Making it Happen:
Strategic Partners in Student Success

Wednesday, March 25, 2015
# Overview of Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td>Progress on BC’s Implementation plan (Manny Mourtzanos &amp; Janet Fulks)</td>
</tr>
<tr>
<td></td>
<td>Student Panel (Kimberly Bligh)</td>
</tr>
<tr>
<td>10:45</td>
<td>Achieving the Dream through BC’s Focus on Equity &amp; Inclusion (Odella Johnson)</td>
</tr>
<tr>
<td>11:30</td>
<td>Luncheon – Toward a Common Definition of Equity</td>
</tr>
<tr>
<td>12:15</td>
<td>Intersection of ATD, Accreditation, SSSP, and Student Equity (Dr. John Nixon)</td>
</tr>
<tr>
<td>12:45</td>
<td>Formalizing Evaluation Strategies (Dr. Ron Head)</td>
</tr>
<tr>
<td>1:30</td>
<td>A Case Study of an ATD Leader College (Dr. John Nixon &amp; Dr. Ron Head)</td>
</tr>
<tr>
<td>2:00</td>
<td>Adjourn</td>
</tr>
</tbody>
</table>
ATD Work to Date

June 2013  ATD Institute
August 2013  ATD Data Collection & Work Plan
May 2014  Implementation Plan
2014-15  Implementation of Interventions
Upcoming Events

April 17  Principles Assessment

June 1  Annual Reflection Narrative
            Evaluation Plan
            Data Submission
            Intervention Showcase
Overview of ATD Priorities

• Improve matriculation rates
• Improve placement, progression and completion
Overview of Interventions

• Mandatory student ed planning
• Accelerated pathway to pre-collegiate course completion
• Multiple measures for placement
Overview of Intervention

- Multiple measures placement
- Summer Bridge
- Convocation Ceremony
Completion Unprepared Students Statewide and Bakersfield College

- Statewide Rate
- BC Rate

<table>
<thead>
<tr>
<th>Group</th>
<th>Statewide</th>
<th>BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>40.5%</td>
<td>34.8%</td>
</tr>
<tr>
<td>African American</td>
<td>33.5%</td>
<td>30.8%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>31.7%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>57.2%</td>
<td>51.5%</td>
</tr>
<tr>
<td>Filipino</td>
<td>42.9%</td>
<td>40.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>34.7%</td>
<td>30.3%</td>
</tr>
<tr>
<td>White</td>
<td>43.6%</td>
<td>40.7%</td>
</tr>
</tbody>
</table>

Bakersfield College

Key Data Issues for BC
- Basic Skills Progress Data
- CCSSE - Perception Data
- Equity Data

40.5% 33.5% 31.7% 57.2% 44.1% 34.7% 43.6% 17.5% 34.8% 30.8% 33.3% 40.4% 30.3% 40.7%
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
Percent Placed at transfer level and below for Math and Writing

Placement Changes as a Result of Multiple Measures Implementation
2013 compared to 2014

<table>
<thead>
<tr>
<th></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>18%</td>
</tr>
<tr>
<td>below 2 levels</td>
<td>6%</td>
<td>6%</td>
<td>21%</td>
<td>6%</td>
</tr>
<tr>
<td>below 1 level</td>
<td>17%</td>
<td>19%</td>
<td>17%</td>
<td>6%</td>
</tr>
<tr>
<td>Transfer</td>
<td>29%</td>
<td>31%</td>
<td>3%</td>
<td>12%</td>
</tr>
</tbody>
</table>
## Placement Test Results Jan 2013-December 2013

<table>
<thead>
<tr>
<th></th>
<th>4 Levels below</th>
<th>3 Levels below</th>
<th>2 Levels below</th>
<th>1 Levels below</th>
<th>Transfer Level</th>
<th>Total tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>2684</td>
<td>2034</td>
<td>2359</td>
<td>732</td>
<td>325</td>
<td>8134</td>
</tr>
<tr>
<td>English</td>
<td>659</td>
<td>2710</td>
<td>513</td>
<td>1318</td>
<td>2124</td>
<td>7323</td>
</tr>
<tr>
<td>Reading</td>
<td>509</td>
<td>799</td>
<td>727</td>
<td>872</td>
<td>4359</td>
<td>7265</td>
</tr>
</tbody>
</table>

### The Pathway by Placement in course load and price

<table>
<thead>
<tr>
<th></th>
<th>16 units</th>
<th>14 units</th>
<th>10 units</th>
<th>5 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>$736.00</td>
<td>$644.00</td>
<td>$460.00</td>
<td>$230.00</td>
</tr>
<tr>
<td>English</td>
<td>no class offered</td>
<td>10 units $460.00</td>
<td>8 units $368.00</td>
<td>4 units $184.00</td>
</tr>
<tr>
<td>Reading</td>
<td>no class offered</td>
<td>10 units $460.00</td>
<td>7 units $322.00</td>
<td>3 units $138.00</td>
</tr>
</tbody>
</table>

### Cost in Dollars from levels below to transfer

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>English</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>$1,975,585</td>
<td>$1,246,374</td>
<td>$367,609</td>
</tr>
<tr>
<td>English</td>
<td>no class offered</td>
<td>$1,309,574</td>
<td>$233,933</td>
</tr>
<tr>
<td>Reading</td>
<td>no class offered</td>
<td>$1,085,075</td>
<td>$120,308</td>
</tr>
</tbody>
</table>

If all who tested were remediated $6,938,012
## Treatment Results and Success Data by High School

<table>
<thead>
<tr>
<th>School</th>
<th>Multiple Measured up</th>
<th>Accelerated</th>
<th>Compressed</th>
<th>Not Moved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Success</td>
<td>No</td>
<td>Success</td>
<td>No</td>
</tr>
<tr>
<td>HS#1</td>
<td>16</td>
<td>4</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>HS#2</td>
<td>11</td>
<td>13</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>HS#3</td>
<td>13</td>
<td>7</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>HS#4</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>HS#5</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>HS#6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HS#7</td>
<td>24</td>
<td>19</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>HS#8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HS#9</td>
<td>11</td>
<td>8</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>HS#10</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>HS#11</td>
<td>19</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>72</td>
<td>56</td>
<td>44</td>
</tr>
</tbody>
</table>

**Treatment success rate**

- Multiple Measured up: 61%
- Accelerated: 56%
- Compressed: 71%
- Not Moved: 57%
What we have learned from the data

<table>
<thead>
<tr>
<th></th>
<th>2014 MIH Cohort (n=467)</th>
<th>Previous 3 Cohorts (n=326)</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>

GPA and Unit ceiling????????
What we have learned from the 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>2011</td>
<td>64% (50.5%)</td>
<td>57% (57.4%)</td>
<td>62% (59.3%)</td>
<td>73</td>
</tr>
<tr>
<td>2012</td>
<td>59% (52.7%)</td>
<td>64% (61%)</td>
<td>75% (60.8%)</td>
<td>92</td>
</tr>
<tr>
<td>2013</td>
<td>64% (53.1%)</td>
<td>61% (61.8%)</td>
<td>59% (61.6%)</td>
<td>99</td>
</tr>
<tr>
<td>2014</td>
<td>47%</td>
<td>60%</td>
<td>62%</td>
<td>326</td>
</tr>
</tbody>
</table>
ENGLISH PLACEMENT

English (7323 placed)

- Academic Development ACDV 201 9% placed
- ACDV 65 2 units 37% placed
- English 60 4 units 7% placed
- English 50 4 units 18% placed

7323 STUDENTS PLACED

18%

English 50
4 units
18% placed

English 60
4 units
7% placed

ACDV 65
2 units
37% placed

Academic Development
ACDV 201 (9%)

English 60 & English 50
Compressed Learning Community
25% placed into this series
8 units in one semester

Potential UNITS Cost to get all to English 1A
$1,677,552
3 semesters 10 units

29%

English 53 Accelerated
65% placed into this series
4 units in one semester

Potential UNITS Cost to get all to English 1A
$1,084,682
2 semesters 6 units

42%

New Placement based on HS GPA and HS English Grades

English 53 Accelerated
65% placed into this series
4 units in one semester

Potential UNITS Cost to get all to English 1A
$208,851
1 semester 4 units

57%

English 1A Transfer, Degree and Certificate

29% placed

Potential UNITS Cost to get all to English 1A
$1,677,552
3 semesters 10 units

2012-13
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
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).
SSSP

Equity

Basic Skills Initiative
Basic Skills Initiative

SSSP

Equity
Equity in Action

Closing the achievement gaps for first-time in college (FTIC) students who are committed to success
Laser Focus: Student Cohorts

• Latino Student Initiative
• African-American Student Initiative
• Veterans
• Former Foster Youth
• DSPS & Economically Disadvantaged Students
• Other cohorts
Equity and Inclusion Website

• The Office of Equity and Inclusion supports the Bakersfield College mission to increase the educational pathways for students from diverse economic, cultural, and educational backgrounds to attain degrees and certificates, workplace skills, and preparation for transfer. We join forces with and work collaboratively with existing Bakersfield College campus programs, departments, and services to create opportunities that build upon your ability to experience success at Bakersfield College. We are committed to improving campus climate in terms of diversity and support cultural awareness, understanding, and respect for the many cultures and educational opportunities that are part of the Bakersfield College experience. Our office works to convey a message of equity and inclusion by promoting opportunities that demonstrate fairness, equality, respect, and civility.
What we know?

• Education is valued but without the parental “buy in” we have an uphill battle
• Parents send their very “best” and “brightest” students to us
• Yet 80% of these students are not college-ready
• Parents expect students to contribute whether they are in or out of school (i.e. help with family chores, childcare, etc.)
What we know?

- Veterans acclimation to college environment
- Former Foster Youth – Instability of home life and support systems (fear)
- Latino students have low SES (transportation issues)
- Financial Literacy (no bank or financial information; purchase books & supplies vs other life concerns)
- No computer at home (no Wi-Fi)
- Cannot study at home (too many distractions)
- Students need a published catalog, not online
What we know...

- Education costs more than tuition
  - Textbook purchase vs Laptop purchase
- College means more money (no back-up plan)
- Dreamers: no social security numbers, no ID cards, no birth certificates
- AB540 CA residence tuition fees vs non-residency fees
- Dream Act FAFSA application (helps with tuition)
- Scholarship Opportunities
- Sense of belonging and community is essential to success
- The promise of equitable and fair opportunities must be evident within the community (actions must match our words)
Equity Intervention #1

- Completion of developmental instruction and advancement to college courses

- Parent Orientation – bilingual emphasis with Spanish translation
- Church and community orientation workshops (early access & information)
- Spanish Videos: Matriculation

- Summer Bridge cohorts
  - Early exposure to BC and college culture
  - Scale up Middle school readiness (partnership with BCSD)

- Specialized Group Sessions: Student cohorts complete CSEP’s
  - 15 units
  - 30 unit milestones
  - College-ready groups (45 + units)
Equity Intervention #1

• Completion of developmental instruction and advancement to college courses
• Group SEP sessions (major interest areas)
  – African-American Success Through Excellence & Persistence (ASTEP) Program (academic program model using culturally-based curriculum)
• Equity TV:
  – African-American
  – Latino
  – Special Populations: Former Foster Youth & DSPS
  – Veterans
Bakersfield College has an emphasis on equity for all students that is reflected in our efforts and initiatives. In a community such as Bakersfield College serves, students from various backgrounds, with education and career goals that are just as varied, need to know what opportunities await them when they are pursuing higher education. To help the community at-large better understand what options are available, Bakersfield College’s president sought an innovative way of taking educational information and inspirational tales right to the community — as a result, **EquityTV with Bakersfield College** was born.

The series airs on Bakersfield.com at 11 a.m. Mondays.

Each hour-long episode of **EquityTV with Bakersfield College** provides important information on services benefiting students as well as local educational success stories — all designed to inspire potential students and their families to make their dreams of higher education a reality.

Over the 14-week **EquityTV with Bakersfield College** schedule, we’re featuring special populations who are traditionally either first-generation students or those who face difficult barriers to education. In honor of the Martin Luther King, Jr. holiday, our premiere segments focused on our local African American population, featuring guests with amazing stories of success. Subsequent weeks spotlight veterans, Latino students and other special student groups, including Dream Act students, foster youth, and more.

**EquityTV with Bakersfield College** is hosted by Francis Mayer and Christine Dinh O’Dell. Check out what’s coming up on future broadcasts and watch segments from past episodes below.
Equity Intervention #2

• Enroll in and successful completion of Math and English course
  – ASTEP Program
  – Math Jam (intensive 2-week summer activity)
  – Intensive English work (2-week review sessions)
Equity Intervention #3

- Course Completion with grade of “C” or better
- Peer Assistance Leader teams (cohort-driven)
- Retest to move up to higher Math and English sequence (new student focus)
  - Math Jam (Two week summer intervention)
  - English (Intensive writing focus)
Student Success Intervention #4

- Persistence from one term to the next
- African American Mentoring Project
  - Co-curricular component
    - Focus on female and male cohorts
  - Study Hall (specialized study pods)
    - Level 1 – open space for students to meet and study
      - Veterans, EOPS, and DSPS
    - Level 2 – Student tutors monitor space
    - Level 3 - Specific study hall designation with specific cohorts
Equity Intervention #5

• Attain a certificate or degree
  – Parent Orientation Workshops
  – Focus Groups to identify challenges/barriers
  – Degree Works Workshops
  – Chicano/Latino Achievement Scholarship
  – Chicano/Latino Commencement Celebration
  – Black Graduation Recognition Ceremony
Our president and her mentee
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?
Student Panel

• 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