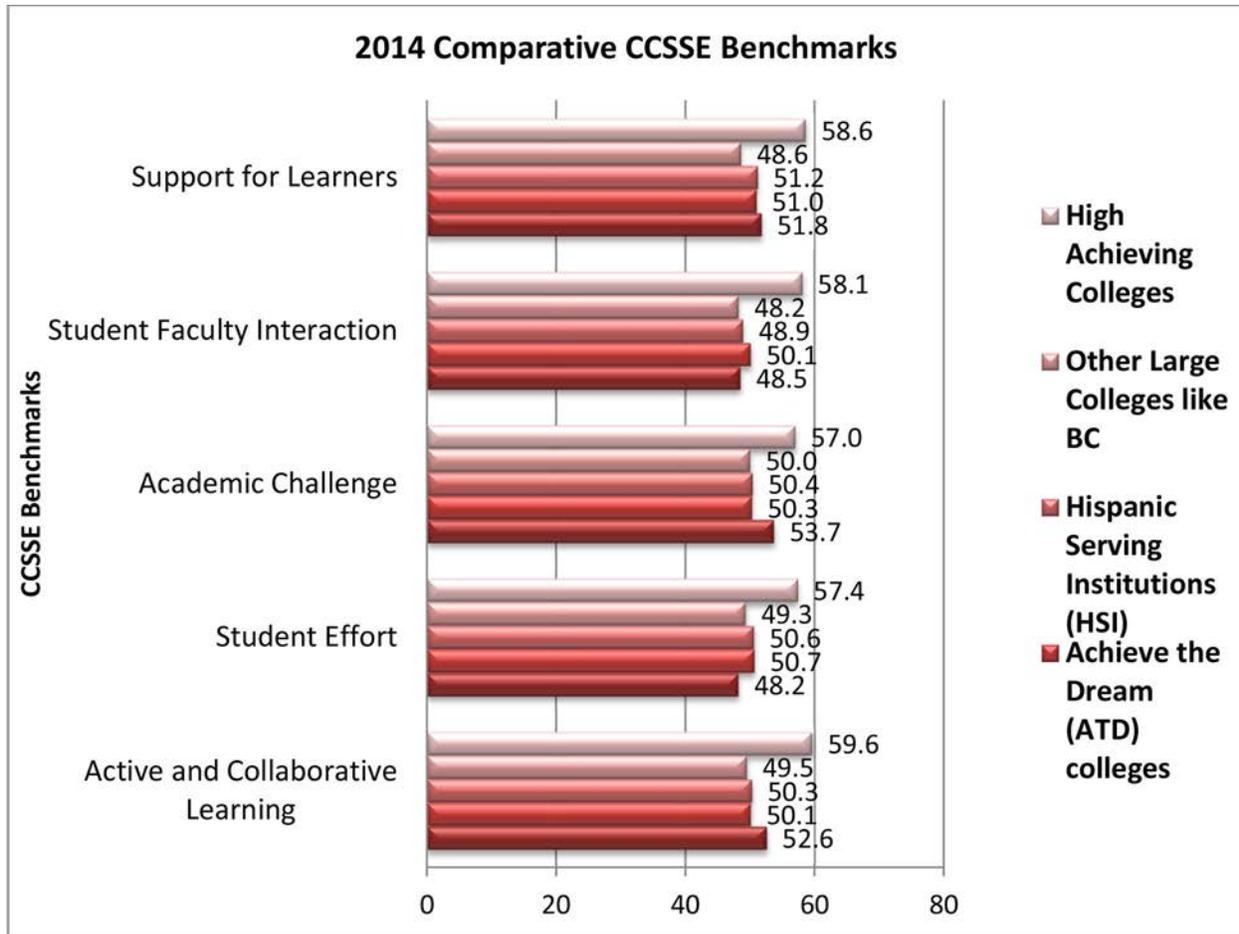
Table 1: General Data for Spring and Fall Semesters 2014

	Spring 2014	Fall 2014
Number of Student Participants	117	291
Participation Rate	18%	49%
Number of SI Sessions Offered (13 wks.)	429	650
Number of SI Leaders (Tutors)	12	17

Supplemental Instruction Data Fall 2014

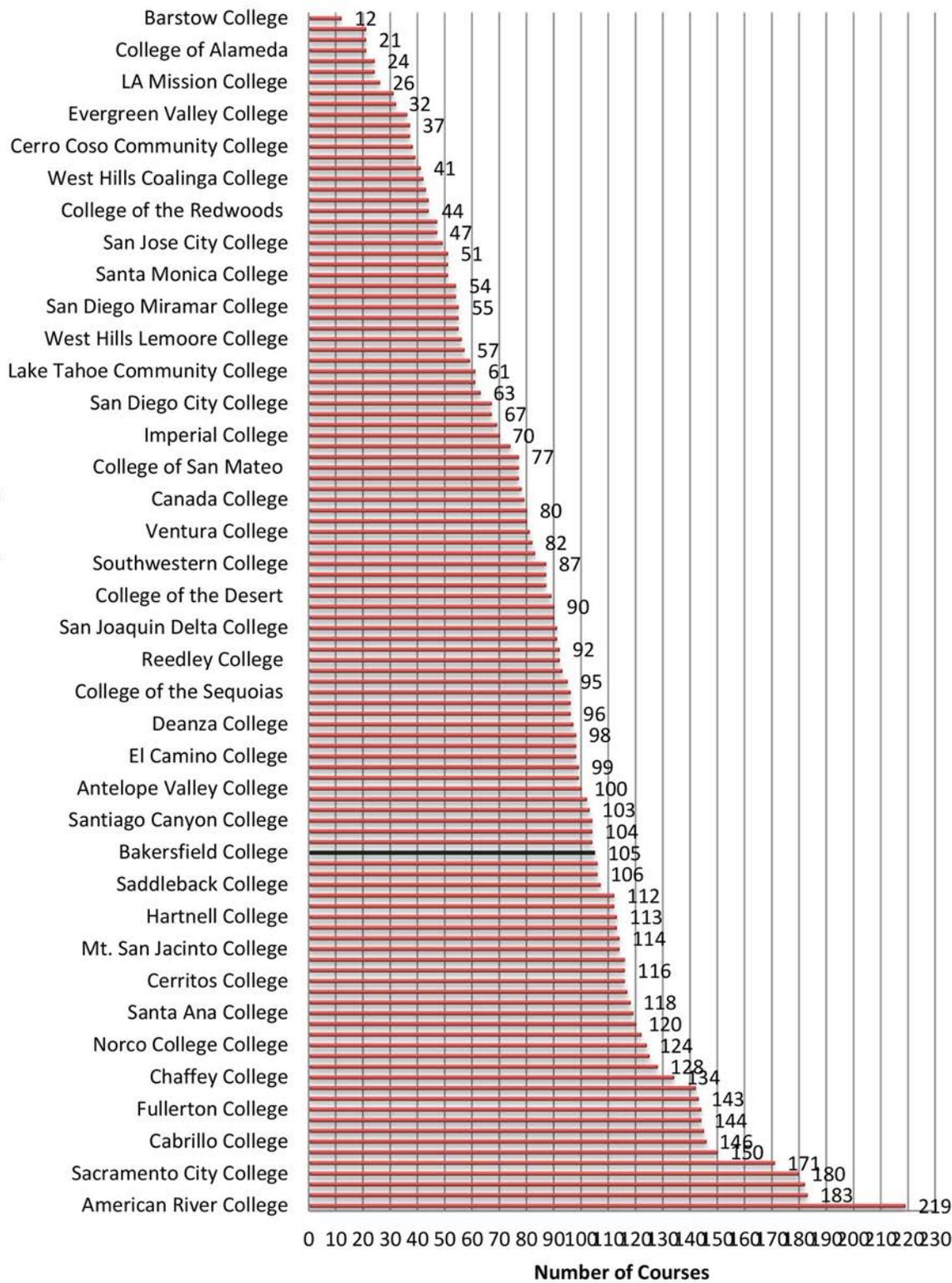
SI Success Fall 2014	Did not attend SI	Attended SI 1-2 times	Attended SI 3-5 times	Attended SI 6 or more times
Success	62%	67%	80%	79%
Non Success	38%	33%	20%	21%

CCSSE Data Benchmark	2011 BC Cohort	2014 BC Cohort
Active and Collaborative Learning	53.4	52.6
Student Effort	47.3	48.2
Academic Challenge	54.3	53.7
Student Faculty Interaction	48.6	48.5
Support for Learners	50.7	51.8



Number of CCCCO Approved C-ID Courses October 2014

California Community Colleges



CCCO Scorecard Data for 6 Year Cohorts with Trends Over Last 5 Years

