Achieving the Dream National Reform Network  
Making It Happen Cohort

Our MIH work with the CalSOAP cohort is has roots from our institutional analysis of our data as a member of the Achieving the Dream (ATD) national reform network of colleges. It is critical that we understand the concerted and integrated work BC is doing to support students’ success, including integration with the SSSP, Student Equity Plan, Habits of Mind, AAMMP and ASTEP.

**Bakersfield College’s Student Success Vision Statement** - Bakersfield College is committed to providing holistic educational experiences that foster student learning and academic success. Through concerted institutional efforts and strategic initiatives, Bakersfield College seeks to support student learning and success through improving progression and completion toward their academic and personal goals.

**Bakersfield College’s Approach to Student Success**
1. Improving student achievement and learning outcomes for all students, thereby creating an educational environment in which all students have shared opportunities and resources to succeed
2. Committing to student equity through the elimination of achievement gaps among various student populations as identified through the process of collecting, disaggregating, and analyzing data on student success, progression, and completion across all student groups, especially among at-risk student populations
3. Identifying, addressing, and resolving barriers to student success, progression, and completion, including institutional policies and protocols that inadvertently encumber students’ academic progression along their journey toward completion

Bakersfield College is committed to developing an institutional culture in which data is frequently collected, reviewed, and assessed to inform and refine our student success priorities and resources, including:
1. Allocations
2. Implementing strategic initiatives and programs to advance Bakersfield College’s student success priorities, as well as the allocation of appropriate resources to support those initiatives
3. Providing ongoing support throughout all phases of students’ academic progression, including:
   a. Point-of-Entry Admissions Services
   b. Student Learning and Support Services
   c. Academic Retention and Persistence
   d. Graduation
4. Committing to continuous institutional self-assessment and improvement
5. Communicating with BC educational stakeholders to share and discussion information pertaining to student performance measures, outcomes, and institutional initiatives to improve student success
Summary of BC’s 2014-15 Achieving the Dream Plan:

**Priority 1: Improved Matriculation Rates among FTITC Students (First Time in This College)**

New students will complete each of the four steps/services to become fully-matriculated students: Orientation; Assessment/Placement, Educational Planning, and Accessing Student Support Services/Ongoing Advising. This priority embodies BC’s strategic goal of **Student Success**, stated as follows: Bakersfield College will become an exemplary model of student success by developing and implementing best practices. Additionally, this student success priority will manifest BC’s strategic initiative of **Student Progression and Completion** – a commitment to reduce the time for students to complete educational goals. This priority is related to BC’s Core Values of **Learning**, **Integrity**, and **Diversity**.

**Priority 2: Improve Pre-Collegiate Course Placement, Progression, and Completion: Creating processes**

...that allow students to more accurately place in collegiate or pre-collegiate courses. For students assessing into pre-collegiate level courses, streamline completion timeline and reducing time to enter into college-level courses through accelerated curricula. Students who place into Basic Skills (pre-collegiate) courses require additional years to complete college level English and math, thereby prolonging their college experience and diminishing their probability of completion. Incoming students can be equipped to appropriately assessed into higher placement levels by adopting better assessment practices, such as providing early test prep, testing at the local high schools, addressing testing issues, utilizing sophisticated software packages such as Accuplacer, and using multiple measures for accurate placement. Accurately placing students into higher levels of math and English are of critical importance to BC. For example, students who place 3 levels below transfer in math will encounter a staggering 3% chance of successfully attempting and passing a college-level math course. This rate increases slightly to 11% if students are placed 3 levels below transfer in English (18% if 2 levels below and 40% if 1 level below).

Bakersfield College has utilized data to inform our awareness that the use of multiple measures to accurately assess students’ academic abilities (and subsequently, placement) will yield higher success rates by reducing students’ unnecessary exposure to remediation courses for those who have the ability to succeed at higher levels. Approximately 54% of our students enrolled in gateway courses at BC will succeed. This issue can be addressed and remedied through curricular alignment and redesign (such as course acceleration and a contextualized learning environment). Additionally, 34.8% of pre-collegiate level students at BC complete a degree program or successfully transfer, compared to a completion rate of 67.2% among their academically prepared counterparts. It is noteworthy that collegiate level students who are inaccurately placed below their level of ability may be erroneously labelled as pre-collegiate level students, thereby negatively impacting their probability of success and program completion or transfer.

Finally, Bakersfield College reviewed student perception and operational data to determine that a positive and direct correlation exists between access (frequency) of student support services (e.g., Counseling & Advising, Financial Aid, and EOP&S) and student success and retention rates. Intrusive follow-up services, such as educational planning and ongoing advising are priorities for BC to ensure that marginalized students are guided toward the goal of successful program completion.
**Intervention #1: Pilot Program – Completion of 4-Step Matriculation Process and Services for a Pilot of 400 CalSOAP Students:**

Bakersfield College will improve student completion/graduation rates through ensuring that incoming (FTITC) students fully utilize point-of-entry & 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 CalSoap 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 (refer to ‘Scaling Plan’ below).

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). The mission of Cal-SOAP is to provide academic support, advisement and access to information about postsecondary education and financial aid to students who meet at least one of these criteria:

- first in their family to attend college
- come from a low socio-economic family
- live in a geographic area with low college-going rates

CalSOAP –The California Student Opportunity and Access Program (Cal-SOAP) was established by the state legislature in 1978. Today, 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 CalSOAP students are part of a special grant project through CSUBakersfield where students of low SES are coached by counselors in training through the college application process. The high schools are usually more rural and the student id’s and information are all ‘trackable’ from high school through BC work. In the past we had 100 students (2012), 200 student (2013) and currently 454 (2014). CalSOAP 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. [http://www.csac.ca.gov/doc.asp?id=38](http://www.csac.ca.gov/doc.asp?id=38).

**Measurable Outcomes:**

By the end of each cycle, at least 90% of all students who are retained in the CalSOAP will have successfully completed the required elements of matriculation. Additional 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: Pilot Program – Accelerated Pathway to Pre-Collegiate Course Completion:**

Bakersfield College 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 to with the same sample of students identified in Intervention #1 above (cohort of 454 CalSOAP 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.

**Timeline for Scaling:**

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**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 & institutional practices that support student’s success. President Christian is also committed to principles of participatory governance, which is also another venue for communicating progress on our student success strategic plan.

**SAVE THE DATE: Achieving the Dream College Visit – Thursday, November 6**