President’s Report

1. SSSP report completed
   a. Four core services
   b. Outreach emphasis
   c. Integrated with instruction

2. BSI report – due on Oct 24th?

3. Equity report – due in January

4. HACU
   a. Student mentoring and community mentoring
   b. Parent orientation
   c. International

   a. Diversity Summit
   b. HACU 2015
   c. Bilingual materials
   d. Outreach K-8 + high schools
   e. Parents

6. ATD – November 6th
   a. Presentation. Data rich in terms of movement on the dial. Select data elements from the Renegade Scorecard
   b. ATD implementation plan thus far
Student Mentors
Outline from Jo Ann Acosta on October 6, 2014 as part of the HACU team

Student Advisor – Jo Ann

- Identify 5 to 10 student advisors. Look at STEM, MESA, Student Government and Tutoring Center.
- Mentees will be matched with a student advisor who will help their mentee navigate the college system, connecting and utilizing campus resources, and understand the importance of higher education.
- This program will provide the opportunity for students to become engaged in activities not only on campus but also in the community.
- Students who participate in the mentoring program will easily become acclimated to college.

- **The selection of student advisors will be those who have been successful in college. They will:**
  1. Support students in setting goals
  2. Help students make connections to college life
  3. Help students achieve academic success
  4. Help students navigate college systems
  5. Help students become aware of college resources and services that will help students be successful
  6. Plan and implement service learning activities with mentees

- **Criteria for student advisors:**
  1. Complete application (to be developed)
  2. Provide two letters of recommendation from a faculty or staff that indicates their interpersonal skills
  3. Have a cumulative GPA 2.5 or better
  4. Be in good academic standing with the college
  5. Complete a 2-4 hour of training before being matched with the student mentee
  6. Student advisors will commit to meet regularly with their mentees. (indicate a set amount of hours for the semester?)

Student advisors and mentors (faculty/staff) play an important role in helping students prepare for college and advise them on how to make a successful transition from high school to their first year on campus.

Mentoring also helps students feel more connected and engaged on campus.
Bakersfield College will look to recruit 100 Latino, first generation incoming high school seniors, for a pilot program set to launch fall 2015. We will look for first generation, full time, and maybe undecided potential students for the pilot program. We will use the Delano Center as the location and student population for our program. We can also take into account high school and high school counselor recommendation into consideration. We should begin reaching out to the local high school after the first of the year, we an informational presentation of our plans and goals for our program. We will begin full recruitment in the spring of the high school student’s senior year. We would want the student to enter an agreement to fully participate and with good fate complete the program to the full extent. May consider (if possible) moving participates up to first registration as an incentive or something to that effect for completing the program?

The program will offer Block Scheduling Cohort and/or Learning Community style classes. Part of this goal is to establish for the students a Sense of Community and Belonging, thereby creating Engagement, with the Ultimate Goal of Retention. It is our belief that for the Latino Community both for the student and Just as Important the Latino Parents and clear understanding that our Latino student will have the support and care that their children demand.

During the spring of 2015 a collaborated effort with college staff, faculty, administration and our MIH Team, we will explore and research data from our Delano student population for specific implementation in the fall 2015 semester.
Critical Members of this group might be Victor Diaz, Janet Fulks, Michelle Pena, and Richard McCrow.

The program will in turn deliver a better prepared student, with the support group that he/she will require to face the rigorous of both life and the pursuit of a higher education while maintain the highest standard of academic success.

Through this collaborative effort we will improve the data dial of Retention. It is our belief that if we retain our Bakersfield College student, success will come, regardless of what the student’s goals and aspirations might be. We will use all Holistic and Best Practices proven and suggested to meet the needs of our Latino Students and their families.

The belief is that it is no longer enough to provide access to our Latino students through Matriculation. We must support our students through the application process, furthermore the potential need to apply for (AB 540 status) and (DACA) Deferred Action for Childhood Arrivals, we must also assure that all of our student s are meeting the financial aid and scholarship process and deadlines, helping students secure their funds and of course including the reapplication of those services, we must guide our student s through the process of applying for graduation and meeting the deadline, finally supporting our students through the application process if needed for transfer to a university. From the application timeline and process, requesting official transcripts be sent to universities of choice, to letters of recommendation from counselors, faculty, and staff, to helping the student develop their personal statement. As an institution we must improve our handing off or sending off our students to the university. What we mean by this is trying to make contact with colleges and university that serve as common schools for transfer and finding a program, department, or name of someone that can become a support or go to person for our students.

We will begin to service our Latino Students Population from a Customer based mode with the attention to every detail. We want them to quickly come to the understanding that we are here to support them reach their educational goals as their Padrinos!

If we Retain Them the Success will Follow
HACU International drafted by Janet Tarjan on October 7, 2014

HACU 2014 Ideas for “Internationalizing” Bakersfield College

A. Assumptions:
1. The ideas presented here are ideas generated by participation in HACU 2014 and will need to be taken to the appropriate faculty, staff, and administrators at the college campus upon our return including Shoreh Rahman.
2. Campus decision making processes including Academic Senate, Curriculum Committee, and administrative procedures will be followed not circumvented.

B. Initial Findings Motivating Summarizing Report:
1. There are compelling global reasons for participating in international flow of students, staff, and faculty. Such participation:
   a. Provides a new perspective and enhances global awareness.
   b. Helps individuals understand self and country of origin more fully.
   c. Increases language ability and fluency.
2. There are additional compelling reasons to send our students abroad. These include:
   a. Increased maturity and appreciation for educational opportunities in the US. More serious students may move more rapidly through our programs.
   b. Language Acquisition
   c. Multicultural sensitivities developed and/or enhanced thereby improving BC classroom experiences and coming together of students from diverse backgrounds.
3. There are compelling reasons to welcome international students at Bakersfield College. **MORE information coming later today!**
4. There are compelling reasons to send BC faculty to other countries. **MORE information coming later today!**
5. There are compelling reasons for faculty from other countries to come to the US for study. **MORE information coming later today!**
6. There are compelling reasons to welcome faculty from other countries as either students or as visiting faculty in our BC classrooms. **MORE information coming later today!**
7. There are very different models for international flow or mobility of of students and faculty between countries. **(Additional models to be added later today!)**
   a. Model 1: International Student applies for and is accepted at US college and pays international student fees.
b. Model 2: International Students trade places with US students. Each student pays home cost for college attendance and trades places with the other country’s student, one by one. No head count change for each campus. No new influx of dollars for either campus. Some additional costs possible, but probably minimal.

c. Model 3: Through participation in a program with an MoU, international students participate in US colleges for one term or one year at in-state prices.
d. Model 4: Students in two countries have the option of earning dual degrees in certain majors (one per college) upon completing coursework.
e. Model 5: Students come to the US, live with host families, and are inserted into K-12 classrooms as aids in language instruction. College credit may or may not be involved depending upon cost and availability of other modalities.

MORE information coming later today in most of the sections that follow!

8. There are rules that must be understood and followed on campuses.
9. Memoranda of Understanding are powerful vehicles for moving agendas forward.
10. Some activities do not require huge outlay of budget dollars. Others do.
11. Understanding hidden costs and negotiating responsibility for costs can be complicated. They include determining the necessary components and who pay for them. These include
   a. Flights/Transportation
   b. Visa/Passport/Background Checks/paperwork for travel
   c. Housing and Food (finding in addition to funding)
   d. Registration and Fees for College Credit work
   e. Skill training and/or Language enhancement workshops
   f. Fees/TB tests/Testing costs of placement in programs in K-12 (if applicable)
   g. Tourist travel and activities in host country

STEPS to take Immediately Fall 2014 (Sequentially, depending upon results of course!)

1. Janet organizes and shares contact list of International Contacts with HACU 2014 Team and Shoreh Rahman.
2. Janet writes a joint email to said contacts made at HACU 2014 to thank them for their interest in US partnerships and for welcoming her to the discussions at HACU. She asks for their permission to share emails with each other and create an email-based discussion group. And, Janet sends them two documents which cost nothing to prepare or implement.
   a. Document 1: A one-page list of websites that provide support and help for students hoping to learn mathematics and other sites that include other free
educational resources such as MERLOT.org in mathematics and every other field of study.

b. Document 2: A proposal to establish pen-pals via email between BC students and interested students in other countries with some sort of preference screening questions: Prefer same gender? Prefer same level of educational process? Possible and preferred language(s) of communication? Does major of study matter to the student?

Note: Janet hopes to get permission to do the above because they are cost-free and will keep the energy of the HACU conference going after very energized table and whole group discussions in the international meetings at the conference.

3. Janet, Sonya, Rich, and any other interested HACU team members meet with Shoreh Rahman to discuss HACU ideas of internationalization of faculty and students and discuss current practices, successes, and strengths of BC’s international students program to see how much overlap there is, what ideas are worth pursuing, and then to jointly establish goals and make assignments for next steps and who is responsible.

4. Present Plan for both short term options and for long term potential opportunities for further Study, Needs Assessment, Evaluation, and Implementation to Academic Senate and Campus governance campus groups (faculty, staff, students, administration)

5. Create database of faculty and staff who
   a. have had international experiences
   b. would be interested in participating in campus dialogue
   c. are interested in future international opportunities for travel, study, or teaching.

6. Identify and create database for community groups and individuals who have had a history of international and/or who are interested in helping to plan and participate in future international events.

7. Identify what is currently being done at other colleges and universities (e.g. a join program with Imperial Valley College and a partner university in Mexicali, Mexico).

8. Plan and establish regular and predictable meeting times with the structure of setting, meeting, and reporting on short and long term goals.

9. Finally, get on with the work to be done and report back at regular times.


etc. etc. etc.