ATD Implementation Plan Progress Report
Bakersfield College

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BC’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
4. Developing an institutional culture in which data is frequently collected, reviewed, and assessed to inform and refine Bakersfield College’s student success priorities and resource allocations
5. 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
6. 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
7. Committing to continuous institutional self-assessment and improvement
8. Communicating with BC educational stakeholders to share and discuss information pertaining to student performance measures, outcomes, and institutional initiatives to improve student success
Principles Assessment Survey

Through the introduction of Achieving the Dream (ATD) at Bakersfield College (BC), a shift in campus culture related to student success has occurred, as is evidenced by positive gains in BC’s 2014 Principles Assessment results (compared to the 2013 baseline results). Fundamentally, there is an improvement in four of the five Principles. However, the principle of Committed Leadership reported lower scores compared to 2013 baseline data. This may be largely due to the qualitative differences in composition between 2013 and 2014 sample groups. In 2013, 25 faculty, staff and administrators responded to the Principles Assessment survey ('paper-and-pencil' administration); students were not administered the assessment due to deadline constraints. This year, 89 participants submitted the survey (online administration), 59 (66%) of whom were students; the remaining 30 were faculty, staff and administrators. This imbalance of sampling group composition may have skewed our results, as well as mitigated positive gains in the other four principles, due to student-respondents’ lack of exposure to the institutional commitment on student success. 2014 results (including student data), however, still serves as a more comprehensive baseline for a comparison to next year’s results.

The Principles Assessment survey identified broad engagement, organization, faculty, curriculum and professional development as strengths and a growth in budget allocation. These strengths are validated by the college’s leadership, ATD core team members, and individual involvement, and are essential for systemic change to improve students success. There are many significant attributes to report, including broad engagement among stakeholders, committed leadership, and professional development opportunities that have raised awareness of, and participation in, the College’s commitment to improving student success. An area of continued growth and development is related to a focused review of institutional policies that might inadvertently impeded pathways to success, as well as the need for leveraging technology (i.e., software) to develop a predictive analytics model and early-alert system.

Data Analysis

Within the last year, Bakersfield College has gathered, reviewed and analyzed data (aggregated and disaggregated) through the scope of BC’s four institutional data strands. Please refer to Appendix A for specific data points.

Student Progression & Completion:
- Equity and Disproportionate Impact data
- Comparative Data: Pre-collegiate vs. College Ready students
- CourseBook data from Institutional Research Office
- Higher rate of students placed into higher levels of Math and English
- Reduced time to entry into college level ENGL B1A and MATH B70 courses
- Student Achievement Data: Student success and retention rates at various levels…institution, program, and course levels)

Student Learning Outcomes & Assessment:
- SLOs frequently assessed on a predictable and frequent cycle by full-time and adjunct instructors
- Institution Level Outcomes (ILOs) and being reviewed and revised…additional information to follow
- Ability for students to achieve learning outcomes for gateway courses, such as ENGL B1A and MATH B70

Perception Data:
- College Climate Survey – administered in 2011
- CCSSE – administered in Spring 2014 – data not yet available
- CCSSFE – administered in Spring 2014 – data not yet available

Operational Data:
- Number (and percentage) of Student Educational Plans completed
- Cost per FTES
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.

ATD Institutional Priorities for 2014-15

Priority 1:

In 2014-15, BC will improve 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.

Relevance to College Strategic Plan and Student Success Agenda:

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. Finally, this priority is related to BC’s Core Values of Learning, Integrity and Diversity.

Priority 2:

In 2014-15, BC will 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.

At Bakersfield College, approximately 54% of student enrolled in gateway courses 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. Please refer to BC’s Multiple Measures report (attached) for a complete analysis and summary of data related to student placement, multiple measures, and predictive analytics.

Relevance to College Strategic Plan and Student Success Agenda:
- BC Strategic Goal: Student Success
- BC Strategic Initiatives: (1) Student Learning – A commitment to provide a holistic education that develops curiosity, inquiry and empowered learners, and (2) Student Progression and Completion – A commitment to reduce the time for students to complete educational goals.
- BC Core Values: Learning, Integrity and Diversity

Interventions

Intervention #1: Mandatory Student Educational Planning
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 implement 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 – See project information at [http://www.csac.ca.gov/doc.asp?id=38](http://www.csac.ca.gov/doc.asp?id=38). 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.

**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. 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:** Bakersfield College will improve students’ completion rates through accelerated pre-collegiate course offerings. A longitudinal pilot program of this intervention will be implement 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 (refer to ‘Scaling Plan’ below).

**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**
Utilize a multiple measures approach to student assessment (testing) to ensure accurate academic-level placement of students. Please refer to BC’s Multiple Measures and Predictive Analytics report

**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 FT student cohort for 4 matriculation components (Orientation, Placement, Counseling, Student Educational Plans) to entering F 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 2 years of placement levels to Fall 2014 placement.
- Compare number of multiple measures used last 3 years with F2014 and beyond.
- Compare number of students and success in accelerated & 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 CalSOAP 2014 student cohort for Registration, completion Advising and SEP to entering previous 2013 CalSOAP.
- 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 CalSOAPs and general population.
- Compare success of accelerated with non-accelerated students in subsequent courses.
- Compare CalSOAP 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 2 years of placement levels to Fall 2014 placement.
  Compare number of multiple measures used last 3 years with F2014 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 & 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.
Professional Development

Several college personnel will require additional support and training to fully implement these interventions:

- Student Services Personnel to implement 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 CalSOAP 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.