2015 Annual Reflection and Leader College Application

Introduction

All Achieving the Dream institutions (except for the 2014 Cohort, which must submit an Implementation Plan) are required to submit an Annual Reflection. The Annual Reflection is an opportunity to consider your institution’s student success work over the past year and to plan for the coming year. Your institution’s reflection helps inform Achieving the Dream’s work as we collect data, identify common themes, and build our knowledge of the institutional change process.

Instructions for Completing the 2015 Annual Reflection and Leader College Application (if relevant)

Principles Assessment Survey
As a first step in completing the Annual Reflection Narrative, your institution should engage a representative group of stakeholders to review and discuss the institution's student success and equity work, the results of the Principles Assessment Survey, and the outcomes data that you plan to submit along with the Annual Reflection.

Certain questions posed in the Annual Reflection require a summary of your institution’s Principles Assessment Survey responses. A link to generate your institution's summary report was included in the initial Principles Assessment Survey email to your Core Team Leader(s). To learn more, visit the Achieving the Dream website.

Annual Reflection
When you have completed this Annual Reflection form, verify that you have uploaded your data submission and click "submit" on the final page to send your
Annual Reflection to Achieving the Dream. If you are completing a Leader College Application, you will be brought to that section before submitting.

**Leader College Application (if relevant)**

Institutions submitting Annual Reflections have the option of applying for initial Leader College status or Leader College recertification by completing the Leader College Application. Please indicate whether your institution will apply for Leader College status when you begin the Annual Reflection, and you will be taken to the application section of this form when you have completed the Annual Reflection section. Guidelines for the Leader College Application can be found [here](#).

Leader College applicants must also submit student success outcomes data using the [ATD Data Template](#).

**Interventions Showcase**

Your Core Team Leader will receive a link mid-April to update existing interventions and to add new interventions to the [Interventions Showcase](#).

**Questions**

For more information about the Annual College Progress process, see the Achieving the Dream website. Please send an email to mmulvey@achievingthedream.org or call 240-450-0075 if you have any questions.

**Annual Reflection Narrative**

Note that the period covered by this Annual Reflection is May 2014 - April 2015. Please reflect on activities during this time period throughout the narrative.

**Bakersfield College**

Is your institution applying for Leader College status (initial or recertification)?
1) CONTRIBUTORS TO THE ANNUAL REFLECTION

Achieving the Dream suggests that your institution engages a representative group of stakeholders to review and discuss the institution’s student success and equity work, the results of the Principles Assessment, and data for the four Achieving the Dream student success measures (as described in section 4).

Please identify the stakeholders who contributed to the 2015 Annual Reflection by listing their name and title. (Ex: James Brown, Chief Academic Officer)

Contributor 1 (name and title)  
Dr. Janet Fulks, Interim Dean of Pre-collegiate and Student Success

Contributor 2 (name and title)  
Dr. Kimberly Bligh, Faculty Chair, Academic Development

Contributor 3 (name and title)  
Dr. Sonya Christian, President

Contributor 4 (name and title)  
Kate Pluta, Faculty, English; Co-Chair – Institutional Effectiveness and Program Review Committees

Contributor 5 (name and title)  
Dr. Emmanuel (Manny) Mourtzanos, Dean of Instruction

Contributor 6 (name and title)  
Pam Boyles, English Faculty and ATD Core Team Member

Contributor 7 (name and title)  
Odella Johnson, Director of Equity and Inclusion, ATD Core Team Member

Contributor 8 (name and title)  
Lisa Fitzgerald, KCCD Director of Institution Research, and ATD Core Team Member

Contributor 9 (name and title)

Contributor 10 (name and title)

Contributor 11 (name and title)

Contributor 12 (name and title)

Please write the email where you would like a summary of your responses sent.

emmanuel.mourtzanos@bakersfieldco
2) PROGRESS STATEMENT

Please describe your institution’s progress in improving student success and completion over the past academic year. Please consider both the positive factors and challenges affecting the student success efforts at your institution. This summary may include aspects related to the institution’s culture and environment such as leadership changes, building a culture of inquiry, engagement of full- and part-time faculty, staff additions or transitions, state or federal influences, budget reductions, and reaffirmation of accreditation efforts. [Limit to 750 words.]

Bakersfield College has demonstrated significant improvement in our most recent data since 2010-11 (in each of the five (5) Key Performance Indicators (KPIs). Additionally, BC has achieved constant improvement in our Principles Assessment survey, as reflected by an increase in the overall mean from 2.71 in 2013 and to 2.95 in 2014 to 3.74 in 2015. Specifically, the 2015 ATD Principles Assessment showed gains on every single principle (5 in total), every single factor (12 in total), and all but one item (40 out of 41). The only item showing a decline is:

3) PRINCIPLES ASSESSMENT SURVEY RESULTS

Use the results of the Principles Assessment to analyze your institution’s progress for each principle below. Be sure to include successes and areas for improvement for each principle; in particular, how will your institution strengthen areas with low-scoring results? [Limit to 1-2 paragraphs per principle.]

Principle 1: Committed Leadership [1-2 paragraphs]

In 2015, Principle 1 reflects an improvement of 0.91 (on a 5-point scale) compared to 2014, and an improvement of 0.87 since 2013 (BC’s first year as a member of the Achieving the Dream national reform network). Increases in Factors 1.1 and 1.2 were also observed since 2014 (0.85 and 0.97, respectively). Additionally, increases were observed in each of the six (6) items within Principle 1, ranging from 0.70 to 1.12.
Principle 2: Use of Evidence to Improve Policies, Programs, and Services [1-2 paragraphs]

Principle 2 reflects an improvement of 0.59 compared to 2014, and an improvement of 0.77 since 2013. Increases in Factors 2.1, 2.2, and 2.3 were also observed since 2014 (0.16, 1.08, and 0.70, respectively). Additionally, increases were observed in eight (8) of the nine (9) items within Principle 2, ranging from 0.16 to 1.06. The only item reflecting a decrease was found in 2.1c: IR staff capacity is adequate to meet demand for data and research (reflecting a decline of 0.26 on a 5-point scale).

Principle 3: Broad Engagement [1-2 paragraphs]

Principle 3 reflects an improvement of 0.82 compared to 2014, and an improvement of 1.64 since 2013. Increases in both factors were also observed since 2014 (ranging from 0.81 to 0.86). Additionally, increases ranging from 0.53 to 1.06 were observed in each of the seven (7) items within Principle 3 compared to 2014.

Bakersfield College is pleased by the significant mean increase in this Principle

Principle 4: Systemic Institutional Improvement [1-2 paragraphs]

Principle 4 reflects an improvement of 1.07 compared to 2014, and an improvement of 1.31 since 2013. Annual increases in each of the three (3) factors were also observed (ranging from 1.00 to 1.17). Additionally, increases ranging from 0.71 to 1.47 were observed in each of the twelve (12) items comprising Principle 4 compared to 2014.

The significant increases on this principle are a direct result and reflection of the

Principle 5: Equity [1-2 paragraphs]

Principle 5 reflects an improvement of 0.66 compared to 2014, and an improvement of 0.94 since 2013. Increases in both factors were also observed since 2014 (0.90 and 0.28, respectively). Additionally, increases ranging from 0.11 to 1.16 were observed in each of the seven (7) items within Principle 5 compared to 2014.

In 2014, Bakersfield College began hosting an annual conference for regional

4) STUDENT SUCCESS DATA TRENDS
As a Leader College applicant, you are not required to answer this question and may skip ahead to the next section. However, you will be required to answer the Leader College application data question.

Please choose one of the following student success outcome measures for which to analyze your institution’s performance and upload a data table that disaggregates the student data by all students in the ATD cohort, race/ethnicity, gender and income status. More information on the student success measures and definitions can be found here.

You will upload the data table for the outcome measure chosen when you reach the end of the form. We encourage you to use the ATD Data Template, but you may also use an institution-generated chart or graph.

Measure 1: Successfully complete developmental instruction and advance to credit-bearing courses

Measure 2: Enroll in and successfully complete college-level or Gateway courses (math and/or English)

Measure 3: Persist from term-to-term or year-to-year

Measure 4: Attain a credential
Please analyze your institution’s performance on your chosen student success outcome measure. Your narrative response should include:

a) A description of your institution’s performance in comparison with the previous year’s outcomes
b) An explanation of your institution’s progress in closing achievement gaps among the disaggregated groups
c) A description of your institution’s plan to sustain/build increases, address decreases, and close achievement gaps

5) GOALS AND PLANS FOR 2015-2016

Based on the analysis of your progress over the past year, including your student success data and stakeholder input, please identify up to three goals for your institution’s student success work for the 2015-16 academic year, 2-3 action steps you will take to move towards these goals, and any desired resources from Achieving the Dream that may assist you in reaching this goal.

Goal 1

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>In 2015-16, 100% of students in our intervention cohort ... (Orientation, Assessment/Placement, and Abbreviated Student Educational Plan) by the end of Fall 2015 semester.</th>
</tr>
</thead>
</table>
| **Action Steps** | • MIH students will be tracked for matriculation step completion.  
• Current legislation requires completion of all matriculation steps prior to registration.  
• Where appropriate matriculation steps will be |
| **Desired ATD resources to assist you with this goal** | Internal resources are sufficient. |
### Goal 2

**Goal 2**

**In 2015-16, 100% of incoming first-time students taking the standardized placement test will be placed using additional multiple measures assessment in English, math and reading.**

**Action Steps**

- Multiple measures will be evaluated and re-defined for success based on previous cohort outcomes.
- High school personnel will be trained on multiple measure factors (to align curriculum and messaging students).
- Counselors will be trained in checking multiple measures assessment and placement process while guiding student registration.
- Teams will go to high schools and additional counselors will be made available to assure registration in appropriate placement levels in the

**Desired ATD resources to assist you with this goal**

Internal resources are sufficient.

### Goal 3

**Goal 3**

**Implementation of accelerated coursework in mathematics**

**Action Steps**

- Develop curriculum through guidance with the California Acceleration Pathways CAP
- Create 3 sections of statistics pathway accelerated algebra-intermediate algebra single semester 4 unit courses.

**Desired ATD resources to assist you with this goal**

Internal resources are sufficient
6) SHARING

Is there any additional information you would like to share with ATD in this reflection? [Optional]

Leader College Initial and Recertification Application

Please read the Leader College Application Guidelines before proceeding.

Year joined ATD

2013

Application Type

Initial

Recertification
Certification of Conversation with Coaches

All institutions applying for initial Leader College status must have conversations with their assigned Achieving the Dream Leadership and Data Coaches regarding this application. The discussion should address the institution’s readiness to apply for Leader College status, keeping in mind the required criteria for both practice and performance, and the roles and responsibilities of Leader Colleges in the Achieving the Dream National Reform Network. Initial applicants must complete this table.

<table>
<thead>
<tr>
<th>Leadership Coach</th>
<th>Coach Name</th>
<th>Date of Conversation Regarding Application</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dr. John Nixon</td>
<td>March 25, 2015</td>
</tr>
<tr>
<td>Data Coach</td>
<td>Dr. Ron Head</td>
<td>March 25, 2015</td>
</tr>
</tbody>
</table>

Certification of Conversation with President/CEO/Chancellor

All institutions applying for initial or recertification Leader College status must have conversations with their college president/CEO/chancellor regarding this application. The president/CEO/chancellor will be the primary contact for notification of Leader College status, which will occur in fall 2015.

<table>
<thead>
<tr>
<th>President/CEO/Chancellor Name</th>
<th>Dr. Sonya Christian, Pr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Conversation Regarding Application</td>
<td>March 25,</td>
</tr>
</tbody>
</table>

Main Contact for Application Questions

<table>
<thead>
<tr>
<th>Name</th>
<th>Janet Fulk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Dean of Pr</td>
</tr>
<tr>
<td>Email</td>
<td>jfulks@bak</td>
</tr>
<tr>
<td>Phone Number</td>
<td>(661) 395-</td>
</tr>
</tbody>
</table>

1a. On what outcome measure would your institution like to be considered for Leader College status?

These selections must correspond to the data presented in the Achieving the
1b. Describe the increase(s) shown in the student outcome data.

To be considered for Leader College status, the institution should ideally show a general upward trend in student achievement for the measure(s) identified in subsection 1a (one measure for initial applicants; two measures for recertification applicants). Achieving the Dream realizes that there may not be a consistent increase in student achievement from year to year. However, any fluctuations or downward trends must be thoroughly explained. Also, provide any additional information about the data that may be relevant (e.g., external influences, trends in cohort sizes, definitions, etc.).

BC’s longitudinal cohort data on ATD Measure 1 (Successful completion of developmental instruction) indicate a steady and significant upward trend. Comparing BC’s initial (baseline) 2009-2010 cohort to our most recent cohort (2011-12), the following patterns are evident:
English – 16.9% increase in success rates (from 21.3% to 24.9%)
Math – 22.0% increase in success rates (from 19.1% to 23.3%)

Cohorts of Bakersfield College FTIC. degree-seeking students placed in any level
1c. Describe any achievement gaps shown in the data and how the institution has addressed and/or plans to address these.

Although increases in overall success and completion rates are evident in the ATD cohorts, the total success is not acceptable to the campus community. Several strategies have had success in small and focused applications. These are being scaled up. These strategies include Supplemental Instruction (increased from 14 to 140 sections over the last year), MIH mentoring (increased from 400-800 students), Classroom Interventions, and early alert. The outreach to and collaboration with rural high schools has resulted in opportunities that have

2) INTERVENTIONS

Provide three years of data for one of the interventions submitted to the Interventions Showcase.

Ideally, this should be an intervention for which your institution is able to demonstrate scaling (reaching at least “more” of the target population). A target population is defined as a general cohort and not as a group of students that has received the benefit of a specific intervention. Use the following formulas when calculating percentages for this chart.

- Students in Intervention as % of Target Population = Number of students served by intervention / total number of students in the target population
- Students in Intervention as % of Total Enrollment = Number of students served by intervention / total number of students enrolled

If you do not have data for the most recent academic year, be sure to explain why in the comment box below. If your intervention is not currently reaching at least more (25.1-60%) of the target student population, please explain why and describe how your institution is working to remedy any barriers or challenges it faces to scaling.
Application of Multiple Measures in placement

Placement of students has been enhanced through the application of multiple measures which include student high school GPA, grades in math and English and completion of other standardized tests such as the EAP (early Assessment for Placement), and A test scores.

Selected cohort of low SES, rural first-time in College, First Generation high school students

Number of Students Served by Intervention | Students in Intervention as % of Population | Students in Intervention as % of Total Enrollment
--- | --- | ---
Academic Year 1 2013-2014 | 97 | 0 | 0
Academic Year 2 2014-2015 | 326 | 326 | 100
Academic Year 3 2015-2016 | 1185 | 800 | 100

A barrier to successful completion of remedial coursework at Bakersfield College was that placement in the lower levels of math resulted in only 1-2% of students completing a gateway level math course. English was not much better with only 11-13% getting to a gateway class. Bakersfield College lost more students between the classes along the remedial pathway, than students failing the
Describe how your institution has worked to scale the intervention over the years. Describe any plans your institution may have to further scale the intervention.

Bakersfield College has worked with EdResults, CalPASS, researchers and IT specialists to obtain electronic high school data from all surrounding feeder high schools (about 41). The college has also spent many hours with Accuplacer testing and designing electronic application of the multiple measures to FTIC students whose data is submitted. The process is working with only a few glitches. Plans to test and retest the algorithms are in place for the summer. In the future data has shown that the complicated nature of the original multiple measures designed by math, English and reading faculty provide little additional value.

3) ABILITY TO LEAD

Explain your institution’s contributions to the larger Achieving the Dream network.

Initial applicants should describe how, as a Leader College, your institution will contribute to the larger Achieving the Dream effort in terms of sharing and supporting replication of successful, scalable, and sustainable innovations at your institution.

Recertification applicants should describe how, as a Leader College, your institution has contributed to the larger Achieving the Dream effort in terms of sharing and supporting replication of successful, scalable, and sustainable innovations at your institution.

Bakersfield College’s innovative approach to Student Success can serve as a model and inspiration for other ATD colleges. Additionally, BC is committed to sharing knowledge, information, and best practices to support and mentor ATD institutions. Since our entry into the Achieving the Dream network in 2013, Bakersfield College has proactively evaluated and improved institutional policies and procedures that have hindered student access, success, and equity. Given our emphasis on the use and literacy of data, combined with our focus on student success.

Please attach your institution's data chart or graphs that you analyzed in your Annual Reflection and/or Leader College Application. Remember to label each chart or graph accordingly.
If you are applying for Leader College status, you must use the Achieving the Dream Data Template for your data submission.

625.2KB
application/pdf