Appendix A

Letters of support from Chief Executive Officers of participating entities.

Page 26 - Cal-PASS Plus
Page 28 - Cal-SOAP
Page 29 - Delano Joint Union High School District
Page 31 - Kern High School District
Page 32 - California State University, Bakersfield
Page 34 - Roll Global
Page 36 - NAACP
Page 37 - Kern Hispanic Chamber of Commerce
January 7, 2015

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

RE: The Awards for Innovation in Higher Education

Dear Members of the Awards for Innovation in Higher Education Selection Committee:

Cal-PASS Plus is pleased to offer support for Bakersfield College (BC) in its pursuit of an Award for Innovation in Higher Education. Over the past year, we have supported and collaborated with Bakersfield College in their efforts to reimagine the matriculation and student support process in order to dramatically increase the number of students who successfully complete critical gateway courses in their first year. This work has aligned exceptionally well with the mission of Cal-PASS Plus to provide actionable data to help improve student success along the entire education-to-workforce pipeline to dramatically increase the completion of meaningful college degrees and certificates and entry into living wage careers. Our continued participation, alongside other partners, has helped enable Bakersfield College to begin to make meaningful progress towards increasing the number of students earning degrees and transferring to four-year institutions while reducing the time to do so, particularly for students of color and low-income students.

Cal-PASS Plus, a partnership between San Joaquin Delta College and the non-profit Educational Results Partnership and funded through the California Community Colleges Chancellor’s Office, is California’s free K-16 actionable system of data that links student level data across all levels of the education pipeline and on to the workplace. Participating institutions use the power of data to raise student achievement, close achievement gaps, and increase college readiness and success across the state. This occurs through increased collaboration and problem solving among faculty and education leaders, informed by data and evidence of effective practices. Currently all California Community Colleges (CCC) participate in Cal-PASS Plus, and about half of all K-12 districts, CSU, and UC institutions.

Of particular relevance to this award are two statewide initiatives in which Cal-PASS Plus is providing the infrastructure and leadership to increase and improve the predictive use of evidence in higher education, particularly in building a better system of assessment of student capacity (the Common Assessment Initiative) and mining intersegmental longitudinal student data to improve the rate of and time to completion of meaningful education outcomes (the Multiple Measures Assessment Project). As part of these projects, Cal-PASS Plus and Bakersfield College have developed a strong collaborative relationship as the college is an exceptionally strong, innovative participant in both initiatives, both in providing key members of cross-disciplinary teams of stakeholders, developing the projects and shepherding them to completion and, just as importantly, in acting as a pilot college in both initiatives. In fact, Bakersfield College went well beyond the timeline the pilot colleges, working with Cal-PASS Plus to develop and implement a very large multiple measures assessment pilot a full year ahead of the most
optimistic schedule for the pilot colleges. In addition, Bakersfield College has taken on a critical leadership role in these initiatives, sharing their outstanding initial results as well as their formative experiences including missteps and lessons learned.

In sum, Bakersfield College is a bright spot of early innovation that has already blossomed into a powerful and growing partnership with their K-12 school districts and their 4-year university partners that is meaningfully changing their K-16 educational pipeline to better align curriculum, increase real-time data sharing, improve data quality, increase college readiness, and better coordinate support of students, particularly low income students and students of color. This is all in service of dramatically increasing the number of students that complete two and four year degrees, both in their community and in the entire state of California.

In addition to data analysis and reporting tools, Cal-Pass Plus looks forward to continuing to support Bakersfield College in the following ways:

- Access for Cal-PASS Plus members to the official longitudinal system of data for California that connects student level data across educational and workplace systems.
- Data collection and reporting tools that map K-12 students and pathways through high school and on to community colleges and universities.
- Technical support for data collection and analysis, best practices, validation and tracking student outcomes.
- Outreach and recruitment of additional K-12 district partners to increase the scope of the work.

In closing, Bakersfield College has a strong track record when it comes to approaching key challenges faced by community colleges on the basis of careful evaluation of evidence, implementing innovative approaches to those challenges in support of student completion, and then supporting efforts of other community colleges to replicate and extend their work. Cal-PASS Plus looks forward to continued collaboration with Bakersfield College to extend the scope of work outlined in the application and bring the opportunity their work represents not only to all of their students but to all the students of the state of California.

Sincerely,

[Signature]

Ken Sorey
Project Director
Cal-PASS Plus

2300 N Street, Suite 3
Sacramento, CA 95816
December 30, 2014

California Department of Finance
Education Systems Unit – Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

Dear Selection Committee:

It is with great confidence that I, on behalf of the Southern San Joaquin Valley California Student Opportunities & Access Program (Cal-SOAP), support Bakersfield College’s application for a State of California Department of Finance Award for Innovation in Higher Education. Bakersfield College, under the leadership and guidance of President Sonya Christian, has made tremendous effort toward increasing our rural student population access into higher education and in increasing the baccalaureate attainment rate of students in our community.

Cal-SOAP identifies Southern San Joaquin Valley first generation students with financially disadvantaged backgrounds and prepares them for higher education while they are still in high school. The California Student Opportunity and Access Program (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. The mission of Cal-SOAP is to increase Baccalaureate Attainment in conjunction with our college partners.

In partnership with Bakersfield College, Cal-SOAP has been providing financial information and help in filling out FAFSAs as well as completing the first steps of college registration and orientation. We have partnered with BC since 2011 but over the last year we have really intensified our efforts focused on improving the overall educational attainment for students through success strategies. Our Cal-SOAP students represent the MIH cohort BC is working with to better understand and help students through the institutional processes that provide the financial and services and instructional guidance necessary to complete degrees.

As partners with Bakersfield College’s leadership, we are committed to improving our county through education and defeating the challenges of low high schools achievement, low higher education participation and rural poverty. Southern San Joaquin depends upon this vital work as we go into the next decade. Please, recognize Bakersfield College’s efforts through the support of an Award for Innovation in Higher Education, and help Bakersfield College continue the good work that has been leading our current and future students toward greater and expanded educational opportunities.

If I can provide additional information regarding the Cal-PASS Plus partnership with Bakersfield College and how the partnership is working to improve the baccalaureate degree attainment percentages in northern Kern County, please contact me at isimos_valdez@csub.edu or (661) 654-6157; Fax (661) 654-6521.

Sincerely,

Isolda Simos-Valdez
Director, Southern San Joaquin Valley Cal-SOAP
December 30, 2014

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Selection Committee:

It is with great confidence that I, on behalf of the Delano Joint Union High School District, support Bakersfield College's deserving application for a State of California Department of Finance Award for Innovation in Higher Education. Bakersfield College, under the leadership and guidance of President Sonya Christian, has made tremendous effort toward changing the baccalaureate attainment rate of students in our community.

Kern County is an impoverished region with cities suffering under some of the highest unemployment rates in the nation. According to the most recent US Census, nearly 24% of the residents of Kern County are living in poverty, as compared to 15% across the United States. Educational attainment suffers as a result: only 73% of county residents earn a high school diploma and just 15% achieve a baccalaureate degree as compared to nationwide numbers of 86% and 29%, respectively.

Delano Joint Union High School District has been working in partnership with Bakersfield College, and the college's satellite campus in Delano, for many years, but in the last two years, has expanded our relationship and interaction to emphasize educational access for students who are arguably first generation college-going and challenged by the higher education maze in California. Our own Robert F. Kennedy High School shares land with Bakersfield College's Delano Campus in a joint use agreement that helps to expose our students to a college experience while still in high school. Our partnership with Bakersfield College has led to the addition of early alert practices which recognize college ability in students as early as their sophomore year in high school, the offering of placement exams on our high school campuses where students are familiar and comfortable, and the advancement of multiple measures to assist in the appropriate placement of students in college classes. Over the last two years, this

*Teamwork – Together We Achieve the Extraordinary*
program has been developed, revised, and expanded, and has resulted in streamlined paths to education for our students and a significant reduction in the number of precollegiate placements for Delano-area high school graduates.

With Bakersfield College's leadership, our county will separate itself from its statewide reputation as poor, uneducated, and unsuccessful. Please, recognize Bakersfield College's efforts through the support of an Award for Innovation in Higher Education, and help Bakersfield College continue the good work that has been leading our current and future students toward greater and expanded educational opportunities.

If I can provide additional information regarding the Delano Joint Union High School District partnership with Bakersfield College and how the partnership is working to improve the baccalaureate degree attainment percentages in northern Kern County, please contact me by email at rrivera@djuhsd.org or by phone at 661-720-4100.

Sincerely,

Rosalina Rivera
Superintendent
KERN HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES
Chad Vegas, President
Mike Williams, Vice President
J. Bryan Batey, Clerk
Jeff Flores, Clerk Pro Tem
Philip Peters, Member
BRYON J. SCHAEFER, Ed.D., SUPERINTENDENT

5801 SUNDALE AVENUE • BAKERSFIELD • CALIFORNIA • 93309-2924 • (661) 827-3100 • FAX: (661) 827-3301

January 5, 2014

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor, 915 L Street
Sacramento, CA 95814

Dear Selection Committee:

It is with great confidence that I, on behalf of the Kern High School District, support Bakersfield College’s application for a State of California Department of Finance Award for Innovation in Higher Education. Bakersfield College, under the leadership and guidance of President Sonya Christian, has made tremendous effort toward changing the baccalaureate attainment rate of students in our community.

Kern County is an impoverished region with cities suffering under some of the highest unemployment rates in the nation. According to the most recent US Census, nearly 24% of the residents of Kern County are living in poverty, as compared to 15% across the United States. Educational attainment suffers as a result: only 73% of county residents earn a high school diploma and just 15% achieve a baccalaureate degree as compared to nationwide numbers of 86% and 29%, respectively.

Kern High School District has been working in partnership with Bakersfield College for many years, but in the last two years, has expanded our relationship and interaction to emphasize educational access for students who are arguably first generation college-going and challenged by the higher education maze in California. Our partnership with Bakersfield College has led to the addition of early alert practices which recognize college ability in students as early as their sophomore year in high school, the offering of placement exams on our high school campuses where students are familiar and comfortable, and the advancement of multiple measures to assist in the appropriate placement of students in college classes. Over the last two years, this program has been developed, revised, and expanded, and has resulted in streamlined paths to education for our students and a significant reduction in the number of precollegiate placements for Kern County high school graduates.

With Bakersfield College’s leadership, our county will separate itself from its statewide reputation as poor, uneducated, and unsuccessful. Please, recognize Bakersfield College’s efforts through the support of an Award for Innovation in Higher Education, and help Bakersfield College continue the good work that has been leading our current and future students toward greater and expanded educational opportunities.

If I can provide additional information regarding the Kern High School District partnership with Bakersfield College and how the partnership is working to improve the baccalaureate degree attainment percentages in Kern County, please contact me at email or 661-827-3154.

Sincerely,

Bryan Schaefer
Superintendent, Kern High School District

AN EQUAL OPPORTUNITY EMPLOYER
California Department of Finance  
Education Systems Unit – Innovation Awards  
7th Floor  
915 L Street  
Sacramento, CA 95814

Dear Selection Committee:

In a community such as Bakersfield, it is important for the economic vitality of the area that the higher education institutions work together to improve the college completion rates of residents. Education is one of the key building blocks on the path to a better life for most people: increased employability, improved quality of life, and greater confidence are all a direct result of higher education. Over the ten years I have been President of CSU Bakersfield, I have watched an evolution at Bakersfield College. Our motto is “Excellence Through Partnerships,” and I am pleased that CSU Bakersfield and Bakersfield College have continued growing and expanding our partnership for the betterment of the community.

As the closest four-year university to Bakersfield College, we enroll a large number of Bakersfield College transfer students – 492 in the 2012-2013 academic year – and we are in a prime position to work collectively with Bakersfield College to bolster the college-going, and college completion rates of students in Kern County.

Bakersfield College’s efforts to improve the baccalaureate degree attainment rates in our community continue to be innovative and impressive. To help create positive habits of mind and instill a belief that a four-year degree is possible, Bakersfield College invited CSU Bakersfield to have a transfer counselor on site throughout the academic year to help prepare students to attend CSU Bakersfield – an arrangement we have had in place in various iterations since 2005.

To make transfer between CSU Bakersfield and Bakersfield College more seamless, we have created concurrent enrollment opportunities for students to attend both of our institutions simultaneously, earning credits that are meaningful to the student’s progress at both campuses. Even more, we have worked with Bakersfield College to create seamless transfer pathways through Transfer Admission Guarantees that help students
focus on a degree pathway and prepare for their upper division coursework while at Bakersfield College.

Partnership is really the key to excellence, and to the betterment of our community. As presidents of public institutions of higher education, Dr. Christian and I are dedicating our careers to providing higher education opportunities to the students who need and want it the most. Under her leadership, Bakersfield College continues to look at new and innovative ways of helping students achieve their academic goals, and she has sought engagement and partnership from CSU Bakersfield whenever relevant to the effort.

I have provided just a few examples of the ways Bakersfield College and CSU Bakersfield are achieving excellence through partnership, and are working together to improve the baccalaureate attainment rate in Kern County. There are, however, many other more focused projects on which we have collaborated that emphasize the importance and accessibility of higher education, and the overcoming of barriers to educational success for students from underrepresented communities. Some of those projects are covered in Bakersfield College’s application for the Award for Innovation in Higher Education.

I urge you to recognize Bakersfield College’s efforts through an Award for Innovation in Higher Education, and help Bakersfield College continue the good work that has been leading our county’s current and future students toward greater and expanded educational attainment. If I can provide additional information regarding CSU Bakersfield’s partnership with Bakersfield College and how the partnership is working to improve the baccalaureate degree attainment percentages of the residents of Kern County, please contact me at hmittell@csub.edu or 661-654-2241.

Sincerely,

Horace Mitchell, Ph.D.
President
January 6, 2015

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 I Street
Sacramento, CA 95814

Dear Selection Committee:

As the co-owner of Roll Global LLC, and its subsidiary companies Paramount Farming, Paramount Farms International (PFI), Paramount Citrus, and POM Wonderful, I am writing to share my strong support for Bakersfield College’s application for the California Department of Finance Award for Innovation in Higher Education.

We are the world’s largest grower of tree crops, the vast majority of which are located in California’s San Joaquin Valley. In recent years, we have seen an increasing and currently unmet demand for 21st century skilled labor. At the same time, the Valley has seen economic uncertainty, unemployment that’s even higher than the California state averages, and a widening “skills gap” among young people and the available jobs in the region.

Over the last two years, we’ve attempted to tackle this issue head-on. Working in close partnership with multiple school districts and community colleges, including Bakersfield College, we created and launched the Paramount Agriculture Career Academy (PACA), which has received substantial grant funding from the California Department of Education’s California Career Pathways Trust. Through world class education, valuable job training, and work-based learning opportunities, local high school students are empowered to pursue well-paying careers close to home in the modern agricultural workforce. This is a win for families, local businesses, the agricultural sector, and the state’s economy.

PACA is fundamentally changing the educational experience for students in the Central Valley, dually preparing them for both college and career. Bakersfield College, under the leadership and guidance of President Sonya Christian, is a critical partner in this work. Bakersfield College is a key collaborator in curriculum design and instruction, supporting a streamlined educational pathway to a college degree in a number of educational disciplines related to 21st century agriculture. Because of Bakersfield College, literally hundreds of high school students from Wasco High School, McFarland High School, Paramount Academy and Cesar Chavez High School will graduate 12th grade with an Associates Degrees, thereby significantly increasing their likelihood of pursuing a bachelor degree and obtaining a well-paying job. For these students, most of whom are first-generation college bound, this is nothing short of life changing. In addition, Bakersfield College hosts a week-long agriculture camp for the PACA students, which opens their eyes to career opportunities and campus life, and inspires their future goals. This partnership makes higher education a reality for students in communities where the high school and college graduate rates are significantly lower than state and national averages.
Bakersfield College’s tremendous efforts to change baccalaureate attainment rates not only benefits our efforts with PACA, but raises the bar across the board. This innovative work is especially critical in Kern County. If Bakersfield College receives an Award for Innovation in Higher Education, I am confident that they will be able to build on the excellent work already underway, leading our current and future students toward greater and expanded educational opportunities.

Should anyone have any questions regarding our collaboration with Bakersfield College and how the partnership is working to improve the baccalaureate degree attainment percentages in northern Kern County, please contact Noemi Donoso (310.966.8366; ndonoso@roll.com), our Sr. Vice President of Education Initiatives.

Sincerely,

Lynda Resnick
Vice Chairman, Roll Global
Director, Resnick Foundation
January 5, 2015

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, Ca 95814

Dear Selection Committee:

Kern County is notorious for being rural. Undoubtedly, our county has urban areas, and the communities that live in these areas are faced with several challenges. Education completion, notably college completion, is indigent among our community’s African American students.

This past August, Bakersfield College president Sonya Christian called on me to help with an emerging initiative that she was spearheading along with a handful of incredibly driven college employees. Dr. Christian met with a group of African American leaders at Bakersfield College to take a hard, glaring look at the student success and attendance data for African American students who attend Bakersfield College. She acknowledged that the African American students in our community don’t seek higher education as an option as prevalent to their counterparts, and their success rate trail behind other students.

It isn’t easy to acknowledge that you are failing your students. We all want what is best for our students. As a team, we will create a resolution to overcome the limitations that we face. The college’s new Equity TV project is one of the ways we will be successful in taking the message of higher education to African American students in the community. I am honored to be working with Bakersfield College’s Odella Johnson to take important information to potential students and their families, and reach out, peer-to-peer, to each and every African American in the area.

Please, recognize Bakersfield College’s efforts through the support of an Award for Innovation in Higher Education, and help Bakersfield College continue the great work that has been leading our current and future students toward greater and expanded educational opportunities.

If I can provide additional information regarding how the NAACP Bakersfield Branch is working in conjunction with Bakersfield College to improve the college-going rates of African American students in our community, and how together, we are affecting positive change in the four-year degree completion among disenfranchised population, please contact me at president@naacpbakersfield.com or 661-368-5323.

Sincerely,

Patrick Jackson
President
January 5, 2014

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Selection Committee:

I am sure you wouldn’t be surprised to hear Kern County is a primarily Hispanic county, or that our county is 36 of 40 for baccalaureate attainment among Hispanics. It certainly wasn’t a surprise for me when Bakersfield College president Sonya Christian called on me to help with an emerging initiative that she was spearheading with a handful of incredibly motivated college employees. She wanted to gather local Latino community leaders at Bakersfield College. Our group would enjoy a lunch, but then take a hard, glaring look at the student success and attendance data for Latino students who attend Bakersfield College. We gathered professionals, business leaders, CEOs, heads of community organizations, and more. To this group of powerful, educated Latinos, Dr. Christian had revealed what our community has long suspected – Latino students are simply not succeeding at the rate of their counterparts.

Our group looked at data specific to Bakersfield College’s Latino students, and the information was startling. Latino students fall below the statewide average in all areas: persistence, degree/certificate completion, unit completion, and more. The one area where Bakersfield College’s Latino students do not fall behind the state is in their representation at Bakersfield College. Bakersfield College successfully draws Latino students to higher education.

However, something in that data fails as the students proceed through their education.

Through our partnership with Bakersfield College, the Kern County Hispanic Chamber of Commerce has learned and positively affected change at the college, through our participation in a number of the college’s new programs and initiatives designed to help all students succeed and move on to a four-year college or university.

Please, recognize Bakersfield College’s efforts through the support of an Award for Innovation in Higher Education, and help Bakersfield College continue the good work that has been leading our current and future students toward greater and expanded educational opportunities.

If I can provide additional information regarding how the Kern County Hispanic Chamber of Commerce is working in conjunction with Bakersfield College to improve the college completion and success rates of Latino students in our community, and how together, we are affecting positive change in the four-year degree completion among this disenfranchised population, please contact me at email or 661-633-5495.

Sincerely,

Jay Tammi, President/CEO
Kern County Hispanic Chamber of Commerce
Appendix B

- Bakersfield College Academic Support Programs
- Multiple Measures
- Accelerating Basic Skills Coursework
- Bakersfield College Course Placement - English
- Bakersfield College Course Placement - Academic Development / ENSL
- Flow Chart for ACDV and Math Classes

Bakersfield College Academic Support Programs
The Tutoring Center is certified by CRLA (College Reading and Learning Association).

https://www.bakersfieldcollege.edu/student/tutoring

The Student Success Lab provides students with opportunities to remediate through diagnostic testing followed with an individualized learning path in reading, writing, and math.

https://www.bakersfieldcollege.edu/acdv/student-success-lab

The Writing Center is open to assist students across campus with all types of writing projects at any stage of the writing process.

https://www.bakersfieldcollege.edu/writing-center

The C.A.S. (Critical Academic Skills) Workshops are free to all BC students, and each workshop offers active learning activities and some individual assistance.

https://www.bakersfieldcollege.edu/student/cas-workshops

The Library Resources and Workshops offer a wide range of research workshops for college survival.

https://www.bakersfieldcollege.edu/library/workshop.aspSupplemental

The Supplemental Instruction (SI) sessions involve group discussion of course concepts with an emphasis on study skills and learning strategies. This SI program subsumed the Extending the Classroom (ETC) project that had been targeting only courses in the English department. The outreach of SI was expanded to include pre-collegiate subject areas in Academic Development, English, ESL, and Math.

https://www.bakersfieldcollege.edu/student/si

The Habits of Mind program empowers students and optimizes students’ opportunities to practice successful habits in the classroom, as well as around campus.

https://www.bakersfieldcollege.edu/habits-of-mind

The African-American Male Students Project is a first-class student leadership organization whose focus is establishing a community of support and brotherhood which promotes service learning, academic achievement, networking, accountability and personal and professional development of males of color.

https://www.bakersfieldcollege.edu/event/african-american-male-students-project

The MESA program provides academic support to educationally disadvantaged students so they can excel in math and sciences studies and graduate with degrees in engineering, science and technology.
STEM students major in one of the STEM fields and are provided individualized support in order to be successful in a STEM field of study.

Math Lab classes are taught using a combination of the Internet-based program ALEKS and one-on-one help from instructors in the Math Lab.

Pre-collegiate Success, Placement Testing, Multiple Measures

**Background**

1. Underprepared students at BC represent a growing percentage of first-time students (84% in 2013-14)\(^{18}\).
2. Research indicates that placement testing may result in a 25% (or higher) misplacement of students—predominantly placing students too low.
3. New Title 5 regulations require the use of multiple measures at the time of placement.
4. Research at Long Beach City College (LBCC STEPS study) and a follow-up study including 11 colleges which included BC indicate use of high school transcripts are more predictive for course success than placement scores.
5. Incorrect placement of students may be associated with the inability to thrive and succeed in the transition to college and beyond. BC success rates\(^{19}\) are vastly different for underprepared versus prepared students; Underprepared student success was 34.8% in 2012-13 whereas for prepared student success was 68%. Identification of prepared versus underprepared students is based upon enrollment in a remedial course. The longer the remedial pathway the less likely students will reach a higher level outcome.
6. BC created numerous new remediation pathways in English, Academic Development and Math to accelerate or compress the curriculum to get students to college level more quickly. (Please see appendices A, B and C with the course pathways for these subjects.)
7. In a pilot implementation project for BC multiple measures, the college collaborated with CalPASS, the CCCCO, and CSUB’s Cal-SOAP\(^ {20}\) project to create a cohort of over 500 students in a project called TMIH Transfer Making it Happen. The project included discipline faculty from Academic Development, Math and English collaborating with BC and CSUB counseling faculty to review high school transcripts and place first-time students into English and Math coursework based upon defined multiple measures.
8. A workgroup created abbreviated Student Education Plans, which included any necessary math, English and reading pre-collegiate courses in the first semester, for each of the 454 students with complete information available, based upon BC Achieving the Dream\(^ {21}\) data that indicated students:
   a. completing Math and English in their first semester are more likely to succeed and
   b. students completing a Student Ed Plan are more likely to succeed.

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18 CCCCO Scorecard Prepared/Underprepared status determined by student registration in remedial courses.
19 Scorecard success outcomes are defined as the success in completing a certificate, degree, transfer or transfer-ready status. (See Appendix G for data source information)
20 Cal-SOAP: The California Student Opportunity and Access Program (Cal-SOAP) was established by the state legislature in 1978. BC Cal-SOAP students are part of a special grant project through CSUB where students of low socioeconomic status are coached by counselors-in-training through the college application process.
21 Achieving the Dream data analyze the success rates of students based upon locally defined variables. See Appendix G for a definition of all data sources.
Results

1. BC under-prepared student numbers for the last 5 years of cohorts. Each cohort is tracked for 6 years so the last cohort began in 2007-2008 and completed last year 2012-13.
2. Our data indicated two major changes based upon two variables; the location of the placement testing appears to be very significant and multiple measures indicated a shift to college level courses as well as other remedial level bumps to high levels.
3. Reviewing the transcripts provided an excellent opportunity to direct qualified students into accelerated and compressed course sections which ultimately save the student a semester of coursework and time.

The data revealed that testing on the high school campuses, with the same tests and procedures produced significantly increased placement in the college level courses, particularly in math and less significantly but also in English. Reading placement testing remained the same. Math had a very large shift. The data on the next page indicates a shift from 4% last year to 12% students placing into transferable college level math, an 8% increase and a shift of 29% to 31% placing into college level English 1A, a 3% increase (see figure 3).

If the data from only the first 3 months of last year (Jan.1-April 1, 2013 see figure 4) are examined and compared to the data from the first 3 months this year Jan.1-April 1, 2014 in figure 3 the data is still similar but the magnitude is even greater; a 9% increase in transfer level math and the same 3% increase in English.

Summary Results

• The improved placement scoring moved 199 students into transfer level math and 65 into transfer level English representing a total of 264 students placed higher due to testing location.
• Multiple measures further effected the placement of 68% of students (307/454)
• Some students were bumped in multiple courses (e.g. English & math or even English, Reading and Math).
• Some students were both bumped and accelerated (e.g. bumped in English and accelerated in Eng B53)
• There were 357 bumps among the 454 students and 199 accelerations or compressions among the 454 students. For a total of 556 bumps, accelerations or compressions.
• Overall 571 have tested into or been placed by multiple measures into higher level courses. Some students were placed much higher by one of the English measures (EAP) which indicates college readiness even though many students tested low on the BC placement test, some at 2 or 3 levels below college. (Note: We cannot assume that all those that tested higher were part of the Cal-SOAP cohort, but we know all those students placed by multiple measures were from the cohort.)
• This project represents a savings in student time of over 500 - 16 week semesters and an efficiency for the college where sections of remedial coursework is not being taken when it is not needed.
• This should result in faster progress to college level outcomes. In addition to the saving time, it will reduce credit accumulation and loss of financial aid.

Observations

• There is a correlation between allowing students to test at their high school and higher test scores.
• Students appear to have been directed to the wrong test at times (how they are instructed on ESL testing).
• The ESL testing has very low scores compared to the EAP. There are odd issues with EAP elevating student 2-3 levels.
• The English test and EAP correlate well - placement scores were often level 5 or 6 anyway.
• The math multiple measures resulted in fewer math moves and setting a bar almost higher than the placement test. It was disturbing to find many students with good grades in Math Analysis, Stats or Calculus that tested in at Level 2 & 3 by the placement test.
• There are numerous errors in the copying of scores and the process is flawed due to the multiple times results are handwritten- this must be automated.
• There were errors in the initial entry of test scores into the computer and translation of scores into levels
• The complexity of a high school transcript requires a human consideration; although an algorithm may help reduce work load and filter specific factors, there are many factors that are not easily automated.

Conclusions
• Students should take 4 years of math and 4 years of English in high school or they will most likely be stuck in a prolonged pre-collegiate series of courses.
• Acceleration courses appear to have a higher success rate and provide great opportunities for those students truly testing in at lower levels but responsive to college level coursework.
• Students should be able to take the test at the high schools as this appears to be significantly more correlated with the work we see on the transcripts and results in higher scores and better assessment of the student’s actual abilities and knowledge.
• Students should be prepped before taking the test by the high schools (practice sessions).
• Correcting the testing problems alone, has a great potential to increase our terminal outcomes measured in the CCCCO Student progress and achievement (SPAR).
• Applying multiple measures to student placement affected quite a few STEM students because it placed them into college level math which makes them eligible to begin STEM classes earlier. This conclusion was based on the course taking patterns in high school transcripts where students had completed biology, chemistry, physics and high level math classes.
• Multiple measures are likely to increase our high level outcomes as acceleration and bumping puts students significantly closer to the outcomes to start and moves them into a more successful group (e.g. Prepared achieve at 68-70% while underprepared achieve at 34-39%).
• BC needs to re-engineer the placement testing process.
• BC needs to collect the data from the process to ensure adequate numbers of sections of courses through enrollment management.
• BC needs to re-engineer placement processes and look into automating the process based upon predictive values of student data.
• This process allows for strategic placement of students into summer school as well. Summer school should have registration different from the fall because the priority registration regulations are not applicable to summer coursework, allowing the motivated students an opportunity to deal with pre-collegiate needs before starting the fall semester. This also allow an opportunity to direct students to bridge programs, week zero and specialized student support services such as EOPS, AAMP, MESA and STEM.

Problems identified with placement process
1. Delivery of testing at Bakersfield College:
   • Students directed to incorrect test (ESL not English)
   • Testing scores incorrectly entered as level
   • Testing scores incorrectly copied down (errors in reversing numbers or just wrong
number with wrong test)

- Placement level incorrectly correlated with placement score
- Complaints of testing demeanor and waiting for testing
- Data about testing and prerequisites are entered incorrectly into Banner blocking qualified students

2. Placement testing issues at high schools

- The high schools desire testing at the location but dislike the process of BC personnel individually turning on and inputting codes in each computer
- Testing personnel were identified as “not helpful”
- Testing personnel seemed to disregard the “time out of class” for high school students and arrived late without notification and labored over the process which was already a long process for students (2 hours late at Tehachapi due to car trouble but students were not released).
- Some complaints that students were not allowed to take a break
- Some complaints that math testing was “last” and testing fatigue reduces scores
- At some location students were given test scores or levels with no explanation of what that meant because counseling and advising were not available

3. Placement testing issues with test takers

- Students had not prepared for taking an exam
- Students not aware of the value and importance to the scheduling (high school testing basically had no personal consequences, why should this have personal value?)

4. Community issues and complaints about testing

- Students who have performed well in Math or English in high school are placed low or in rare cases high
- Students with completed courses such as math analysis or statistics are scoring at Algebra levels
- Community perceptions are that the placement test is inaccurate and devoid of consideration of previous work (this information is from input by 80 high school counselors, interviews with students and community members.

*Future Plans*

The students in the cohort will be tracked for success. The students will be invited to a fall inauguration of the “Transfer Making it Happen” cohort. Intrusive counseling and alerts will be used as part of wraparound services. Students will be introduced to Habits of the Mind. A cohort of faculty will be bonded to this cohort as advisors. A draft of potential future actions is below and includes areas of research, interventions, and future implications for scaling up to all students regarding predictive analytics based on positive and negative decision making or actions by students.

*Further Research (conducted by an external researcher)*

1. Examine historical data for our students major pathways (work on these for interventions and messaging first) to discover where students go off the path are swirling or lose momentum
2. Use this information to further fine-tune and inform our pathways and intervention
3. Track student success with regards to multiple measures placement
4. Track the cohort for success and improve our Multiple Measures Placement
5. Track and Measure short term student completion of remedial courses and pathways
6. Track and Measure student completion of college outcomes SPAR in the CCC Scorecard
Interventions (implemented by BC Faculty and Administration)

- Identify upcoming interventions to track Cal-SOAP cohort and determine effectiveness
- Identify other interventions used by other colleges we have not yet considered or implemented
  1. Freshman academy
  2. Statways/Quantways
  3. Block Scheduling
- Using high school data—identify factors that may suggest:
  1. Counseling intervention
  2. Curricular work in conjunction with college and high school faculty
  3. Parent interventions
  4. Pre-college interventions
- Train and design an effective “Early Alert” to involve classroom faculty and advisors and counselors connecting students to tutoring, financial aid, supplemental instruction, CAS—critical academic skills, writing lab, healthcare, etc
- Provide faculty and staff professional development

Accelerating Basic Skills Coursework

Learning Communities, comprised of compressed and stacked courses, reduce the number of semesters it takes students to complete two (2) levels of basic skills coursework by up to 50%. The following chart represents the series of Learning Communities offered at Bakersfield College:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
<th>Subject</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRNC 502</td>
<td>6</td>
<td>English</td>
<td>ACDV B65/ENGL B60</td>
</tr>
<tr>
<td>LRNC 505</td>
<td>8</td>
<td>ENSL Writing</td>
<td>ENSL B70/ENSL B60</td>
</tr>
<tr>
<td>LRNC 507</td>
<td>8</td>
<td>ENSL Writing</td>
<td>ENSL B60/ENSL B50</td>
</tr>
<tr>
<td>LRNC 508</td>
<td>7</td>
<td>ENSL Reading</td>
<td>ENSL B51/B52</td>
</tr>
<tr>
<td>LRNC 510</td>
<td>7</td>
<td>English</td>
<td>ENGL B50/B1A</td>
</tr>
<tr>
<td>LRNC 507</td>
<td>10</td>
<td>Math</td>
<td>Math B60/B70</td>
</tr>
</tbody>
</table>
Placement Level

00
01
02
03
04
05
06

ACDV B201a Student Success Lab

Diagnostics, Remediation, and Retest

ACDV B61 (3 units) Basic Reading Skills

ENSL B61
(3 units) Basic Reading Skills

ENSL B51
(3 units) High Intermediate Reading Skills

ACDV B62
(3 units) College Textbook Reading Skills

ACDV B61
Accelerated (4 units)

ENSL B31
(3 units) Advanced Reading Skills

ACDV B50
(3 units) Advanced Reading

Transfer Level

See Learning Communities for Compressed Courses
Flow Chart for ACDV and Math Classes

Course Names and Units
- ACDV B77 Basic Arithmetic 2 units
- ACDV B72 Basic Arithmetic & Pre-Algebra Accelerated 4 units
- MATH B50 Modern College Arithmetic/Pre-Algebra 4 units
- MATH B60 Beginning Algebra 5 units
- MATH B70 Intermediate Algebra 5 units
- LRNC B530 Compressed Math B60 and B70 10 units 1 semester
- MATH B1A Pre-Calculus I 4 units
- MATH B1B Pre-Calculus II 4 units
- MATH B4A Math for Elementary School Teachers 4 units
- MATH B22 Elementary Probability & Statistics 4 units
- MATH B23 Finite Math 3 units
- MATH B2 Basic Functions & Calculus for Business 4 units
- MATH B6A Analytic Geometry & Calculus I 4 units
- MATH B6B Analytic Geometry & Calculus II 4 units
- MATH B6C Calculus III 4 units
- MATH B6D Ordinary Differential Equations 3 units
- MATH B6E Elementary Linear Algebra 3 units

Note: Transfer level math classes are in bold type and are shaded on the chart.
Appendix C

• Problems Identified with the Old Placement Process (pre-2014)
• Bakersfield College Academic Support Programs
• State of Degrees at Bakersfield College
• Bakersfield College Equity Plan
• First Generation Film

Problems Identified with the Old Placement Process (pre-2014)

1. Delivery of testing at Bakersfield College:
   • Students directed to incorrect test (ESL not English)
   • Testing scores were incorrectly entered as the level not the score
   • Testing scores were incorrectly copied down, numbers reversed or wrong levels written down (e.g. score was for level 4 but level 3 was assigned).
   • Placement level incorrectly correlated with placement score
   • Complaints of testing demeanor and waiting for testing
   • Data about testing and prerequisites are entered incorrectly into Banner, blocking qualified students

2. Placement testing issues at high schools
   • The high schools desire testing at the location but dislike the process of BC personnel individually turning on and inputting codes in each computer
   • Testing personnel were identified as “not helpful”
   • Testing personnel seemed to disregard the “time out of class” for high school students and arrived late without notification and labored over the process which was already a long process for students (2 hours late at Tehachapi due to car trouble but students were not released).
   • Some complaints that students were not allowed to take a break
   • Some complaints that math testing was “last” and testing fatigue reduces scores
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3. Placement testing issues with test takers
   • Students had not prepared for taking an exam
   • Students not aware of the value and importance to the scheduling (high school testing basically had no personal consequences, why should this have personal value?)

4. Community issues and complaints about testing
   • Students who have performed well in Math or English in high school are placed too low at BC
   • Students with completed courses such as Math Analysis or Statistics are scoring at Algebra levels
   • Community perceptions are that the placement test is inaccurate and devoid of consideration of previous work (this information is from input by 80 high school counselors, interviews with students and community members.

Bakersfield College Academic Support Programs

• The Tutoring Center is certified by CRLA (College Reading and Learning Association).
  https://www.bakersfieldcollege.edu/student/tutoring
• The Student Success Lab provides students with opportunities to remediate through diagnostic testing followed with an individualized learning path in reading, writing, and math. https://www.bakersfieldcollege.edu/acdv/student-success-lab
• The Writing Center is open to assist students across campus with all types of writing projects at any stage of the writing process. [https://www.bakersfieldcollege.edu/writing-center](https://www.bakersfieldcollege.edu/writing-center)
• The C.A.S. (Critical Academic Skills) Workshops are free to all BC students, and each workshop offers active learning activities and some individual assistance. [https://www.bakersfieldcollege.edu/student/cas-workshops](https://www.bakersfieldcollege.edu/student/cas-workshops)
• The Library Resources and Workshops offer a wide range of research workshops for college survival. [https://www.bakersfieldcollege.edu/library/workshop.aspSupplemental](https://www.bakersfieldcollege.edu/library/workshop.aspSupplemental)
• The Supplemental Instruction (SI) sessions involve group discussion of course concepts with an emphasis on study skills and learning strategies. This SI program subsumed the Extending the Classroom (ETC) project that had been targeting only courses in the English department. The outreach of SI was expanded to include pre-collegiate subject areas in Academic Development, English, ESL, and Math. [https://www.bakersfieldcollege.edu/student/si](https://www.bakersfieldcollege.edu/student/si)
• The Habits of Mind program empowers students and optimizes students’ opportunities to practice successful habits in the classroom, as well as around campus. [https://www.bakersfieldcollege.edu/habits-of-mind](https://www.bakersfieldcollege.edu/habits-of-mind)
• The African-American Male Students Project is a first-class student leadership organization whose focus is establishing a community of support and brotherhood which promotes service learning, academic achievement, networking, accountability and personal and professional development of males of color. [https://www.bakersfieldcollege.edu/event/african-american-male-students-project](https://www.bakersfieldcollege.edu/event/african-american-male-students-project)
• The MESA program provides academic support to educationally disadvantaged students so they can excel in math and sciences studies and graduate with degrees in engineering, science and technology. [https://www.bakersfieldcollege.edu/student/mesa](https://www.bakersfieldcollege.edu/student/mesa)
• STEM students major in one of the STEM fields and are provided individualized support in order to be successful in a STEM field of study. [https://www.bakersfieldcollege.edu/student/stem](https://www.bakersfieldcollege.edu/student/stem)
• Math Lab classes are taught using a combination of the Internet-based program ALEKS and one-on-one help from instructors in the Math Lab. [https://www.bakersfieldcollege.edu/mlc](https://www.bakersfieldcollege.edu/mlc)

State of Degrees at Bakersfield College

California’s Associate of Arts for Transfer and Associate of Science for Transfer Degrees identified in Senate Bill 1440 (SB1440) were designed to establish a clear transfer path for community colleges students moving to California State Universities. The initial list from the State Chancellor’s Office identified the most common degrees in the state. Through collaborative efforts across California and within multiple disciplines, faculty from both community colleges and CSUs met to develop templates for degree requirements and to identify common course identifiers.

Bakersfield College initially committed to develop 20 Associate of Arts for Transfer and Associate of Science for Transfer Degrees. To date the College has 21 AA-T and AST State approved transfer degrees and has the following additional degrees in process, philosophy, chemistry, elementary education and several agriculture degrees.

Bakersfield College faculty and administrators faced challenges in developing some of the degrees. The 60-unit limit for all degrees impacted high unit discipline degrees like Business Administration, Computer Science and Early Childhood Education. Within these high unit disciplines, the solution took the form of course revision and reduction of units, while maintaining the rigor of the course and aligning the content with C-ID course curriculum. In other cases, a wider curriculum dialogue took place between the degree discipline faculty, faculty from the
general education disciplines, counseling faculty and administrators. The most intense discipline discussions took place regarding English and math, but ultimately English B1a was reduced to 3 units and the Math B22, Statistics, to 4 units. Both of these courses are support courses for many disciplines but are not degree requirements for the English and math transfer degrees. In Fall, 2014, a similar discussion has taken place between the faculty and administrators in philosophy and chemistry, resulting in a 4 unit philosophy course changing to 3 units to better support the chemistry transfer degree.

In addition to these dialogues, the curriculum development and campus review process includes discussion about existing local degrees and related certificates within the CTE disciplines. These discussions initially take place with program faculty and administrators at the department level and conclude at the curriculum committee and final review by the chief instructional officer before recommendation to the college president. To date, 20 of the 21 approved transfer degrees have replaced the existing local degree. The transfer and local degrees for administration of justice have been maintained. These two degrees meet the needs of two student populations, those who are planning to transfer and those who are planning to directly enter the workforce. This will be the first year that the transfer degree is in place. Moving forward, data will be collected to determine the viability of maintaining both degrees. The review of this and other degrees also takes place annually as a part of the program review process.

Following the passage of Senate Bill 440 (SB 440) Bakersfield College moved to establish a systematic approach to meet the time frames established in the bill. Community colleges have 18 months from the time an approved template is established and posted to develop and secure state approval. The chief instructional officer, curriculum and articulation faculty leads, have worked collaboratively to communicate on a regular and consistent basis with impacted discipline and curriculum committee faculty about these requirements. Bakersfield College faculty have been very engaged and provided leadership in the discipline-specific review processes in the fields of art, psychology and biology to name a few. BC professors were primary reviewers for music, biology and geology. Biology department faculty are working on the new TMC for biology, which was recently completed.

Bakersfield College continues to be engaged in the state discipline and C-ID review process to develop future transfer degrees. BC faculty submit courses to the curriculum committee for local review and through the state process for the necessary C-ID approval. Bakersfield College currently has 107 courses approved through the state C-ID review process.

Conversations between Bakersfield College and CSUB administrators and faculty have continued about SB 1440 and SB440. Another meeting with administrators and faculty is planned for spring 2015. These dialogues are intended to facilitate the building of future degrees and to further streamline the transfer process for Bakersfield College students.
1. EXECUTIVE SUMMARY

Bakersfield College (BC) has been serving its community for the last 100 years by providing quality high educational experiences to its residents. The college served 23,288 students in 2012-2013 students of which 5,496 were first-time college students. The majority are recent high school graduates that come from 41 service-area high schools in metropolitan Bakersfield as well as rural areas where the bachelor’s degree per population is less than 1/10 the state average. Over 80% of the students are underprepared and about 80% are first generation students. BC’s majority student population is Hispanic, the college is an HSI and the percentage of Hispanic students is growing rapidly each year. The student population is diverse and representative of many ethnicities, socioeconomic groups and a wide variety of cultures and needs. The Bakersfield College Student Equity Plan is guided by the College’s Mission statement, Vision, Core Values, Strategic Goals and Achieving the Dream Principles.

Mission

Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Vision

Building upon more than 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves.

Core Values alignment with Diversity/Equity:

We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.
Bakersfield College is committed to providing equitable support and services for all students and is making a concerted effort to assist any underserved student populations that have been disproportionately impacted. Identification of these needs is accomplished through meeting the ACCJC’s Accreditation Standard I.B.6., which requires, “The institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identified performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluate the efficacy of those strategies.”

The college has consciously and strategically hosted dialog, both internally among all employee groups and externally with the community at large, to foster awareness and bring change to the college and how the institution understands, values, and integrates equity. This increased transparency on campus is facilitated through professional development, committee work, special project and task force work teams addressing issues of diversity and equity, and other intentional interventions that are paired with outreach efforts to inform and collaborate with the members of the community. Bakersfield College is looking to raise awareness, literacy, and visibility of the college’s dedication to equity and other diversity issues.
District: Kern Community College District

Through participation in the ‘Achieving the Dream’ initiative, Bakersfield College implemented a student-centered model of institutional improvement, “eliminating achievement gaps among student groups, including students of color and low income students while improving outcomes for all students. When an achievement gap exists, institutions engage faculty, staff, and administration in developing and implementing strategic changes that ensure pedagogy and services are tailored to students’ unique needs. Colleges establish an educational environment where all students have the best opportunities to succeed. A commitment to equity ensures that institutions focus on achieving high rates of success and completion for all students, especially those who have traditionally faced the most significant barriers to achievement.” (www.AchievingTheDream.org)

To provide oversight and accountability for the Student Equity Plan, Bakersfield College has created an Equity and Inclusion Program that oversees the evaluation of data, assessment of disproportionate impact, education regarding equity and diversity and integrates planning and activities at BC to address gaps when identified. Bakersfield College has a variety of interventions, programs, services, and initiatives to address the achievement gaps in student success and completion, especially among African American students who have experienced significant disproportionate impact.

A. Methodology

In order to capture data, discuss conclusions, address achievement gaps and strategies to ensure student equity in all educational programs and services, Bakersfield College participants collaborated in extensive training, work sessions and discussions. A major goal of the Student Equity Plan is to integrate and leverage resources, whether people, funding, college or community, with those in the SSSP and BSI plans.

The Student Equity Plan is the result of collaborative work by several groups: the Student Equity Plan Workgroup Leads, the BC Academic Senate’s Equal Opportunity and Diversity Advisory Committee (EODAC), the Equity and Inclusion Program, the Interim Dean of Student Success and Precollegiate, Making it Happen Program leads, and the BC Data Coaches. Data was retrieved and analyzed through many sources, the local MIS Kern Community College District Institutional Research Office, California Community College Chancellor’s Office (CCCCO) DataMart and Data on Demand, Basic Skills Tracker, Transfer Velocity and CSU and UC data sources related to transfer. In order to place these data in context and better understand potential interventions, CCSE data was examined and student focus groups were used to better understand placement, student services and STEM/MESA interventions. Additional data sites used to understand the context of the data included the A Degree with A Guarantee, C-ID, and CCCCO Curriculum Inventory.

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1 Achieve the Dream (ATD) is a student-centered model of institutional improvement that focuses on Equity as one of its 5 principles http://achievingthedream.org/
2 Student Equity Plan Work Group Leads: Primavera Arvizu, Bryan Hirayama, Victoria Coffee, Emmanuel Mourtzanos
3 Equity and Inclusion Program Director Odella Johnson and Assistant Director Diane Benza
4 Dean of Student Success and Precollegiate Janet Polks and MBI program lead Kendra Self
5 Community College Survey of Student Engagement (CCSSE) http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm
6 A Degree with A Guarantee http://adedegreewithaguarantee.com/
7 C-ID Course Identification Numbering System https://coid.net/
Data was reviewed and initial conclusions examined throughout the 2014 spring and summer terms. Several training sessions were attended by representatives of the Student Equity Plan Workgroup and administration in order to address the key priorities and requirements of the plan; this included training provided by the CCCCO and ASCCC at a variety of venues and webinars. In fall 2014, additional reviewers and work groups examined the content of the plan in order to complete and integrate the work. The plan was submitted to the college governance committees (i.e. College Council, Academic Senate, President’s Cabinet, District-wide Consultation Council, District-wide Vice President’s Committee, and other committees) for input and approval. The final plan was submitted to the Board of Trustees in November and sent for approval at the December 18, 2014 Board meeting. One effective component of the methodology was an Equity Summit6 (Achieving the Dream through Equity and Diversity) held at BC April 3, 2014, that included key nationally acclaimed speaker, Kati Haycock of The Education Trust and college-wide examination of equity data to identify gaps and concerns. Panels and focus groups examined issues related to the data as identified by the BC Equity Workgroup leads and EODAC committee. The college’s Achieving the Dream national coaches9 examined and commented on BC’s data and interventions. This campus-wide involvement shifted the planning process from a culture of evidence to a culture of inquiry and action. Eventually the goal is to increase institutional research capacity and generate data for college leadership, faculty and staff to evaluate their own practices with regards to equity and diversity.

The California State Chancellor’s Office has provided two suggested methodologies to measure disproportionate impact; Proportionality Index and 80-Percent Index. Both indexes were used throughout the plan and allowed the college to reveal disproportionate impact within the success indicators and among the services provided by Bakersfield College.

80-Percent Index states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered a disproportionate impact.

The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist. Although the 80-Percent Index represents a standard for evaluating disproportional impact, in some cases it may mask inconsistencies in practices and services that potentially impact students. It is with this knowledge and understanding that additional college benchmarks will be used to examine success and disproportionate impact.

6 See website details at https://www.bakersfieldcollege.edu/conference/atd
9 John Nixon (Leadership Coach Achieving the Dream) and Ron Head (Data Coach)
The Student Equity Plan will be reviewed on an annual basis through a program review process (For evaluation details please see the Evaluation potion of the document.).

B. Student Equity Indicators and Target Groups

Student equity indicators and target groups are embedded into the plan along with goals, objectives and activities to meet those targets. There were limitations in the analysis. In some cases the student populations were very small and were included in the college’s comprehensive review, but the ability to use that data in making conclusions or determining strategies was limited by small numbers or volatile trends over multi-year studies. Occasionally those student groups were not referenced in charts or narratives in order to clarify actions that were being planned. Another limitation was the use of differing terms. Local Kern Community College District (KCCD) MIS and CCCCO DataMart terms are often different. For example, some data were aggregated in different ways e.g. for students 40 and older, but in other cases for students 50 and older. Some student populations were aggregated using varying terms e.g. Latino versus Hispanic, White versus White Non-Hispanic and Native American versus American Indian. In most cases the term referenced was derived from the data source and not used for any other reason than clarity.

Equity Indicators

Access: The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served. This percentage is frequently calculated as a participation rate. Disproportionate impact related to access at the institution may be the result of practices relating to admissions, assessment and placement, orientation, counseling and advising, follow-up or prerequisites.

Course Completion: The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

ESL and Basic Skills Completion: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Degree and Certificate Completion: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Transfer: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.
First Generation Film
Beginning in 2014, Bakersfield College provided the campus community with several opportunities for a free screening of a filming documenting the lives of four first-generation college students from Kern County. The purpose of these screenings was to raise awareness regarding the additional challenges faced by first-generation college students. Additionally, these screenings were intended to inspire and empower immediate improvement to institutional policies and educational practices for the benefit of providing an equitable experience for all students. A pre-test and post-test survey was returned by 383 respondents. The following data demonstrate the effects of this documentary (Δ in parentheses)

- 95% of respondents indicated that first-generation college student status impacted financial options, educational options, completion, and ownership of academic experience (4% increase from pre-test)
- 35% of respondents indicated that first-generation status is the greatest factor on student success (13% increase from pre-test)
- 82% of respondents indicated that an economic effect occurs in communities in which fewer people have college degrees (4% increase from pre-test)
- 88% of respondents indicated that watching the documentary influenced their awareness related to the issues facing first-generation students.
- 92% of respondents indicated that watching the documentary influenced their perceptions related to helping first-generation students.
Appendix D

- Future Making it Happen Activities
- Bakersfield College Institute for Social Justice Equity Leadership and Learning Academy (ELLA)
- Institutional Technology Conference Information

**Future Making it Happen Activities**

Future Making it Happen activities include:

- more product oriented connections with high schools on curricular changes and alignment, particularly aligning with the implementation of common core and new testing processes,
- collaborative training for CSUB masters counseling courses and CalSOAP counselors
- scaling-up high school on-site assessment testing (begins Jan 2015)
- scaling-up implementation of multiple measures by using computer based algorithms (starting Spring 2015)
- scaling-up abbreviated education planning for incoming cohort of 1500 students (begins Spring 2015)
- scaling-up summer bridge through collaboration with high schools (Summer 2015)
- improving mentor assignments by integrating faculty and students during summer bridge (Summer 2015)
- scaling up comprehensive education planning and career option exposures (Fall 2015)
- scaling-up and improving Early Alert (Spring 2015)
- scaling-up effective interventions such as Supplemental Instruction in general education (Spring 2015)
- re-evaluating and redesigning HoM tool implementation in curricular vehicles (Fall 2015)
- improving delivery of institutional assessment and using classroom interventionists (Spring 2015)
- integrating data coach presentations with MIH training (Spring 2015)
- analyzing data for predictive analytics to improve student progress and completion (Spring-Fall 2015)
- completion of CAI and Multiple measures pilot implementation (Fall 2015) continued development of Educational Portal work implementing technology for student messaging with CCCCO Spring 2015 on)

**Bakersfield College Institute for Social Justice Equity Leadership and Learning Academy (ELLA)**

Institute Director: Oliver A. Rosales, Ph.D.
orosales@bakersfieldcollege.edu

**2015-2016 Inaugural Cohort Syllabus**

*Introduction to the Institute for Social Justice Inaugural Faculty Cohort 2015-2016:*

Welcome to the inaugural cohort for the Bakersfield College Institute for Social Justice’s Equity Leadership and Learning Academy (ELLA). The mission of this interdisciplinary faculty academy is to create a collaborative space for Bakersfield College faculty to engage in a learning community surrounding issues of social justice, equity, and pedagogy in the community college. Among the variety of topics related to social justice and equity the ELLA academy will address include a special focus on the impact of biases, both intentional and unintentional, in instruction, as well as other professional teaching and service contexts. Other topical foci include subjects covered through readings, guest speakers, and independent disciplinary-specific research determined by cohort members. In brief, ELLA graduates will help infuse social justice and equity into the cultural fabric
of Bakersfield College toward the improvement of student learning outcomes and creating a rich professional development opportunity for our teaching faculty. Graduates of ELLA will also serve in a mentorship and advisory capacity to future faculty cohorts.

Our shared responsibilities and cohort learning outcomes include:

- Common readings in scholarly books and articles related to social justice and equity;
- Engagement with guest speakers from our local community, as well as nationally recognized scholarly experts in the field of social justice education;
- Community outreach projects;
- Collaborative work with fellow cohort members;
- Development and implementation of a “climate survey” related to issues of intentional and unintentional bias, equity, and social justice;
- Complete a culminating capstone project for all cohort participants.

Common Readings for Fall Semester 2015
Maurianne Adams, Lee Anne Bell, Pat Griffin, eds., Teaching For Diversity and Social Justice, Second Edition (Routledge, 2007)
A courtesy copy of this foundational anthology will be provided to all cohort participants in May 2015. Cohort participants are expected to read the book over the summer and fall to guide cohort discussions during the fall semester. Additional selected articles from community college journals and other academic peer reviewed journals will be assigned collaboratively, e.g., The Chronicle of Higher Education, Community College Review, New Directions for Community Colleges, etc. As the seminar is both interdisciplinary and collaborative, faculty participants are expected to conduct independent research in peer reviewed journals to assign to the cohort for discussion. All cohort participants will determine a tentative schedule of faculty presentations, subtopics, and selected readings by summer 2015.

Common Readings for Spring Semester 2016
Presumed Incompetent: The Intersections of Race and Class for Women in Academia (University Press of Colorado, 2012)
A courtesy copy of this ground-breaking anthology will be provided to faculty during the fall semester 2015. This reading is thematically focused on issues of race, gender, and the academy. It is a very significant text and receiving a lot of attention in academic circles across the country. It is important that our social justice cohort think critically about how issues of race, class, and gender shape our classroom interactions with students and our colleagues on campus. The book also discusses case study examples of racial and gendered bias (both intentional and unintentional), white privilege, and micro-aggressions among students, faculty, and campus communities in diverse contexts. The focus on gender is deliberate as well to coincide with BC’s WHAM (Women’s History Action Month) initiative in 2016.

Cohort Expectations
Participation in ELLA requires a two-year mandatory commitment and a third year voluntary commitment.

<table>
<thead>
<tr>
<th>Year 1 (Mandatory)</th>
<th>Year 2 (Mandatory)</th>
<th>Year 3 (Voluntary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st term: Seminars</td>
<td>1st term: Attend advisory committee meetings</td>
<td>1st term: Advisor for a culminating project</td>
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<tr>
<td>2nd term: Culminating project</td>
<td>2nd term: Mentor/advise the new cohort</td>
<td>2nd term: Advisor for a culminating project</td>
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</tbody>
</table>
Cohort members are expected to participate in all scheduled meetings, complete seminar readings and projects, and to engage their fellow seminarians and the larger Bakersfield College community in issues related to social justice and equity in community college teaching and service. The ELLA academy’s focus is geared toward developing and enhancing the BC faculty’s understanding of the community college mission within the context of Kern County’s unique and changing demographics, as well as encouraging the development of public intellectualism at Bakersfield College.

Capstone/Culminating Project
All participants are expected to complete a capstone or culminating project in their second term. During our final cohort meeting of our first term, participants will have the opportunity to present any preliminary ideas for a capstone project, receive feedback, and discuss a timeline for completion of their culminating project. If the project is longer than one term, then there should be a well-defined deliverable at the end of one term. This deliverable will meet the requirement for graduation. All participants are encouraged to share the results of their capstone projects with subsequent cohorts, and depending on the nature of the project, the larger Bakersfield College community. Sample capstone projects may include, but are not limited to, a collaborative publication in an academic journal focused on community college teaching, collaborative project under the direction of an advisor board member, collaborative project with CSUB’s Social Justice Institute, or other projects cohort members determine to be apropos under consultation with the advisory boards, fellow cohort members, and/or the institute director. The scope of the capstone project will vary by participant but is meant to be a significant professional development opportunity for cohort participants focusing on issues of social justice and equity in teaching at the community college. Upon completion of the capstone project, graduates will be eligible to receive financial support to attend an academic conference in support of presenting/sharing their research in a professional capacity.

Spring 2015
ELLA will admit Cohort 0, a 5-member spring cohort, that will complete their seminar work in Spring 2015 and then move into their culminating project in Fall 2014. This small cohort will allow the advisory committee to work through issues and be ready for the official launch of Cohort 1 in Fall 2015.

A Brief Overview for Academic Years 2015-2017
- Spring Semester 2015- Recruitment, Outreach, Overview of BC’s SJI/ELLA, Cohort 0 launched
- Summer Session 2015- Reading for Cohort 1
- Fall Semester 2015- Semester # 1 (Meetings # 1-5)
- Spring Semester 2016- Semester # 2, Social Justice Symposium (Meetings # 6-10)
- Fall 2016-Spring 2017: Adversarial and Mentoring Capacity to 2nd year cohort, Optional Presentations of Capstone Projects, Eligibility for Scholarly Presentations at Academic Conferences

Tentative Schedule for 2015
- January 2015: Institute for Social Justice Announced at Opening Day in Delano, Faculty Recruitment for Inaugural Cohort; Application Instructions Distributed (requirements are a CV + letter of intent); FLEX time workshop
- Feb 2015: Selection of Inaugural Cohort; coordination for April conference on Student Equity
• April 23, 2015: ELLA advisory committee and ELLA Cohort 0 attend the Equity and Inclusion Conference.
• May 2015: Preliminary inaugural cohort meeting held during finals week, initial readings distributed, summer expectations/communications discussed; syllabus discussed; website development
• Summer 2015: Faculty Reading/Research
• Fall 2015 (all meetings held at the Levan Center unless otherwise noted; dates and times to be determined by faculty)

<table>
<thead>
<tr>
<th>Tentative Schedule of Meetings/Topics for 1st Year Cohort</th>
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<tbody>
<tr>
<td><strong>May 2015</strong></td>
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<td><strong>Fall 2015</strong></td>
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Potential Local Guest Speakers + Social Justice Participants/Panelists

- Bruce Friedman, MSW, PhD (CSUB Professor)
- Mark Martinez (CSUB Professor, Political Science)
- Milt Younger (Retired Attorney, Philanthropist)
- Dolores Huerta Foundation (CEO, or staff member)
- National Association for the Advancement of Colored People (NAACP), Bakersfield Branch, Patrick Johnson, Director
- Mirna Troncoso (UCLA PhD, Research-Expert on Food Justice in Kern County, Latino focus)
- Be Healthy Tulare (Stanford PhD Director, Food Justice, Tulare County; director featured on NPR in 2014)
- Andres Chavez, Cesar Chavez Foundation staff (grandson of Cesar, CSUB student)
- LGBTQ Organizations in Bakersfield/Kern County
- California Rural Legal Assistance (CLRA)
- Greater Bakersfield Legal Assistance (GBLA)
- Law Offices of _____________ (Daniel Rodriguez, David Torres)
- Community Action Program (CAP, War on Poverty)
- Friendship House (African Americans)
- Kern Citizens for a Sustainable Government (Conservative Leaning, Republicans)
- Bakersfield Police Department, Chief
- Leticia Perez (Board of Supervisors)
- Kevin McCarthy, Congressman, House Majority Leader
- Steve Shilling, CEO, Clinica Sierra Vista
- Mexican American Legal Defense and Education Fund (MALDEF)
- Center for Race, Poverty, and the Environment (Delano office)

List of Potential Faculty Research Topics
This is a list of topics that get a lot of attention in academic journals focusing on higher education and the community college. Ultimately though this list will be further developed by faculty advisory board and cohorts.

- Parolees and the Community College and Model Prison Initiatives
- Open Access & the Community College
- LGBTQ Students and Faculty Issues
- 1st Generation Students
- Immigrant and Undocumented Students
- Scholar-Activism
- Bringing the Local In- Civil Rights Activism Then and Now in Bakersfield
- Students with Disabilities
- Latino Students & HSIs
- African American Students
- Faculty of Color
- Social Justice and the Law: Connecting with BC’s Prelaw program
- The Farm Worker Movement in Kern County and Beyond: Cesar Chavez Foundation, United Farm Workers of America, and the Dolores Huerta Foundation
- Hiring and Recruiting a Diverse Faculty
- Contingent Faculty Issues
- Foster Youth
- Other?
**Institutional Technology Conference Information**

Bakersfield College will host a conference on Learning Technologies on February 5. Sessions during the one-day conference will focus on the newest technologies and how they can be used to engage today’s learner, empowering them and giving them creative freedom within the learning environment.

**Keynote Speaker Michael Wesch**

Michael Wesch: Dubbed “the prophet of an education revolution” by the Kansas City Star and “the explainer” by Wired Magazine, Wesch is a recipient of the highly coveted “US Professor of the Year” Award from the Carnegie Foundation. After two years studying the implications of writing on a remote indigenous culture in the rain forest of Papua New Guinea, he turned his attention to the effects of social media and digital technology on global society and education. His videos on culture, technology, education, and information have been viewed over 20 million times, translated in over 20 languages, and are frequently featured at international film festivals and major academic conferences worldwide. Wesch has won several major awards for his work, including a Wired Magazine Rave Award, the John Culkin Award for Outstanding Praxis in Media Ecology, and he was named an Emerging Explorer by National Geographic. After years of experimenting with social media and assessing the learning potential of these tools, Wesch argues that they don’t automatically foster significant learning or establish genuine empathy or meaningful bonds between professors and students. Using social media is but one of the many possible ways to connect, but the message that Wesch’s experimentation brings is that only genuine connections may restore the sense of joy and curiosity that we hope to instill in our students.

Appendix E

- Multiple Measures
  - Multiple Measures Data Points
  - Intervention #1: Mandatory Student Educational Planning
  - Intervention #2: Accelerated Pathway to Pre-collegiate Course Completion
  - Intervention #3: Multiple Measures for Student Placement
  - Evaluation Plan
  - Communication Plan
  - Sustainability Plan

Multiple Measures

Multiple Measures Bumps by High School transcript data (357 total bumps)

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<tr>
<th></th>
<th>Bumped English</th>
<th>Bumped Math</th>
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<tr>
<td>Tehachapi</td>
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<tr>
<td>Total</td>
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</table>

Multiple Measures used to direct students to compressed or accelerated courses (199 references to accelerated or compressed curriculum)

Summary Results

- The improved placement scoring moved 199 students into transfer level math and 65 into transfer level English, representing a total of 264 students placed higher due to testing location.
- Multiple measures further improved the placement of 68% of students (307/454)
- Some students were bumped in more than one discipline (e.g. English & Math or even English, Reading and Math).
- Some students were both bumped and directed into accelerated courses (e.g. bumped in English and accelerated in English B53)
- There were 361 placement bumps among the 454 students and 199 directed to accelerated or compresses courses among the 454 students, for a total of 560 bumps, accelerations or
compressions.

- Overall, 571 have tested into or been placed by multiple measures into higher level courses. Some students were placed much higher by one of the English measures (EAP) which indicates college readiness even though many students tested low on the BC placement test, some at 2 or 3 levels below college. (Note: We cannot assume that all those who tested higher were part of the Cal-SOAP cohort, but we know all those students placed by multiple measures were from the cohort.)

- This project represents a savings in student time of over 824 - 16 week semesters and an efficiency for the college where sections of remedial coursework is not being taken when it is not needed.

- This should result in faster progress to college level outcomes. In addition to the students’ saving time, it will reduce credit accumulation and loss of financial aid.

<table>
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<th>Comp. Read</th>
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<td>Monroe</td>
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<td><strong>Total</strong></td>
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**Intervention #1: Mandatory Student Educational Planning**

*Pilot Program—Completion of 4-Step Matriculation Process and Services for a Pilot of 400 Cal-SOAP Students*

Bakersfield College will improve student completion/graduation rates through ensuring that incoming students fully utilize point-of-entry and 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 Cal-Soap 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.

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).

Cal-SOAP—See project information at [http://www.csac.ca.gov/doc.asp?id=38](http://www.csac.ca.gov/doc.asp?id=38). 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 Cal-SOAP students are part of a special grant project through CSUB where students of low socioeconomic status are coached by counselors in training through the college application process. The high schools are usually more rural and the student IDs and information are all ‘trackable’ from high school through BC work. In the past we had 100 students (2012), 200 students (2013) and currently 454 (2014). Cal-SOAP 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 Cal-SOAP 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: BC 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 with the same sample of students identified in Intervention #1 above (cohort of 454 Cal-SOAP 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.

**Intervention #3: Multiple Measures for Student Placement**
BC will use a multiple measures approach to student assessment testing to ensure accurate academic-level placement of students.

**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 full time student cohort for four matriculation components (Orientation, Placement, Counseling, Student Educational Plans) to entering fall 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 two years of placement levels to fall 2014 placement.
• Compare number of multiple measures used last three years with fall 2014 and beyond.
• Compare number of students and success in accelerated and 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 Cal-SOAP 2014 student cohort for Registration, completion Advising and SEP to entering previous 2013 Cal-SOAP.
• 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 Cal-SOAPs and general population.
• Compare success of accelerated with non-accelerated students in subsequent courses.
• Compare Cal-SOAP 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 two years of placement levels to fall 2014 placement.
• Compare number of multiple measures used last three years with fall 2014 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 and institutional practices that support student’s success. The president is also committed to principles of participatory
governance, which is another venue for communicating progress on our student success strategic plan.

**Professional Development**

Student Services personnel will receive additional support and training to fully implement these interventions and 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 Cal-SOAP 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.
Appendix F

- Bakersfield College Administrative Transition Team Email - 2012
- Bakersfield College Administrative Transition Team Email - 2014
- Cross Reference - Appendix G > Community Conversations > Conferences
- Staff Development Report, Fall 2014 Staff Development Week, August 18-22, 2014
- African American Community Leaders Luncheon
- Pre-Law Program Overview and Updates
- Rural Communities
- Achieving the Dream Report Excerpt

Bakersfield College Administrative Transition Team Email - 2012
Sent: Thursday, November 29, 2012 2:44 PM
To: bc_all
Subject: Leadership Opportunity for Bakersfield College Staff

Sent on behalf of President Nan Gomez-Heitzeberg—
This is an open invitation from President Nan Gomez-Heitzeberg, in partnership with incoming President, Dr. Sonya Christian.

- Would you be interested in developing a leadership plan to guide Bakersfield College’s instructional departments into the future?
- Would an opportunity to work alongside President Christian and the new administrative team be exciting?
- Does creating an administrative structure that provides appropriate support to BC’s academic operations sound valuable?

If yes, read on! This spring, Bakersfield College must continue to operate with two administrative vacancies in our leadership team. Our response to this need will require creative thinking and teamwork to maintain the College’s high standard of administrative operations. Currently, Dr. Christian is seeking to develop an 18-month interim leadership structure that includes administrators, department chairs and faculty. Throughout this transitional period, and in cooperation with College Council and the Academic Senate, it is our goal to develop a permanent, streamlined, and effective academic leadership structure. Your help is needed to shape this future administrative structure by participating on the Bakersfield College Administrative Transition Team (BCATT). The following BCATT foundational principles are important to Dr. Christian. The Team must:

- Be comprised of current Bakersfield College faculty and academic administrators. Rather than seeking assistance from retired administrators during transition periods, the BCATT will rely upon current faculty and staff who have worked on College-wide initiatives, are innovative thinkers, have a deep commitment to our students and the College, and are willing to work as a team.
- Have a high degree of autonomy and work with the agility and flexibility of a team that has minimal bureaucratic hindrances in order to develop plans for BC’s future.
- Be comprised of team members who:
  - Uphold a commitment to Bakersfield College and student success;
  - Possess experience working College-wide initiatives and have a broad understanding of issues at BC and the California Community College system;
  - Exhibit strong analytical and communication (verbal and written) skills;
  - Demonstrate an interest in Bakersfield College’s long-term vibrancy;
  - Are willing to roll up their sleeves and work; and,
• Are committed to working cooperatively as a team.

The details for the structure of the BCATT will continue to be developed based upon the level of interest from you, our faculty and staff. A number of scenarios are possible, the details of which will be solidified within the coming days. For example, we could stay with the current structure of five Instructional Deans, or we can explore the possibility of our three current Deans assuming additional responsibilities within smaller clusters reporting to an Executive Dean.

Individuals interested in participating on the BCATT must:
1. Submit a statement of interest, not to exceed one page. This statement should also include how the applicant envisions him/herself making significant contributions to this process. Please note that applicants will have an opportunity to discuss their ideas more thoroughly in an interview, so you may wish to keep your statement of interest brief. Statements should be received by 3 p.m. on Tuesday, December 4, 2012.
2. Be available on Wednesday, December 5 from 1-5 p.m. and Thursday, December 6 from 8 a.m.-noon for interviews. Location for the interviews will be announced to candidates.

It is anticipated that selection decisions will be communicated to candidates by Friday, Dec. 7.

Thank you for your consideration of this unique and exciting opportunity at Bakersfield College. Question & Answer sessions (in 15-minute increments) will be held for interested participants on Friday, November 30 from 7:30-8:30 a.m., and Monday, December 3 from noon-1 p.m. in the Academic Senate Conference room in the Administration Building.

In the meantime, if you have specific questions, or would to speak individually about your interest, please feel free to contact me, Bonnie Suderman, Emmanuel Mourtzanos, or Cindy Collier.

Thanks again for your consideration.
Nan

Bakersfield College Administrative Transition Team Email - 2014
From: BC All [mailto:BC_ALL@LISTSERV.BAKERSFIELDCOLLEGE.EDU]
Sent: Monday, September 22, 2014 8:44 AM
To: bc_all
BCATT 2.0 2014–2015 Opportunities
New BCATT Assignments to support student success initiatives are now available. All assignments are anchored in SSSP, Equity or BSI funding, none are from general funds.

Administration
Dean of Student Success and Pre-Collegiate
Over 80 percent of BC’s students are not prepared for college level work. Our student success strategies are focused getting this population ready for college-level work through 1) Acceleration and compression of pre-collegiate courses 2) Core services of matriculation; orientation, assessment placement, student ed plan, counseling and advising 3) Ensuring no populations are disproportionately impacted 4) Working with research department to integrate the student success metrics into the Renegade Score Card. Reporting to Vice President Student Affairs and Vice President Academic Affairs

Director of Equity and Inclusion
Oversee the legislated BC Equity Plan including 1) direction for data analysis related to disproportionate impact 2) direction for outreach related to different population groups 3) ensure
core matriculation services for those identified through the disproportionate impact analysis 4) oversee the institutional plan for equity and inclusion. Reporting to Vice President Student Affairs

Associate Director of Outreach & High School Partnerships
Reporting to Director of Outreach & High School Partnerships

Student Success Program Managers (5)
Program Managers to cover the following projects: Making It Happen, Equity, Rural Communities, Generalist (2) Reporting depends on the student success program.

Other Opportunities
Given the fast paced decision making that is happening in Sacramento related to SSSP and Equity funding, more opportunities are likely to arise. Consider your interests and how you might contribute in this time of developing programs and services.

If you have an interest in leadership and moving forward BC’s new student success initiatives, send a one page letter of interest to Nan Gomez-Heitzeberg ngomez@bakersfieldcollege.edu or Tracy Hall at tracy.hall@bakersfieldcollege.edu.

Deadline: Monday, September 29

CROSS REFERENCE—Appendix G->Community Conversations->Conferences

Staff Development Report, Fall 2014 Staff Development Week, August 18-22, 2014
The Fall 2014 Staff Development Week was a wonderful success. There were over 40 various sessions covering a wide variety of topics for classified, faculty and administrators. Over the course of the week we had over 700 people participate in the various sessions. Many people participated in more than one session but we still had over 350 unique participants. Example sessions: Data Coach Kick-Off, BC’s Institutional Scorecard: Vital signs to our work, Introduction to Supplemental Instruction (SI), Habits of Mind and DegreeWorks.

Below is a table of the statistics for the week.

<table>
<thead>
<tr>
<th>Total Sessions</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Presenters</td>
<td>38+</td>
</tr>
<tr>
<td>Total Participants Sign-ins</td>
<td>712</td>
</tr>
<tr>
<td>Total Unique Participants</td>
<td>358</td>
</tr>
</tbody>
</table>

African-American Community Leaders Luncheon
Community leader’s responses to key questions
The discussion questions are the following:
  1. What is your response to Sonya’s remarks on where BC is and what BC is doing?
     • Data analysis. They are aware of the problem.
     • Community perspective
     • Early intervention
     • Early exposure to H.S. & College. (takes a village)
     • More direction (1st generation college)
     • Detail components for success.
     • % of staff is A.A.
• Counseling staff & instructors that students can relate to.
• More/better communications on expectations/goals
• Accentuate positive aspects of BC—prep for transfer
• Address negative stigma that attending BC is a failure.
• Student has to be committed.

2. What are the most pressing issues that you'll like to see addressed? How?
• On campus workshops. K-8th basic skills.
• Admin from K-8th to have around table.
• (Lifecycle) role model mentor.
• Tutoring—proper techniques/tools.
• Old mindsets—family.
• Stress orientation attendance.
• More defined & mandatory summer bridge program.

3. What are appropriate goals for the next year? Next 3 years?
Next year:
• Growth expectant; more staff—A.A.; more community outreach-schools; more education and what it’s about; improve image—positive aspects; more people focused
• Address systemic weakness and prep to compete across board.
• Start early to address mind set.
• Reach students earlier: High School/JR High School
• Inform parents/students: (many students come last minute) requirements, scholarships, organizations
• Parent groups: Hold students accountable, keep confidential
• MLK/Chicano Center: mentors; progress reports; self-esteem & social support.
• Faculty diversity training: Mandatory study group—supplemental instructions, understand the population
• Work study: go to the community to inform/prepare the youth
• Possible incentives: college credit, pay, free parking, admission to events, extra credit.
• Mindsets fix vs growth.
• Community conferences
• Continuing EDUCATION!
• Must see that goal or objective
Three years:
• Plan to get it done; save money; time mgmt.; tools—to assist reach goals; interweave people & goals—all components.

4. How do you see your group partnering with BC to reach these goals?
• Community mentors presentations.
• Invest money into groups/orientations for A.A. students.
• Outreach collaboration workshops CC/CSU/UC/Church
• Mentoring & educational advancement.
• Job/career shadowing
• Guest professional speakers.
• A.M.P, Advisory Boards, Y.E.P

Pre-Law Program Overview and Updates
Program Overview:
• 2+2+3 year pathway
• 2 years at BC (A.A. degree)
• 2 years at participating undergraduate institution (B.A. degree)
• 3 years at participating law school (J.D. degree)

• Partnering Schools
  • University of Southern California, USC Gould School of Law
  • Loyola Marymount University, Loyola Law School
  • UC Davis, UC Davis School of Law
  • UC Irvine, UC Irvine Law School
  • Santa Clara University, SCU School of Law
  • University of San Francisco, USF School of Law

Program Update (as of December 1, 2014):
• Expanded website: www.BakersfieldCollege.edu/PreLaw
  • Program information
  • Application process and forms
  • Career possibilities
  • Links to our six participating law schools
• 89 Student Interest Forms received
• 40 Student Educational Plans completed
• 18 Pre-Law Scholars officially accepted into program
• 3 Orientation Sessions completed
• 2-year pathway developed:
  • AA-T in Political Science
  • IGETC general education pattern
  • Includes required pre-law courses
• Pre-Law Society (Student Club)—initial meeting on Dec. 10 to create a constitution
  • Host Law school information sessions
  • Campus visits to law schools at USC, UC Irvine, UC Davis, University of San Francisco, Santa Clara University, and Loyola Marymount University
  • Meet with law school admissions counselors and representatives
  • Statewide debate competitions
  • Local internship opportunities
  • Social events
• Law Schools Admissions Council (LSAC) Conference with 151 law schools & 700+ Pre-Law students
• Established contact with our six partnering law school admissions representatives
  • Brenda Cortez Martin, Associate Director of Admissions—USC Gould School of Law
  • Stephanie Carlos, Associate Director of Admissions—Univ. of San Francisco School of Law
  • Scott Vignos, Associate Director of Admissions—UC Davis Law School
  • Estuardo Panciano, Assistant Director of Admissions—UC Irvine Law School
  • Bryan Hinkle, Associate Dean of Law School—Santa Clara University
  • Jannell Roberts, Associate Dean of Admissions—Loyola Law School
• LSAC sessions on:
  • Why Law School?
  • Preparing for the LSAT
  • Law School Application and Admissions Process
  • Financial Aid
• BC rep to serve on statewide taskforce to further implement program
• Part-time Educational Advisor (20 hours per week) dedicated to advising and program support
• Pre-Law Advisory Council developed and will convene in mid-January
• Exploring the viability of a ADMJ B40—Law & Democracy course offered at a high school
• Statewide:
  • BC representative to serve on statewide taskforce to further implement program
  • Career Pathway Trust Grant—program support and possible scholarships (outreach to high schools); possible Law Academy at a KHSD school (Centennial?)
  • Governor’s Innovation Grant (finishing 4 years quickly)

Rural Communities
BAKERSFIELD COLLEGE—Rural Communities
Bakersfield College provides the rural communities with local access to Bakersfield College programs and services. The Delano Campus provides Kern/Tulare County students access to education that leads to degrees and certificates, workplace skills, and preparation for transfer. Our students live in the rural communities of Kern and Southern Tulare counties. We often are the only pathway for these students to obtain academic and occupational success. Student and instructional support services include Counseling, Financial Advising, Educational Advising, Assessment Testing, Computer Labs, Peer Tutoring, Admissions and Registration.

<table>
<thead>
<tr>
<th>Accomplishment/Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Community On-site Counseling/Advisement</td>
<td>Beginning in 2012, Bakersfield College partnered with Arvin High School to provide on-site advisement services. AHS provided BC counseling office space and BC provided 155 counseling hours per semester. This includes direct counseling to help students establish educational plans, assist with matriculation steps, and promote concurrent enrollment. Collaboration with high school counseling staff has improved class offerings to meet the needs of rural students.</td>
</tr>
</tbody>
</table>
| Established a Arvin/Lamont Liberal Arts Program Pathway       | • College ready students are able to complete a Liberal Arts (AA) degree (an interdisciplinary broad area of study), in the Arvin rural community in 2-3 years.  
• In spring 2014, we had 236 Arvin/Lamont student enrollments. Enrollments for 2013/2014 were 519 at the Arvin High campus - a 281% increase since 2009/2010 |
Partnersing with Building Healthy Communities, South Kern to build a “college going culture”

- We improved awareness with a South Kern Parent College Night (Fall 2013 and Spring 2014) and Education Summit (Fall 2014)
- Provide Arvin and Lamont area students, parents, and family members with information and guidance concerning CSU, UC, and Bakersfield College programs
- Established plans with the BHC-SK Education Action Team to partner with Greenfield Elementary School District to build college awareness in early elementary school
- The team had a Fall 2014 parent night event and plans are in place for a Fall 2015 event
- The first College Night had over 300 participants and was funded by South Kern Healthy Communities Committee
- Participants received information regarding matriculation, classes, programs of study, financial aid, concurrent enrollment, and scholarships
- BHC-SK Education Summit platform for educators and nonprofit leaders to discuss challenges to obtain higher education and provide solutions for rural communities
- Improved KCCD College Participation Rate from 25.79 per 1000 Arvin/Lamont citizens to 31.05 per 1000 Arvin/Lamont Citizens

Established support for the development of Student Education Plans in Arvin/Lamont. Implementing plans to expand service to other rural sites in Spring and Fall 2015

- Data shows <6 percent of Arvin/Lamont area students w/ educational plans
- Four sections of STDV B1 Ed Planning and STDV B6 Tools for College Success
- In Fall 2014, we have 550 students enrolled exclusively at our rural community sites

Arvin/Lamont Community presentations

- BC Counselors presenting to local service organizations, businesses, schools and community groups (including Apartment Community Org) to promote early college preparation and awareness
<table>
<thead>
<tr>
<th>Early High School Counseling and Advisement in Delano</th>
</tr>
</thead>
<tbody>
<tr>
<td>• STDV B1 at DHS &amp; Paramount Academy - direct counseling to assist students with educational plan. Utilizing both BC and High School Counselors</td>
</tr>
<tr>
<td>• Delano Joint Union High School District to implement the Get Focused-Stay Focused Initiative developed by Santa Barbara City College. Students are given the information and direction they need to develop a “10-year Career &amp; Education Plan” (Get Focused . . . Stay Focused)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>North Kern Adult Education Alliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Addresses gaps in educational programs for adults in the northern Kern County region</td>
</tr>
<tr>
<td>• Is the link between the North Kern High School Districts &amp; BC</td>
</tr>
<tr>
<td>• Provide an adult education system to promote academic and career skills needed in local industry and employ local citizens, as well as prepare students for post-secondary education</td>
</tr>
<tr>
<td>• The group identifies problems, plans solutions, and implements education and training needed by adult population to reduce poverty and unemployment (see below)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Rural Communities Expansion</th>
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<tbody>
<tr>
<td>• Arvin as a model, we have partnerships established at four rural sites</td>
</tr>
<tr>
<td>• General education courses in McFarland, Wasco, Arvin, and SW Bakersfield</td>
</tr>
<tr>
<td>• Twenty off-site courses for 650 enrollments in Fall 2014 and planned expansion of courses in Spring and Fall 2015 to accommodate 1000-1500 enrollments at Rural Community sites</td>
</tr>
<tr>
<td>• Shafter Learning Center offerings to include general education courses and student development courses in Spring 2015</td>
</tr>
</tbody>
</table>
| Career and Technical Education | • CNA MEDS-69 and MEDS 68 in McFarland, Ca. & partnership with the McFarland Learning Center  
• Welding: Partnership with RFK high school to outfit a welding lab. BC and DJUHSD are acquiring equipment and supplies - BC support w/ $130,000.00 in equipment & $25,000.00 supplies. DJUHSD support purchased an additional $60,000.00 in equipment and tools.  
• Introduction to Engineering and Basic Electronics |
| Communities of Practice | • Partnering with K-14 educators to improve the quality of education provided in North Kern  
• 2nd annual North Kern Math Summit and 1st Northern Kern Education Counselor Luncheon in 2014  
• Established three communities (Counseling, Math and ENSL Educators)  
• Purpose is to provide an informal group to work on solutions and generate a flow of ideas to improve what we do. |
| WESTEC Partner | • WESTEC adult corrections officer summer core course—a formal, structured, job-related training program approved by Dept of Corrections and Rehabilitation—Corrections Standards Authority |
| Department of Corrections—Prison Program | • SB 1392 waives the open course provisions in statute/regulations. This allows BC to offer courses to inmates and receive appropriations. Partnership to pilot course offerings at Kern Valley State Prison.  
• Provide academic services to an underserved population. Collaborate with prison officials to address inmate needs, assist with matriculation steps, and develop a liberal arts program. |

**Achieving the Dream Report Excerpt**

Excerpt from ATD implementation plan progress report showing engagement progress:

**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.
Appendix G

- Baccalaureate of Applied Science Supporter Information
- Community Conversations
- Kern AB86 Consortium

Baccalaureate of Applied Science Supporter Information
Bakersfield College’s application to participate in the baccalaureate degree pilot project has been widely supported by community leaders. The full list of supporters can be found at https://www.bakersfieldcollege.edu/baccalaureate-degree/letters-of-support. Below is a sample list of BAS supporters.

Kevin McCarthy, U.S. Congressman - 23rd District
Access to high-quality higher education is essential to a community’s prosperity. Please give full consideration to Bakersfield College’s application for participation in the California Community Colleges Baccalaureate Pilot Program.

David Valadao, U.S. Congressman - 21st District
The ability to offer baccalaureate degrees would allow the college to provide accessible, high-quality and relevant instruction that prepares students for success in their future education and employment goals.

Jean Fuller, State Senator, 16th District
As a graduate and former superintendent of schools, I know Bakersfield College provides its students with a high-quality education. Given the region’s need for workers in the petroleum, agriculture, logistics and manufacturing industries, the addition of a four-year BAS degree in Industrial Automation will be a tremendous asset to Bakersfield and the region’s economy. For these reasons, I support the efforts of Bakersfield College to offer this degree on their campus.

Bryon Schaefer, Superintendent, Kern High School District
This program will provide increased relevance to many of our students’ high school education and a clear and aspirational pathway for post-secondary work that will lead them to a viable career. Offering a BAS in Industrial Automation will also provide opportunities for our district and the college to work together to build courses that give our students dual or transfer credit, strong program components that would incentivize more students to complete their a-g college entrance requirements and enroll into college immediately after high school.

Delano Joint Union High School District
The Delano Joint Union High School District applauds the efforts of Bakersfield College to offer a baccalaureate degree in Applied Science in Industrial Automation. Our graduates are ready and eager to pursue careers at the cutting edge of technology, and we expect that many of them will want to take part in this exciting BAS program, which will promote the economic development of the southern Central Valley and provide much needed economic opportunities for the families that live here.

Carla Musser, Public Affairs Manager, Chevron
Chevron believes increasing the education level of residents improves their economic status and, in turn, benefits overall health and wellness of the individual and the community. Chevron supports the proposed Bakersfield College BAS in Industrial Automation program.
Jimmy Phillips, Marketing Director, San Joaquin Community Hospital
San Joaquin Community Hospital provides physical, mental and spiritual healing in our community. Increasing the education level of residents is another way to improve the health of a community, and that’s why San Joaquin Community Hospital supports Bakersfield College’s proposed baccalaureate of applied science program. BC’s plan to improve the education level of residents will also serve to improve people’s economic status. The result is a corresponding increase in the health and wellness of individuals and the community at large.

Harvey Hall, Bakersfield Mayor
The City of Bakersfield and its citizens stand to greatly benefit from the ability of Bakersfield College to offer Applied Baccalaureate degrees. This affordable four-year option will open horizons for many of our residents, resulting in greater earning power and prosperity for those individuals as well as their families, and have a positive economic impact on the entire community.

Della Hodson, President, United Way of Kern County
United Way of Kern County is dedicated to improving the financial stability of working families in our community, and building a better quality of life for all. Increasing the education level of residents improves their economic status and, in turn, benefits overall health and wellness of the individual and the community. With its 100-year history of meeting local workforce demands in applied and technical areas, Bakersfield College is uniquely positioned to deliver a quality BAS in Industrial Automation program.

Patrick Jackson Jr., President, NAACP
The NAACP believes strongly that future leaders must be developed today. We support the leadership development potential of Bakersfield College’s proposed BAS in Industrial Automation. Bakersfield College has a proven track record of supporting underrepresented students and providing affordable, accessible quality instruction that will help educate tomorrow’s leaders. The Bakersfield College’s proposed baccalaureate degree gets our vote.

Jay Tamsi, Kern County Hispanic Chamber of Commerce
Increasingly, job openings are requiring college education and more and more are looking for employees with a baccalaureate degree. BC’s proposal is right on track to meet the needs of our region’s Hispanic businesses.

Jon Van Boening, Pres./CEO, Bakersfield Memorial Hospital
As an affiliate hospital of Dignity Health, Bakersfield Memorial Hospital is dedicated to delivering health services that are compassionate, high-quality and affordable. We promote healthy lifestyles as an integral part of the community we serve, with a special concern for the underserved. Bakersfield Memorial Hospital has enjoyed a long history with Bakersfield College and its excellent services to both its student community and the community at large. The four-year baccalaureate of applied science (BAS) degree in Industrial Automation would meet significant workforce training needs in the southern San Joaquin Valley, especially in our critical industries of petroleum and agriculture. I am pleased to offer the support of Bakersfield Memorial Hospital for this program.

Community Conversations

External Communications
• The Renegade Report in fall 2014 was a partnership with the Bakersfield Californian with 15 weeks of web streaming shows promoting Renegade Athletics.
• Community Leaders Gatherings: There have been several face-to-face gatherings of Community Leaders this year to address specific issues. These events have been deliberate
and targeted to closely tie into our work related to SSSP and Equity. Here are a few examples:

- September 26, 2014: National and State Legislators Forum. [https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/Renegade%20Roundup%20Week%20of%20October%2031.pdf](https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/Renegade%20Roundup%20Week%20of%20October%2031.pdf)

- CEO Luncheons - The president of the college met with CEOs of business and industry, educational institutions, non-profits, and other community based organizations to continue to strengthen the partnerships at the highest levels of the organization. This has facilitated quick responsiveness from CEOs when issues emerge and need immediate attention.
  - September 23
  - September 30
  - October 28
  - December 2
- Successfully collaborated with community members and the Renegade Football Club to restore the football field. This partnership project served to restore confidence and build relationships.
- Developed collaborative model to reestablish Kern High School District football games at the Memorial Stadium during Fall 2014.

Conferences

- April 3, 2014: Equity and Inclusion. Learn@BC! Keynote: Katie Haycock, President of Education Trust. [https://www.bakersfieldcollege.edu/conference/atd](https://www.bakersfieldcollege.edu/conference/atd)
- May 9, 2014: Excellence in Trusteeship. Learn@BC! Speakers: Louise Jaffee, President of CCCT; Tim Calhoon, Executive Director of the Technology Center; Greg Stoup, IR; and Sonya Christian. [https://www.bakersfieldcollege.edu/conference/trusteeship2014](https://www.bakersfieldcollege.edu/conference/trusteeship2014)
- October 14, 2014: Kern Ag Summit. Learn@BC! Speakers included: Karen Ross, California Secretary of Agriculture; Paul Wenger, California Farm Bureau President; Rep. Kevin McCarthy, House Majority Leader; Senator Jean Fuller; and Congressman David Valadao. [https://www.bakersfieldcollege.edu/agsummit](https://www.bakersfieldcollege.edu/agsummit)
- November 17, 2014: Learning Outcomes Conference. Learn@BC! Speakers: Cliff Adelman, Senior Associate at the Institute for Higher Education Policy; Krista Johns, Vice President for Policy and Research at the Accrediting Commission for Community and Junior Colleges; Ron Baker, President, Baker Collegiate Consulting. [https://www.bakersfieldcollege.edu/conference/ILO2014](https://www.bakersfieldcollege.edu/conference/ILO2014)

**Kern AB86 Consortium**

Secondary Education Partners

- Rosalina Rivera, Superintendent, Delano Joint Unified School District
• Terri Nuckols, Principal, Delano Adult School
• Terry McAteer, Superintendent, Inyo Unified School District
• Christine Frazier, Superintendent, Kern County Superintendent of Schools
• Brian Schaeffer, Superintendent, Kern High School District
• Don Carter, (former) Superintendent, Kern High School District
• Mark Wyatt, Principal, Bakersfield Adult School
• Jodi Loeffler, Assist. Principal, Bakersfield Adult School
• Lois Klein, Superintendent, Mammoth Unified School District
• Victor Hopper, Superintendent, McFarland Unified School District
• Valerie Garcia, Principal, McFarland Adult School
• Susan Clipperston, Superintendent, Mojave Unified School District
• Aaron Haughton, Principal, Mojave Unified School District
• Dr. Stacey Adler, Superintendent, Mono County Office of Education
• Dr. John Snively, Superintendent, Porterville Unified School District
• Fernando Carrera, Director, Porterville Adult School
• Ernie Bell, Superintendent, Sierra Sands Unified School District
• Shirley Kennedy, Asst. Superintendent, Sierra Sands Unified School District
• Susan Andreas-Bervel, Superintendent, Tehachapi Unified School District
• Lori Albrecht, Superintendent, Wasco Unified School District
• Martin Lonza, Principal, Wasco Adult School

Higher Education Partners
• Sandra Serrano, Chancellor, Kern Community College District
• Sonya Christian, President, Bakersfield College
• Jill Board, President, Cerro Coso Community College
• Rosa Carlson, President, Porterville College

Planning Project Fiscal Agent
• John Means, Assoc. Chancellor, Kern Community College District

Data Collection, Meeting Facilitation & Report Prepared by
• June Bayha, WestEd
• Greg Hill Jr., WestEd
• Kristin Ockert, WestEd
Appendix H

The targets discussed in the evaluation portion have been embedded in the college work for the last two years. With each major plan (Achieve the Dream, SSSP – Student Services Success Plans Equity Plan, Accreditation Action Plan, etc) we have aligned our targets and examined to incrementally push forward with new innovations and purpose through our distributed leadership network. For example, below is the work plan developed for Achieve the Dream 18 months ago regarding placement and Basic Skills improvement. BC has forged ahead based on this planning and outcomes targets. The distributed leadership is evidence by the faculty, classified and administrators assigned as leads for each priority.

Priority 2: Accurate Pre-Collegiate Course Placement, Progression and Completion

Measurable Yearly Indicators:
- 20% decrease in student enrollment in courses 3 & 4 levels below transfer with concurrent increase in levels one and two levels below transfer within 5 years
- 15% increase in successful developmental (remedial) course completion within 3 years of enrollment within 5 years
- 15% increase in initial gateway math and English course completion within 5 year
- 10% increase in underprepared student six-year course completion rate (and an 8% increase in BC’s overall six-year completion rate).

<table>
<thead>
<tr>
<th>Work Plan Action Steps</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Lead Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual ongoing multiple measures and common assessment evaluation and improvement in conjunction with CAI.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Janet Fulks</td>
</tr>
<tr>
<td>Decrease, by 20%) placement in remedial pathways that require years of coursework by placing students more accurately and by placing students in accelerated and compressed coursework.</td>
<td>15%</td>
<td>110%</td>
<td>115%</td>
<td>120%</td>
<td>Pam Boyles, Liz Rozell</td>
</tr>
<tr>
<td>Increase successful developmental course completion by examining curriculum and pedagogy.</td>
<td>1%</td>
<td>15%</td>
<td>110%</td>
<td>115%</td>
<td>Pam Boyles, Regina Hukill</td>
</tr>
<tr>
<td>Increase initial gateway math and English success through curricular alignment and curriculum redesign.</td>
<td>1%</td>
<td>15%</td>
<td>110%</td>
<td>115%</td>
<td>Pam Boyles, Regina Hukill</td>
</tr>
<tr>
<td>Increase underprepared &amp; overall student success through Habits of the Mind tools and training for faculty and students.</td>
<td>1%</td>
<td>15%</td>
<td>110%</td>
<td>115%</td>
<td>Janet Fulks (thru CCSSE)</td>
</tr>
<tr>
<td>Increase overall student completion rate by initiating DegreeWorks and percent of SEPs (student ed plans) for first time new degree seeking students.</td>
<td>30%</td>
<td>50%</td>
<td>80%</td>
<td>100%</td>
<td>Michelle Pena, Kathy Rosellini</td>
</tr>
<tr>
<td>Increase six-year completion rate through intrusive interventions such as tutoring, SI, diagnosis and practice.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Faculty mentor team</td>
</tr>
<tr>
<td>Increase six-year completion rate through predictive analytics.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Sonya Christian, Janet Fulks</td>
</tr>
</tbody>
</table>
This data represents the results of the assessment testing, not courses taken. Results for in 2012-13 revealed very few students testing into college level courses. Math and English course placement was primarily two to four levels below college mandating one to two years of remedial work.

The baseline will be the newly improved placement results with the high school site-testing where many more students placed at college level in English and Math from Spring 2014.

Other than 50+ adults at Bakersfield College the lowest course success rate is among 19-20 year olds. The MIH data from Fall 2014 supports the fact that students directly from high school are less successful than the average student rate. Changes to curriculum and intrusive interventions along with pipeline curricular alignment with K-12 should produce improvement. The goal is to increase the first time student success (18-19 year old) rate in Basic Skills to 62.5%,
just beyond the overall average of 62.36% by 2018. Beginning with a goal of 61% for 2014-15, 61.5% 2015-16, 62% 2016-17, 62.5% 2017-18.

<table>
<thead>
<tr>
<th>Age</th>
<th>Enrollment Count</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>5,754</td>
<td>86.93%</td>
<td>62.36%</td>
</tr>
<tr>
<td>1 to 17</td>
<td>221</td>
<td>90.50%</td>
<td>60.62%</td>
</tr>
<tr>
<td>18 to 19</td>
<td>2,825</td>
<td>88.35%</td>
<td>60.96%</td>
</tr>
<tr>
<td>20 to 24</td>
<td>1,526</td>
<td>85.32%</td>
<td>61.66%</td>
</tr>
<tr>
<td>25 to 29</td>
<td>460</td>
<td>86.30%</td>
<td>65.43%</td>
</tr>
<tr>
<td>30 to 34</td>
<td>271</td>
<td>84.50%</td>
<td>68.27%</td>
</tr>
<tr>
<td>35 to 39</td>
<td>158</td>
<td>82.91%</td>
<td>64.36%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>189</td>
<td>84.66%</td>
<td>67.20%</td>
</tr>
<tr>
<td>50+</td>
<td>104</td>
<td>83.65%</td>
<td>60.58%</td>
</tr>
</tbody>
</table>

**Successful Course Completion**

Both the 80-Percent index and the Proportionality Index indicate African American students are disproportionately impacted on the Course Completion and have been consistently for the last 5 years. (See appendix for Indicator B Course Success).

![Indicator B: 5-Year Trend in Course Success by Ethnicity](image)

Above: African American Course trends have consistently fallen below the other ethnicities.
Bakersfield College Five-Year Trend in Course Success by Course Type 2008-2013
KCCD External Scan (https://www.kccd.edu/sites/kccd.edu/files/ir_reports/KCCD%20-%20Internal%20Scan%20Report.pdf)
### Rate of Student Ed Plan Completion by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2009-10</th>
<th>% change prev. yr.</th>
<th>2010-11</th>
<th>% change prev. yr.</th>
<th>2011-12</th>
<th>% change prev. yr.</th>
<th>2012-13</th>
<th>% change prev. yr.</th>
<th>2013-14</th>
<th>% change prev. yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>17.70%</td>
<td></td>
<td>28.60%</td>
<td></td>
<td>28.30%</td>
<td></td>
<td>24.50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>14.70%</td>
<td></td>
<td>14.70%</td>
<td></td>
<td>14.70%</td>
<td></td>
<td>14.70%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Is</td>
<td>28.60%</td>
<td></td>
<td>28.60%</td>
<td></td>
<td>28.60%</td>
<td></td>
<td>28.60%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>28.30%</td>
<td></td>
<td>28.30%</td>
<td></td>
<td>28.30%</td>
<td></td>
<td>28.30%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>24.50%</td>
<td></td>
<td>24.50%</td>
<td></td>
<td>24.50%</td>
<td></td>
<td>24.50%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Trend Data from Institutional Research and Reporting

**Counseling**

<table>
<thead>
<tr>
<th>Student Headcount, Unduplicated</th>
<th>2009-10</th>
<th>% change prev. yr.</th>
<th>2010-11</th>
<th>% change prev. yr.</th>
<th>2011-12</th>
<th>% change prev. yr.</th>
<th>2012-13</th>
<th>% change prev. yr.</th>
<th>2013-14</th>
<th>% change prev. yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Time Students</td>
<td>6,336</td>
<td>-</td>
<td>5,859</td>
<td>-8%</td>
<td>5,218</td>
<td>-11%</td>
<td>4,890</td>
<td>-6%</td>
<td>5,496</td>
<td>12%</td>
</tr>
</tbody>
</table>

#### CA Matriculation Requirements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2009-10</th>
<th>%</th>
<th>2010-11</th>
<th>%</th>
<th>2011-12</th>
<th>%</th>
<th>2012-13</th>
<th>%</th>
<th>2013-14</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>5,179</td>
<td>82%</td>
<td>4,923</td>
<td>84%</td>
<td>4,402</td>
<td>84%</td>
<td>4,092</td>
<td>84%</td>
<td>4,523</td>
<td>82%</td>
</tr>
<tr>
<td>Exempt</td>
<td>3</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Not Completed</td>
<td>1,154</td>
<td>16%</td>
<td>954</td>
<td>16%</td>
<td>815</td>
<td>16%</td>
<td>797</td>
<td>16%</td>
<td>972</td>
<td>18%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orientation</th>
<th>2009-10</th>
<th>%</th>
<th>2010-11</th>
<th>%</th>
<th>2011-12</th>
<th>%</th>
<th>2012-13</th>
<th>%</th>
<th>2013-14</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>4,468</td>
<td>71%</td>
<td>4,467</td>
<td>76%</td>
<td>4,224</td>
<td>81%</td>
<td>4,046</td>
<td>83%</td>
<td>4,622</td>
<td>84%</td>
</tr>
<tr>
<td>Exempt</td>
<td>2</td>
<td>0%</td>
<td>3</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Not Completed</td>
<td>1,866</td>
<td>29%</td>
<td>1,389</td>
<td>24%</td>
<td>992</td>
<td>19%</td>
<td>843</td>
<td>17%</td>
<td>873</td>
<td>16%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling</th>
<th>2009-10</th>
<th>%</th>
<th>2010-11</th>
<th>%</th>
<th>2011-12</th>
<th>%</th>
<th>2012-13</th>
<th>%</th>
<th>2013-14</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>3,970</td>
<td>63%</td>
<td>3,694</td>
<td>63%</td>
<td>3,679</td>
<td>71%</td>
<td>3,560</td>
<td>73%</td>
<td>3,949</td>
<td>72%</td>
</tr>
<tr>
<td>Exempt</td>
<td>1</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Not Completed</td>
<td>2,365</td>
<td>37%</td>
<td>2,163</td>
<td>37%</td>
<td>1,538</td>
<td>29%</td>
<td>1,329</td>
<td>27%</td>
<td>1,546</td>
<td>28%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ed Plan</th>
<th>2009-10</th>
<th>%</th>
<th>2010-11</th>
<th>%</th>
<th>2011-12</th>
<th>%</th>
<th>2012-13</th>
<th>%</th>
<th>2013-14</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>1,021</td>
<td>16%</td>
<td>946</td>
<td>16%</td>
<td>1,254</td>
<td>24%</td>
<td>1,431</td>
<td>29%</td>
<td>1,848</td>
<td>34%</td>
</tr>
<tr>
<td>Exempt</td>
<td>1</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Not Completed</td>
<td>5,314</td>
<td>84%</td>
<td>4,911</td>
<td>84%</td>
<td>3,963</td>
<td>76%</td>
<td>3,458</td>
<td>71%</td>
<td>3,647</td>
<td>66%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fully Matriculated</th>
<th>2009-10</th>
<th>%</th>
<th>2010-11</th>
<th>%</th>
<th>2011-12</th>
<th>%</th>
<th>2012-13</th>
<th>%</th>
<th>2013-14</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Matriculated</td>
<td>940</td>
<td>15%</td>
<td>899</td>
<td>15%</td>
<td>1,213</td>
<td>23%</td>
<td>1,387</td>
<td>28%</td>
<td>1,787</td>
<td>33%</td>
</tr>
<tr>
<td>Not Fully Matriculated</td>
<td>5,396</td>
<td>85%</td>
<td>4,960</td>
<td>85%</td>
<td>4,005</td>
<td>77%</td>
<td>3,503</td>
<td>72%</td>
<td>3,709</td>
<td>67%</td>
</tr>
</tbody>
</table>

*Source: OOS Reports (August, 2013)

1. First-Time Student Headcount, Unduplicated: Number of first-time students enrolled on census day, where each student is counted one time.
2. Matriculation Requirements: There are four matriculation requirements for CA Community College students: Orientation, Assessment, Counseling/Advising and the development of an Educational Plan.
3. Fully Matriculated: Students who completed or were exempt from all four matriculation requirements.
### Intervention Baseline Data

#### Survey on Habits of the Mind tools

How useful were the following tools?

<table>
<thead>
<tr>
<th></th>
<th>Very Useful</th>
<th>Useful</th>
<th>Somewhat Useful</th>
<th>Not Useful</th>
<th>Somewhat Unuseful</th>
<th>Very Unuseful</th>
<th>Instructor didn’t use</th>
<th>Not applicable</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gmail</td>
<td>68%</td>
<td>20%</td>
<td>6%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>564</td>
</tr>
<tr>
<td>Weekly Schedule</td>
<td>42%</td>
<td>31%</td>
<td>16%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>4%</td>
<td>563</td>
</tr>
<tr>
<td>Semester Planning Calendar</td>
<td>40%</td>
<td>24%</td>
<td>18%</td>
<td>5%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>8%</td>
<td>562</td>
</tr>
<tr>
<td>HoM App</td>
<td>14%</td>
<td>19%</td>
<td>22%</td>
<td>10%</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
<td>26%</td>
<td>564</td>
</tr>
<tr>
<td>HoM Videos</td>
<td>13%</td>
<td>19%</td>
<td>23%</td>
<td>9%</td>
<td>2%</td>
<td>2%</td>
<td>6%</td>
<td>26%</td>
<td>564</td>
</tr>
<tr>
<td>SQ4R</td>
<td>23%</td>
<td>22%</td>
<td>19%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
<td>7%</td>
<td>20%</td>
<td>562</td>
</tr>
<tr>
<td>Cornell Notes</td>
<td>34%</td>
<td>22%</td>
<td>14%</td>
<td>9%</td>
<td>2%</td>
<td>1%</td>
<td>8%</td>
<td>11%</td>
<td>564</td>
</tr>
<tr>
<td>Test Prep</td>
<td>44%</td>
<td>28%</td>
<td>14%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>7%</td>
<td>563</td>
</tr>
</tbody>
</table>

Which need to be improved?

<table>
<thead>
<tr>
<th></th>
<th>Effective.</th>
<th>Needs changes.</th>
<th>Needs significant changes.</th>
<th>Stop using.</th>
<th>Create student-featured, how-to videos to show me how to use it.</th>
<th>Instructor did not use.</th>
<th>I don’t remember this tool.</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gmail</td>
<td>86%</td>
<td>7%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>82%</td>
<td>552</td>
</tr>
<tr>
<td>Weekly Schedule</td>
<td>73%</td>
<td>13%</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>83%</td>
<td>551</td>
</tr>
<tr>
<td>Semester Planning Calendar</td>
<td>65%</td>
<td>14%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>7%</td>
<td>83%</td>
<td>550</td>
</tr>
<tr>
<td>HoM App</td>
<td>35%</td>
<td>19%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>9%</td>
<td>85%</td>
<td>554</td>
</tr>
<tr>
<td>HoM Videos</td>
<td>35%</td>
<td>19%</td>
<td>4%</td>
<td>6%</td>
<td>3%</td>
<td>12%</td>
<td>86%</td>
<td>554</td>
</tr>
<tr>
<td>SQ4R</td>
<td>48%</td>
<td>13%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
<td>13%</td>
<td>87%</td>
<td>551</td>
</tr>
<tr>
<td>Cornell Notes</td>
<td>60%</td>
<td>10%</td>
<td>1%</td>
<td>5%</td>
<td>1%</td>
<td>13%</td>
<td>82%</td>
<td>554</td>
</tr>
<tr>
<td>Test Prep</td>
<td>71%</td>
<td>12%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
<td>82%</td>
<td>553</td>
</tr>
</tbody>
</table>
What tools will you continue to use?

<table>
<thead>
<tr>
<th>Tool</th>
<th>Yes.</th>
<th>Will make changes and continue to use.</th>
<th>Will wait for others to change and will consider using after changes made.</th>
<th>I will not use this tool again.</th>
<th>I didn’t use this semester, but I will in the future.</th>
<th>Not applicable.</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gmail</td>
<td>90%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
<td>555</td>
</tr>
<tr>
<td>Weekly Schedule</td>
<td>66%</td>
<td>15%</td>
<td>3%</td>
<td>4%</td>
<td>8%</td>
<td>4%</td>
<td>555</td>
</tr>
<tr>
<td>Semester Planning Calendar</td>
<td>60%</td>
<td>16%</td>
<td>4%</td>
<td>4%</td>
<td>9%</td>
<td>8%</td>
<td>554</td>
</tr>
<tr>
<td>HoM App</td>
<td>25%</td>
<td>12%</td>
<td>9%</td>
<td>12%</td>
<td>16%</td>
<td>25%</td>
<td>553</td>
</tr>
<tr>
<td>HoM Videos</td>
<td>23%</td>
<td>13%</td>
<td>9%</td>
<td>14%</td>
<td>14%</td>
<td>28%</td>
<td>551</td>
</tr>
<tr>
<td>SQ4R</td>
<td>39%</td>
<td>13%</td>
<td>5%</td>
<td>7%</td>
<td>12%</td>
<td>24%</td>
<td>554</td>
</tr>
<tr>
<td>Cornell Notes</td>
<td>54%</td>
<td>11%</td>
<td>2%</td>
<td>8%</td>
<td>9%</td>
<td>16%</td>
<td>555</td>
</tr>
<tr>
<td>Test Prep</td>
<td>70%</td>
<td>11%</td>
<td>3%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>554</td>
</tr>
</tbody>
</table>

Table 1: General Data for Spring and Fall Semesters 2014

<table>
<thead>
<tr>
<th></th>
<th>Spring 2014</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Student Participants</td>
<td>117</td>
<td>291</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>18%</td>
<td>49%</td>
</tr>
<tr>
<td>Number of SI Sessions Offered</td>
<td>429</td>
<td>650</td>
</tr>
<tr>
<td>(13 wks.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of SI Leaders (Tutors)</td>
<td>12</td>
<td>17</td>
</tr>
</tbody>
</table>

Supplemental Instruction Data Fall 2014

<table>
<thead>
<tr>
<th>SI Success Fall 2014</th>
<th>Did not attend SI</th>
<th>Attended SI 1-2 times</th>
<th>Attended SI 3-5 times</th>
<th>Attended SI 6 or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success</td>
<td>62%</td>
<td>67%</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>Non Success</td>
<td>38%</td>
<td>33%</td>
<td>20%</td>
<td>21%</td>
</tr>
</tbody>
</table>

CCSSE Data Benchmark

<table>
<thead>
<tr>
<th></th>
<th>2011 BC Cohort</th>
<th>2014 BC Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>53.4</td>
<td>52.6</td>
</tr>
<tr>
<td>Student Effort</td>
<td>47.3</td>
<td>48.2</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>54.3</td>
<td>53.7</td>
</tr>
<tr>
<td>Student Faculty Interaction</td>
<td>48.6</td>
<td>48.5</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>50.7</td>
<td>51.8</td>
</tr>
</tbody>
</table>
BC and Statewide Overall Completion Rates for 6 year cohorts finishing in 2012-13
(degree, certificate, transfer or transfer-ready)

BC and Statewide Prepared Completion Rates for 6 year cohorts finishing 2012-13
(degree, certificate, transfer or transfer-ready)