This interactive learning forum will deconstruct and analyze the drastic measures taken by the Bakersfield College community to support historically underserved and academically underprepared students; an initiative called ‘Making it Happen’ (MIH). Beginning with a solid institutional infrastructure comprised of committed personnel, incoming students were paired with a BC Mentor (faculty, staff or administrator). Through the establishment of this relationship, combined with the utilization of technology, students meet frequently with their mentor to discuss academic progress, available student services, educational planning, and career development, as well as any questions or concerns the student wishes to discuss. Many lessons were learned throughout this journey. The presenters will discuss the joys, struggles, and outcomes (anticipated and otherwise) from Bakersfield College’s ongoing investment in the success of students.

Session Presenters

Janet Fulks, Dean of Student Success
Manny Mourtzanos, Dean of Instruction
Letisia Cruz, Student
Abagail Miller, Student
Making it Happen:
Strategic Partners in Student Success
Thursday, February 19, 2015
Holiday Ballroom 3 (Hilton Baltimore)

In preparation for our live audience polling portion, please:
- Text GoGades to 37607 or
- Go to www.PollEv.com/GoGades

Submit your response during the interactive poll slides

Please note:
- Participants will not receive unsolicited text messages
- Data charges may apply for text usage
Introduction

• August 21, 1990
• The need for relationship and community
Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help
or
Open poll in your web browser
Your poll will show here

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or
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Rationale for Intervention

- Unsuccessful previous attempts
- Focus on intervention leveraging ‘the power of relationships’
- Paradigmatic Culture Shift ➔ Student recruitment, success and retention is everyone’s business
- Review of Student Success data
Key Data Issues for BC

Completion Unprepared Students
Statewide and Bakersfield College

Statewide Rate
BC Rate

<table>
<thead>
<tr>
<th>College Prepared</th>
<th>Statewide Rate</th>
<th>Bakersfield College Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>67.2%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Female</td>
<td>68.8%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Male</td>
<td>65.6%</td>
<td>30.8%</td>
</tr>
<tr>
<td>Under 20</td>
<td>68.0%</td>
<td>33.5%</td>
</tr>
<tr>
<td>20-24</td>
<td>47.1%</td>
<td>31.7%</td>
</tr>
<tr>
<td>25-29</td>
<td>77.8%</td>
<td>43.6%</td>
</tr>
<tr>
<td>40 or Over</td>
<td>60.0%</td>
<td>40.7%</td>
</tr>
<tr>
<td>African American</td>
<td>55.6%</td>
<td>34.8%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>55.6%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>96.2%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>65.8%</td>
<td>44.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>31.7%</td>
<td>42.9%</td>
</tr>
<tr>
<td>White</td>
<td>70.0%</td>
<td>43.6%</td>
</tr>
</tbody>
</table>
### BC Element 4 - Persistence Rate from Term to Term

<table>
<thead>
<tr>
<th>Persistence</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall to Spring</td>
<td>Fall to Fall</td>
<td>Fall to Spring</td>
<td>Fall to Fall</td>
</tr>
<tr>
<td>All ATD Cohort Students</td>
<td>4,202</td>
<td>71.9%</td>
<td>55.9%</td>
<td>4,013</td>
</tr>
</tbody>
</table>

### Results by Demographic Component

#### Matriculation - Ed Plan

<table>
<thead>
<tr>
<th>Matriculation</th>
<th>No Ed Plan</th>
<th>Ed Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3,117</td>
<td>65.7%</td>
</tr>
<tr>
<td></td>
<td>2,930</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

#### English Attempted in First Term

| Attempted | No | 2,818 | 65.0% | 47.6% | 2,801 | 66.4% | 48.8% | 2,463 | 70.1% | 50.8% | 8,082 | 67.1% | 49.0% |
|          | Yes | 1,384 | 86.1% | 72.8% | 1,212 | 86.2% | 68.2% | 850 | 88.2% | 72.6% | 3,446 | 86.7% | 71.1% |

#### Math Attempted in First Term

| Attempted | No | 2,792 | 65.2% | 49.1% | 2,728 | 66.5% | 48.7% | 2,461 | 70.5% | 52.2% | 7,981 | 67.2% | 49.9% |
|          | Yes | 1,410 | 85.4% | 69.4% | 1,285 | 85.1% | 67.3% | 852 | 87.1% | 68.4% | 3,547 | 85.7% | 68.4% |

### BC Element 5 - Percentage of Students who Attain an Award and/or Transfer within 3 Years

<table>
<thead>
<tr>
<th>Completion</th>
<th>2007-08 Cohort</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort Completion Rate</td>
<td>Cohort Completion Rate</td>
<td>Cohort Completion Rate</td>
<td>Cohort Completion Rate</td>
</tr>
<tr>
<td>All ATD Cohort Students</td>
<td>4,071</td>
<td>13.7%</td>
<td>4,565</td>
<td>14.6%</td>
</tr>
</tbody>
</table>

### Results by Demographic Component

#### Matriculation - Ed Plan

<table>
<thead>
<tr>
<th>Matriculation</th>
<th>No Ed Plan</th>
<th>Ed Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,930</td>
<td>10.9%</td>
</tr>
<tr>
<td></td>
<td>1,141</td>
<td>21.0%</td>
</tr>
</tbody>
</table>

#### English Attempted in First Term

| Attempted | No | 3,267 | 11.7% | 3,180 | 10.9% | 2,818 | 12.5% | 9,265 | 11.7% |
|          | Yes | 804 | 21.9% | 1,385 | 23.1% | 1,384 | 22.5% | 3,573 | 22.6% |

#### Math Attempted in First Term

| Attempted | No | 2,602 | 11.7% | 2,924 | 12.1% | 2,792 | 13.7% | 8,318 | 12.5% |
|          | Yes | 1,469 | 17.3% | 1,641 | 19.1% | 1,410 | 20.1% | 4,520 | 18.8% |
Overview of Intervention

• Identify cohort traditionally known to require support (CalSOAP)
• Recruit and train mentor personnel (faculty, staff & administrators)
• Require frequent and proactive contact with mentees (relationship development)
What is CalSOAP?

- California Student Opportunity & Access Program
- CCC, CSU, and UC partnership
- Est. in 1978 by State legislature
- Raise achievement for:
  - Low-income (some HS have 80-90% free lunch)
  - Regions w/ low college eligibility and/or low participation rates
  - First generation students
Overview of Intervention

• Multiple measures placement
• Summer Bridge
• Convocation Ceremony
BC Philosophy behind MM\hs

Tests aren’t always the best measures
Tests alone are TERRIBLE measures
The goal is to predict success
More information provides better placement
Factors Evaluated
Not by a Single Test Alone: Multiple Measures

MATH Multiple Measures

Measures used:
1. Placement test score
2. Highest level math class with grade of B or higher and
3. HS GPA of 3.0 or higher

ENGLISH Multiple Measures

Measures used:
1. Placement test into English 1A
2. ESL placement into English 1A, ERWC (with C or better) EAP (college ready) or Placement test into English 1A
3. HS GPA (3.0 or above without PE) – called Cal Grant GPA
4. Highest English class with grade of B
5. 4 years of English with C or Better
6. AP English jr/sr year with grade of B
7. Reading compass score of 06 level (82-99)
8. 9 of any potential A-G courses (college prep)
### Placement Changes as a Result of Multiple Measures Implementation

<table>
<thead>
<tr>
<th>Percent Placed at Transfer Level and Below for Math and Writing</th>
<th>2013 Writing (n=2171)</th>
<th>2014 Writing (n=2175)</th>
<th>2013 Math (n=2581)</th>
<th>2014 Math (n=2489)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 4 levels</td>
<td>11%</td>
<td>8%</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td>Below 3 levels</td>
<td>37%</td>
<td>35%</td>
<td>35%</td>
<td>37%</td>
</tr>
<tr>
<td>Below 2 levels</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Below 1 level</td>
<td>17%</td>
<td>19%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Transfer level</td>
<td>29%</td>
<td>31%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

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**Achieving the Dream Summit**

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**Percent Placed at Transfer Level and Below for Math and Writing**

<table>
<thead>
<tr>
<th>Percent</th>
<th>2013 Writing (n=2171)</th>
<th>2014 Writing (n=2175)</th>
<th>2013 Math (n=2581)</th>
<th>2014 Math (n=2489)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5%</td>
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<tr>
<td>10%</td>
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<td></td>
</tr>
<tr>
<td>15%</td>
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</tr>
<tr>
<td>20%</td>
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<tr>
<td>25%</td>
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<tr>
<td>30%</td>
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<tr>
<td>35%</td>
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<td></td>
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</tr>
<tr>
<td>40%</td>
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</tr>
</tbody>
</table>

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**2013 compared to 2014**

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2013 Writing (n=2171)

- Below 4 levels: 11%
- Below 3 levels: 37%
- Below 2 levels: 6%
- Below 1 level: 17%
- Transfer level: 29%

2014 Writing (n=2175)

- Below 4 levels: 8%
- Below 3 levels: 35%
- Below 2 levels: 6%
- Below 1 level: 19%
- Transfer level: 31%

2013 Math (n=2581)

- Below 4 levels: 35%
- Below 3 levels: 35%
- Below 2 levels: 21%
- Below 1 level: 6%
- Transfer level: 3%

2014 Math (n=2489)

- Below 4 levels: 33%
- Below 3 levels: 18%
- Below 2 levels: 30%
- Below 1 level: 7%
- Transfer level: 12%
Convocation - Student Contract

Your future is your choice make choices that pay off!

Best practices

• Talk to your professors go to the office hours posted on the syllabus
• Get help EARLY – return the Progress report and respond to any SARS alert immediately
• If you get a “C” get help right away – it is free and available in every area
• Don’t work for more than 16 hours a week
• NEVER drop a class (with or without a W) without talking to your teacher or mentor
• Register the FIRST day of your registration
• Ask questions and look for help!
Convocation
A time for commitment: Mentors

Mentors please repeat after me:
I commit to helping my student complete a student education plan with a well-informed goal.
I will be available and stay informed to help my mentees succeed with their college goals.
I pledge to hold my mentees accountable to high expectations and high academic standards.
I promise to be available and engaged in my students’ success and to be there when they complete this goal.
Convocation
A time for commitment: Family Members

Family members please repeat after me:

I commit to helping my student discover a well-informed goal.

I understand that college is a job and I will respect the hours my student needs to work at college and at home.

I will ask about my student’s classes and assignments and encourage them to be focused.

I pledge to support my student’s success knowing that in the end it means a brighter future for our family, our community and our country.
Assumptions & Hypotheses

- Correct Placement
- Good Curriculum
- Student Support and Follow up
- SEPs
- Math, English, and Reading
- Equity – not equal but equity
Goals of MIH

Make a difference in the number of students who succeed
By connecting earlier in the pipeline
Providing timely information and guidance at BC

Increase Student engagement
classroom interventions, SARS, Habits of the Mind and mentors

Decrease Student time to completion
Better placement – multiple measures, new placement test
Faster remediation
2 years to complete the degree - when college ready

Assess Learning outcomes (Think, Communicate, Demonstrate, Engage)
Pilot with 500; Scale up to all students
Institutional Data Collection and Analysis

Operational Data: Number (and percentage) of Student Educational Plans completed

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Assessment Completed</td>
<td>82%</td>
<td>84%</td>
<td>84%</td>
<td>84%</td>
<td>82%</td>
</tr>
<tr>
<td>Percent Orientation Completed</td>
<td>71%</td>
<td>76%</td>
<td>81%</td>
<td>83%</td>
<td>84%</td>
</tr>
<tr>
<td>Percent Counseling Completed</td>
<td>63%</td>
<td>63%</td>
<td>71%</td>
<td>73%</td>
<td>72%</td>
</tr>
<tr>
<td>Percent Ed Plan Completed</td>
<td>16%</td>
<td>16%</td>
<td>24%</td>
<td>29%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Student Services - 5 Year Trend on Matriculation Steps
Example of the College Experience Pipeline Developed for the Equity Plan

In the process of creating a Student Equity Plan, colleges were asked to look for any disproportionate impact. A Proportionality Index was created by comparing the percentage of a subgroup (e.g. Hispanic students) to the percentage of the same subgroup in a desired outcome. The pipeline results focused on one demographic and illustrated movement through a set of college experience milestones in order to identify areas of challenges and strengths. A result of 1.0 indicates an equal proportion - a higher number means there was a higher percentage of the subgroup in the outcome than there was in the cohort (strength), while a lower number means there were fewer (challenge).
This student is a participant of MIH (Making It Happen) for Cal SOAP (California Student Opportunity & Access Program). We are very interested in his/her academic success and attendance in your class. Please review the student's performance level in class at this point in the semester. Thank you for your assistance.

**Students:** Please have all of your instructors fill out this card and return to your faculty mentor.

### Advised Action Codes (more information on back):
1. Writing Center
2. Math Lab
3. Tutoring Center
4. Student Success Lab
5. Critical Academic Skills (CAS)
6. Supplemental Instruction (SI)
7. DSPS
8. EOPS
9. Library Research
10. Veterans Resource Center
11. Counseling
12. HOM workshops

### Table

<table>
<thead>
<tr>
<th>Class (e.g. BIO 10)</th>
<th>Instructor signature</th>
<th>Performance</th>
<th>Assignments Completed</th>
<th>Attendance</th>
<th>Advised Action (Codes 1-10, see above)</th>
<th>Commendations &amp; other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

The faculty mentor welcomes additional comments/questions. Please email or call (faculty mentor contact information on reverse). Thank you.

**Students:** Please have your instructors fill out this card and return to your faculty mentor. **DUE**

Faculty Mentor: ___________________________ phone: ___________________________ email: ___________________________
## Key Findings & Data

### 2014 MIH Cohort (n=467)

<table>
<thead>
<tr>
<th>Category</th>
<th>2014 MIH Cohort</th>
<th>Previous 3 Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>70% (326)</td>
<td>58% (264)</td>
</tr>
<tr>
<td>Percent with Multiple Measures Placement</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Enrolled in English first semester</td>
<td>76% (248)</td>
<td>38% (100)</td>
</tr>
<tr>
<td>Enrolled in ENSL first semester</td>
<td>10% (32)</td>
<td>28% (75)</td>
</tr>
<tr>
<td>Enrolled in Math first semester</td>
<td>75% (246)</td>
<td>41% (108)</td>
</tr>
</tbody>
</table>
## Key Findings & Data

<table>
<thead>
<tr>
<th>MIH Group</th>
<th>Math (college-wide)</th>
<th>English (college-wide)</th>
<th>Reading (college-wide)</th>
<th>Total students enrolled from each cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2011</strong></td>
<td>64% (50.5%)</td>
<td>57% (57.4%)</td>
<td>62% (59.3%)</td>
<td>73</td>
</tr>
<tr>
<td><strong>2012</strong></td>
<td>59% (52.7%)</td>
<td>64% (61%)</td>
<td>75% (60.8%)</td>
<td>92</td>
</tr>
<tr>
<td><strong>2013</strong></td>
<td>64% (53.1%)</td>
<td>61% (61.8%)</td>
<td>59% (61.6%)</td>
<td>99</td>
</tr>
<tr>
<td><strong>2014</strong></td>
<td>47%</td>
<td>60%</td>
<td>62%</td>
<td>326</td>
</tr>
</tbody>
</table>
Lessons Learned and Unintended Consequences

**Negative**

1. Inability to use many college services
2. Problems with communicating through email
   - Email address
   - Not using email – texting
   - No computers
3. Messaging and culture (financial aid & early alert)
4. Overall Math + English + Reading + 12 + units were too much all together
5. Learned about unit ceiling for this cohort

**Positive**

1. Correction of institutional barriers
2. A learning institution (president & classified)
3. Analysis of this group compared to overall
4. Equity insights
5. Improvements to bridge and summer
6. Improvements to other support services and instruction
7. Partners – high schools, community groups, CalPASS, CalSOAP
Our president and her mentee
Next Steps
Next Steps

Many more bridges this summer, taught by 2 faculty

Mentors meet mentees at bridge – no random or electronic assignments

An office with faculty and advisors

Places to study

More summer school

More acceleration
I created “Remind Me App” little postcards to explain to students what type of services, alerts, and notifications can be provided by the text messaging system. I utilized them in our most recent EOPS Orientation and received a positive response from the students. **Out of 180 students in attendance-- 130 signed up so far and expected to increase.** FYI.

Changes will need to be made on the front portion regarding the texting number, which can be modified for each specific cohort. Right now I have a fictitious number listed as a reference.

Manuel Rosas, M.A. Interim Assistant Director EOPS/CARE, Bakersfield College mrosas@bakersfieldcollege.edu
Student Panel

• Tell us a little bit about yourself.
Student Panel

• Why did you choose to go to college?
Student Panel

• Describe the support (emotional, financial, informational) your family was able to offer
Student Panel

- What were your greatest challenges to attending college?
Learning a new system of education can be confusing and daunting. What strategies did you use to find answers or get the support you needed to overcome obstacles, barriers and challenges in navigating through college?
Student Panel

- How did having a mentor affect your success in college?
Questions from Audience