Student Success and Support Program Plan
(Credit Students)

2014-15
District: Kern Community College District
College: Bakersfield College

BAKERSFIELD COLLEGE

October 17, 2014
Report Due Postmarked by Friday, October 17, 2014
Updated June 30, 2015 after consultation with the CCCCCO June 15

Email report to: cccsssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
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(Bakersfield College’s 2014-15 SSSP Budget Plan is attached as part two of the submittal to CCCCO, and is at the end of this document)
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<th>District: Kern Community College District</th>
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<td>District Name: Kern Community College District</td>
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<td><strong>We certify</strong> that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the <em>California Code of Regulations.</em></td>
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<tr>
<td>Signature of College SSSP Coordinator: ____________________________</td>
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<tr>
<td>Name: Janet Fulks, Interim Dean of Student Success and Precollegiate Studies Date: June 30, 2015</td>
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<td>Signature of the SSSP Supervising Administrator or Chief Student Services Officer: ____________________________</td>
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<td>Name: Dr. Zav Dadabhoy Date: ____________________________</td>
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<td>Signature of the Chief Instructional Officer: ____________________________</td>
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<td>Name: Nan Gomez-Heitzeberg Date: ____________________________</td>
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<td>Signature of College Academic Senate President: ____________________________</td>
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<tr>
<td>Name: Steven Holmes Date: ____________________________</td>
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<td>Signature of College President: ____________________________</td>
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<tr>
<td>Name: Dr. Sonya Christian Date: ____________________________</td>
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<tr>
<td>Signature of District Chancellor: ____________________________</td>
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<tr>
<td>Name: Sandra Serrano Date: ____________________________</td>
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<tr>
<td><strong>Contact information for person preparing the plan:</strong></td>
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<tr>
<td>Name: Janet Fulks Title: Interim Dean of Student Success and Pre-Collegiate Studies</td>
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<td>Email: <a href="mailto:jfulks@bakersfieldcollege.edu">jfulks@bakersfieldcollege.edu</a> Phone: 661-395-4381</td>
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</tbody>
</table>
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

i. ORIENTATION

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).

Target Student Audience

The Bakersfield College target student audience consisted of 5,496 first-time college students during 2013-14 academic year. The majority are recent high school graduates that come from 41 service-area high schools in metropolitan Bakersfield as well as rural communities. The goals of this plan are to increase student access and success by providing effective core services, i.e. orientation, assessment and appropriate placement using multiple measures, timely and effective counseling/academic advising, and early intervention and follow-up services. This plan supports the equity plan by providing equitable assessment and student services, as well as equitable access to college resources that enable students to achieve their educational goals. The ultimate goal is to provide comprehensive services that are integrated with student equity and basic skills efforts targeting equitable student outcomes.

All first-time college students are required to participate in orientation unless they are exempt. Exemptions are applicable to students who have earned an associate degree or higher.

In 2013-14, 84% or 4,622 first-time students completed orientation.

Bakersfield College, one of three colleges in the Kern Community College District, has approximately 41 service-area high schools with the majority of high schools in the Kern High School District (KHSD) which is California’s largest high school district in the state with more than 35,000 students. The KHSD, founded in 1893, encompasses over 3,500 square miles and includes:

- 18 Comprehensive high school campuses
- 6 Alternative Education campuses
- 2 Career Technical Education sites
- 4 Special Education centers

In addition to the KHSD, other high schools that send students to Bakersfield College include: Tehachapi High School, Monroe High School, Independence (continuation in Wasco), the Delano Adult School, Robert F. Kennedy High, Delano Union High School, Bakersfield Christian High School, Cesar E. Chavez High School, Frazier Mountain High School, Garces Memorial High School, Wasco High School, Shafter High School, McFarland High School, Bakersfield Adult School, Nueva Continuation High School, Taft Union High School, Valley High School, Vista High Continuation and Vista West Continuation Schools.

According to Census Bureau data, Kern County has one of the lowest rates for attaining a Bachelor’s degree of any county in the state of California. This correlates to BC serving about 80% first generation students.

Fall 2013 data shows that 64% of BC students receive some form of financial aid indicating a majority of BC students are of low socioeconomic status. Census Bureau data for Kern County residents indicate a median household income of about $14,000 below the state average, with 22.5% of the population living below the poverty level.

The majority of BC students are female (54%) and under the age of twenty-five (66%). BC is a Hispanic Serving Institution whose ethnicity makes up approximately 62% of the student population (Fall 2013). Other student ethnicity percentages are as follows:
5% African-American students, 1% American Indian students, 4% Asian/Filipino/Pacific Islander students and 24% white students. Our student population consists of recent high school graduates, older students wishing to change and/or train for a career, displaced workers and students wishing to increase their skills, returning veterans, returning students, transfer students from community and baccalaureate-degree granting colleges and universities, international students and students with disabilities.

Bakersfield College is located in Kern County, one of the largest and most diverse counties in the state of California covering over 8161 square miles ranging from the southern slope of the Coastal Range to the slopes of the eastern Sierra Nevadas into the Mojave desert. As the most significant collegiate education provider in the County, Bakersfield College values its civic responsibility and access mission.

Embracing its responsibility to equitably provide educational services with the challenges of large geography, student transportation and socioeconomic limitations, Bakersfield College has begun to establish several new strategies essential for its demographics:

- A “Rural Initiative” to extend educational opportunities for the college’s large, rural service delivery area through specialized educational services and outreach including orientation, assessment/placement, counseling and advising and educational planning for these outlying areas
- Online Initiatives designed to overcome the constraints of transportation and provide core SSSP activities and educational programs online
- 8”Making it Happen” (MIH) A transition program for first generation high school students entering college without social support or resources. This program initiates services to students early while in high school and collaborates with the high school personnel to reach out and educate students early. This program also provides specific services and early intervention focused on student success.

Orientation Delivery Methods

Orientation Content:
- (including maintaining BOGW eligibility and potential loss due to academic or progress probation)

Given the demographics for potential students in Bakersfield College’s service area, the College has implemented an outreach program designed to encourage potential students to take advantage of the educational opportunities available in Bakersfield. As part of this outreach process, the College has refocused and reorganized its orientation program. Outreach and orientation activities are now being re-organized and led by the Director of Outreach and School Relations who will have staff to develop, manage and coordinate a comprehensive orientation program. Orientation services are delivered in multiple modalities that include the following:

1. Orientations on BC and Delano Campuses
2. Orientations at High Schools
3. Online Orientations

Each modality incorporates a variety of programs, and special events formats depending on a subpopulation being targeted. Some of these include:

On-Campus Orientations (Large Groups)

Three on-campus (large group) new student orientations are offered on the main Bakersfield College campus every semester and one on-campus new student orientation is offered at the BC’s Delano campus every semester. The large face-to-face orientation programs targeting the summer and fall semesters will be offered after November 1st which is the first date new students can apply for admission. Spring semester on-campus orientation programs will be in the months of October, November, and December.

All the orientation programs are managed by the Outreach Student Success Program Manager in with support from:
- Advising and Counseling
- College deans and departmental chairpersons
The college collaborates with its service area school districts when selecting orientation dates. The face-to-face programs are designed to be fun and interactive. Students who attend the face-to-face orientation programs will have the opportunity to meet fellow Renegades, take a campus tour, and learn how to be a successful student at the college.

**In-Person Orientations at primary service-area high schools**

In order to provide a face-to-face orientation experience at the high schools, BC will offer a program at the primary service-area high schools starting in the month of December. This service is provided at the request of the school site to accommodate possible students who cannot attend an on campus program and prefer not to complete the online program. The curriculum for these events is the same as the face-to-face large group orientation events held on BC’s Panorama and BC’s Delano campuses.

**Online Orientation**

Bakersfield College will make available a substantive online orientation that is available twenty-four hours a day, seven days a week. To guarantee access with the challenges of a large geographical area, student transportation and socioeconomic limitations, it is essential that BC provide this service in an online format. As such BC is creating a revised online orientation, targeting a more efficacious and interactive online delivery platform addressing multiple learning styles and requiring effective student participation. The online orientation will be easily accessible and compliant.

**One-Day Matriculation Events**

BC piloted three one-day “It’s POSSIBLE to Become a Renegade in One Day” events in the summer of 2014 which served over 1500 students. At these one-day events, new students completed all matriculation steps (orientation, assessment/placement, counseling workshops, and the creation of an abbreviated educational plan (ASEP) and then they were assisted in registering for classes. The programs will be offered in June, July, and August of every academic year targeting students who have submitted an admissions form but are not registered for the summer/fall semesters. During the 2014-15 year, the college will explore the possibility of offering this service during the evening.

**First Generation Student Pre-Enrollment Orientation Core Services**

- Summer welcome and orientation – This mini-orientation was piloted in June 2014 with MIH students in order to help students complete their registration process, familiarize them with campus and MIH Faculty and Staff Advisors (MIH) to encourage student success strategies and address academic expectations.
- Opening Convocation – This mini-orientation, piloted with first-time, first generation CalSOAP students and their family members occurs the week prior to Fall semester. Family members, students, and MIH, look at academic expectations, the advantages of completing higher education, and success strategies. MIH, family members and students make a ceremonial commitment to success.
- The Student Success Program Manager for the Making It Happen (MIH) advising program develops, coordinates and manages the MIH program, including the core matriculation services of expanded orientations, counseling and advising, the development of student educational planning, and follow-up services such as career development.

**Extended Orientations and Bridges**

Bakersfield College offers extended orientation services to specific student groups. These orientations and bridges are held throughout the summer, Week Zero (two weeks before the fall semester begins) and early in the fall and spring semesters to ensure students have the necessary information for their specific major or interests. These extended orientations include:

- First generation students
- Athletes
- Summer pathway (bridge) for first generation and at-risk students
Orientation Outcomes and Activities Provided

Bakersfield College considers it an imperative to familiarize students and potential students with information about college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information (Title 5, Section 55521). Students will also be introduced to the campus policies and procedures regarding Safety, Title IX (the federal civil rights law that prohibits sex discrimination in education) and the Clery Act.

All orientations are informative, engaging and encouraging instructional events that introduce new students to the rigor required and the resources of support available to them to be successful in college. BC ensures that students are introduced to college practices and processes such as the first day drop policy, the importance of and where the academic calendar and important timelines are located. The New Student Orientation programs provides information for specific populations to make sure that the special needs of specific populations, such as recent high school graduates, adult students over 25, veterans, students with disabilities, and international students are met. The college has a standing orientation committee directed by the Director of Outreach and School Relations with representation from various academic disciplines and student support programs. The committee has a pre/post meeting after every on campus orientation, and work collectively to develop outcomes from the orientation programs.

Discussions of the importance of a major and career goal are emphasized and early development of a comprehensive student educational plan is encouraged. Students are instructed to complete math, English and remedial reading courses early in their college career. BC is careful to define all terms unfamiliar to new students such as priority registration, processes for registering and dropping courses, prerequisite, co-requisite and prerequisite challenge procedures, college fees and payment timelines in student-friendly language. The academic expectations of faculty and the consequences of not maintaining good progress are stated. Maintaining at least average grades and completing at least 51% of the units they attempt and consequences of not doing so are explained. Extensive support services including financial aid, tutoring, the student success lab, the writing center, critical academic skills workshops, transfer assistance and workshops, transfer admission guarantees, associate degrees for transfer to the CSU system, and a variety of counseling and advising options are covered. Engagement in the student life of the college is strongly encouraged and student clubs and activities are presented.

Students are required to register online for the face-to-face orientation programs held at the main BC campus and at the BC’s Delano campus using the registration link on the orientation website. KCCD is implementing CCC apply which will allow participation in the State Chancellor’s Office Educational Planning Initiative (EPI) which will provide a portal that includes a variety of student service applications including an orientation option. BC has participated in the statewide committee developing the portal and is a location for student pilot testing of the portal for user experience input.

Timeline: Point in Student’s Academic Pathway When Orientation is Required

New students are required to complete orientation as soon as they complete an admission form to Bakersfield College. It is the first step in the matriculation pathway. High school senior orientations are held during the late Fall and early Spring of every academic year. The tentative timeline is:

On Campus Orientation – Bakersfield College
- Summer/Fall Semester: December – August
- Spring Semester: October – December

On Campus Orientation – BC’s Delano campus
- Summer/Fall Semester: December – April
- Spring Semester: November

In Person Orientation at the Primary Service-area high schools
- Summer/Fall Semester: December – April

Online Orientation is available asynchronously year-round

**Partnerships and Collaborations**

BC partnerships and collaborations fall into three main categories: Middle and High School, College, and Business, Industry and Community.

**Middle and High School**

**Cal-SOAP**

The Bakersfield College Transfer Center has had a 4 year partnership with the local California Student Opportunity and Access Program (Cal-SOAP) administered by a grant housed at California State University Bakersfield (CSUB). Graduate student counselors-in-training provide support and encouragement to a growing number of area high school seniors assisting them with college applications, financial aid applications and BC’s matriculation steps of admission and orientation at their high school site. This relationship is growing and has resulted in numerous programmatic collaborations. CalSOAP is now extended to all area high schools. BC participates in several training sessions with these CalSOAP graduate students in an effort to better prepare incoming students.

**High School Counselor Student Success Liaison Program**

Bakersfield College piloted admission application workshops, orientations and assessment testing at 17 Kern High School District, Shafter, Tehachapi, Delano and Wasco high schools during Spring 2014. Initial analysis of the evaluations from High School Counselor workshops and the annual High School President’s Breakfast reveal that high school counselors and staff are eager to partner with BC and hold matriculation events at their high school sites. Data on student placement (discussed later in this report) revealed that high school students tested higher on the assessment test when taken at their high school than previous years when it was limited to testing on the BC campus.

This summer, faculty and staff in Bakersfield College’s Student Affairs departments created curriculum and training handbooks to train a high school counselor at each school site to act as the student success liaison with the College to facilitate students’ matriculation steps leading to registration. In particular this will enable the liaisons to act as:

- **Certified Test Proctors** who are trained and authorized to proctor placement testing at the High School sites, on behalf of Bakersfield College, and
- **Certified ASEP Advisors** who are trained and authorized to provide assistance with Abbreviated Student Education Plans and other matriculation advice at the High School sites on behalf of Bakersfield College

Each high school liaison counselor will be trained on BC’s matriculation processes leading to registration, and will be provided with a monetary stipend for their work (see Budget spreadsheet).

**Annual High School Counselor Fall Workshop**

Each Fall term, the Counseling and Advising Center and the Career and Technical Education Program at BC invite all local high school counselors and career technicians from the service-area high schools to a daylong workshop. Workshop topics include timely updates on changes in core SSSP services (matriculation). Other topics include information about financial aid, concurrent enrollment as well as information about Bakersfield College’s academic programs, associate degrees for transfer, and certificates. Current BC student panelists present their views on how high school staff can better prepare high school students to navigate the matriculation steps and prepare for success at BC. Evaluations of the workshop are analyzed and changes made based on feedback. Included in the workshops are data about the success rates of students at BC whether, prepared or under-prepared, and the higher success rate of students that complete a program at BC or transfer to a four-year college or university.
Annual President’s High School Principal Breakfast

Each spring semester service-area high schools principals, vice-principals and head counselors are invited to a welcoming early morning breakfast event. The breakfast is designed to bring thoughtful high school leaders of varying positions to BC to promote discussion and consideration about current educational topics. Information is shared about topics including timely updates on changes in core SSSP services (matriculation). Other information about program choices, or changes in the curriculum are explained and feedback is collected on how the college can improve student support services. As a result of feedback from the principals, the College has made changes in services. For example, new assessment/placement re-test policies have been created, and a rigorous dual enrollment program has been developed.

The Regional Occupation Center

The Regional Occupational Center and Bakersfield College have articulation agreements in place that allows high school students to gain college credit for 39 individual occupational courses, career specific information about Bakersfield College, and receiving advanced credit for some qualifying courses.

College

Bakersfield College is in partnership with the Kern High School District (KHSD), California State University Bakersfield (CSUB) and Taft College in a California Academic Partnership Program grant (CAPP) with the focus to collaborate on issues surrounding the Common Core curriculum. The overall goal is to help high school students enter college more prepared. This program serves all high school students in the KHSD.

Business, Industry and Community

Padrinos

Bakersfield College faculty, staff and administrators will be trained to be Padrinos, a Spanish term meaning godparents, who act as mentors to BC’s Latino/Hispanic student population by communicating the importance of a college education and training, providing follow-up and intervention services to assist students to succeed, and promoting cultural activities that give Latino students a sense of belonging at BC. Specific programs include partnering with a variety of Hispanic community organizations and services to provide outreach on the value of higher education, including parent groups.

African-American Success

Through Excellence and Persistence (ASTEP)

The African American Student Success Through Excellence and Perseverance program is part of the Equity Initiative on the Bakersfield College campus. The goals are to increase the success and retention of African-American students through connecting ASTEP students to community leaders who serve as mentors. These mentors work individually and in small groups with students to access community resources that can assist them in reaching their academic and career goals.

Department of Rehabilitation

The California Department of Rehabilitation (DOR) is a State agency charged with supporting people with disabilities in their quest for gainful employment. Bakersfield College has a rehabilitation counselor on site in the Counseling/DSPS (Disabled Students Programs and Services) area for two days per week, and the rehabilitation counselor is an adjunct DSPS counselor one day per week. This counselor provides orientation and other matriculation services for new students. This provides a clear bridge between the Department of Rehabilitation and DSPS, by allowing DOR clients who are BC students to receive services on campus. This is a unique type of relationship between the two organizations that doesn’t exist on many other community college campuses. This partnership was created through the Workability III contract between DOR and BC. The WAIII contract has been in existence for at least 20 years and is one of the oldest contracts that DOR has. In fact, many newer WAIII contracts established throughout the state have been modeled after BC’s program. Due to the referral process between DSPS, DOR, and WAIII, BC is able to provide students with well-rounded services to facilitate their participation in educational and vocational programs.

Kern County Human Services
Bakersfield College partners with Kern County Human Services departments to create internship opportunities as all Human Services majors must complete 4 units of internship experience at local human services agencies. Students receive orientations at their internship sites.

**Kern County Veterans Collaborative**

The DSPS Director is a member of the Kern County Veterans Collaborative group, which is a group of service agencies and organizations who support veterans in our community. This information helps support our Veterans’ orientation.

2. **Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.**

The primary department responsible for orientation programs is the newly established Outreach and School Relations department, however, orientation shall continue to be a campus-wide collaborative endeavor with faculty and staff from a variety of areas working in teams to provide orientation services. These include academic faculty, department chairs, counselors, advisors, student service providers and managers. Each work collaboratively to provide orientation programs delivered at the High Schools, on campus and online.

**Outreach and School Relations:** The department is staffed with a director, two Education Advisors, a Student Support and Success Manager and other support personnel.

**Director of Outreach and School Relations** - The College plans to hire a full-time coordinator of orientation programs (Student Success Program Manager for Orientation) who shall work under the direction of the Director of Outreach and School Relations to facilitate a comprehensive array of orientation activities at service-area high schools.

**Student Support and Success Program Manager - Outreach** – Coordinates and implements orientation and other high school based services including the convocation of new freshman and parent orientation as well as supervising online orientation delivery. Plans, prioritizes and directs the activities Outreach and Orientation, is responsible for managing assigned program activities associated with maintaining quality academic and student services programs and coordinates clerical or program staff.

**Educational Advisors - Outreach and School Relations** – Under the direction of an assigned supervisor, serves as a paraprofessional counselor advising students in areas related to academic careers including certificate, graduation, transfer and major requirements; advises students on various careers and requirements necessary for achieving career goals. Assists with orientation at high schools, on campus, plans and implements “It’s Possible”.

**Outreach Support Staff (Department Assistant)** – Provides a variety of complex and confidential clerical assistance and information to faculty, staff, students and the public. Coordinates with high schools and manages campus outreach activities.

**Welcome Center staff:**

Realizing the needs of the community, the college has a Welcome Center staffed with an educational advisor (from Outreach and School Relations) who assists potential students and community members, and students with the college admission and registration process, orientation concerns, and advising questions.

**Peer Mentors/Ambassadors** – Students screened and trained to assist guests and fellow students to access the web and find necessary information or direction at BC.

**Rural Initiatives:** Bakersfield College “Rural Initiatives” ensures educational services for the college’s large, under-educated, under-employed rural service delivery area. The Rural Community Initiative ensures that the overall college planning processes will reach out to and accommodate those students who are location bound and unable to come to the Panorama Campus. Facilities and staffing plans for rural communities have been included in resource planning particularly onsite orientation services, including parent orientation and information.

**Director Delano Campus Center and Rural Initiatives** - The Director, Delano Center Campus, reports to the Dean of Learning Resources and Information Technology responsible for community campuses and is responsible for the development and administration of the Delano Campus and its programs. The Director has supervision responsibility for the year-round program.
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<th>Position</th>
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<tr>
<td><strong>Student Success Program Manager – Rural Initiatives</strong></td>
<td>will work with the Director Delano Campus Center/Rural Initiatives in coordination with the Director of Outreach and School Relations to develop and offer services and programs for the greater Kern County communities. Included in these services and programs are the delivery, coordination and management of orientation, assessment/placement, counseling and advising and educational planning for these outlying areas. An Educational Advisor for Rural Initiatives will work under the direction of the Rural Initiatives Program Manager to provide core mandated SSSP and educational services to community members and students in outlying areas.</td>
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<tr>
<td><strong>Educational Advisors-Rural Initiatives</strong></td>
<td>– Under the direction of an assigned supervisor, serves as a paraprofessional counselor advising rural students in areas related to academic careers including certificate, graduation, transfer and major requirements; advises students on various careers and requirements necessary for achieving career goals. Assists in orientation at rural initiative sites and the Delano Center.</td>
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<tr>
<td><strong>Counselor – Rural Initiatives</strong></td>
<td>Provides full range of counseling services both online and face-to-face as well as the SSSP core services. Other duties include: participation in student recruitment and articulation; maintaining subject matter currency developing and revising curriculum; using computer and multimedia technology, collegial participation in departmental, college and discipline-specific professional activities. Focuses on serving rural students from the Delano Center.</td>
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<tr>
<td><strong>Coordinator, Peer Mentoring and Peer Mentors:</strong></td>
<td><strong>Peer Mentor Coordinator</strong> – Coordinates and trains students acting as peer mentors/ambassadors and welcome center peer staff.</td>
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<td><strong>Peer Mentors</strong></td>
<td>are trained and coordinated by the Peer Mentor Coordinator to provide student to student engagement in the core services. These students are vetted and oriented through the Human Services department and then assigned to specific areas where student-to-student engagement have proven. Peer mentors work with small groups during orientation and help with assessment, explaining the importance of preparation and guiding students to test preparation options. Peer mentors also assist students by explaining how to understand majors and general education options with relation to ASEPs.</td>
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<td><strong>Counseling</strong></td>
<td><strong>Dean of Counseling</strong> - The Dean of Counseling is responsible to the Vice President, Student Affairs, and has broad accountability, within the participatory governance framework, for planning, directing and evaluating assigned functions associated with maintaining quality counseling programs. This includes orientation events in general and specific orientation for veteran's.</td>
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<td><strong>Counseling Office Supervisor</strong></td>
<td>- Under the direction of the dean of counseling, organize and direct the secretarial, clerical and functional operations within an assigned department or office; perform a wide variety of responsible and complex administrative, secretarial and clerical duties for a department or office.</td>
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<tr>
<td><strong>Counselors- General</strong></td>
<td>Provides full range of counseling services both online and face-to-face as well as the SSSP core services. Other duties include: participation in student recruitment and articulation; maintaining subject matter currency developing and revising curriculum; using computer and multimedia technology, collegial participation in departmental, college and discipline-specific professional activities.</td>
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<td><strong>Counselors Adjunct - General</strong></td>
<td>Provides full range of counseling services both online and face-to-face as well as the SSSP core services. Other duties include: participation in student recruitment and articulation; maintaining subject matter currency developing and revising curriculum; using computer and multimedia technology, collegial participation in departmental, college and discipline-specific professional activities.</td>
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<tr>
<td><strong>Ed Advisors – General</strong></td>
<td>SSSP activities: Provides Advising and Educational Planning, assists with general orientation including “It’s Possible” events.</td>
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<td><strong>Ed Advisors – General (PT)</strong></td>
<td>SSSP activities: Provides Advising and Educational Planning, assists with general orientation including “It’s Possible” events</td>
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<td><strong>Ed Advisor Veteran’s</strong></td>
<td>SSSP activities: Provides Advising and Educational Planning, assists with Veteran’s orientation.</td>
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**Making it Happen (transition and placement for student success):**

**Dean of Student Success (FT) Pre-Collegiate Studies** – This office incorporates both student service and instruction efforts. In collaboration with the Outreach and School Relations department, MIH staff helps to transition students through Orientation,
Assessment, Counseling, Registration, Follow-up and Intervention support. Beginning at the high school sites for orientation and then assigning students personalized MIH advisors through extended orientation and student development during the first year this hands on program deepens student involvement. This office coordinates the SSSP restricted funding to implement SB 1456 as well as the Basic Skills Initiative funding and works closely with the Office of Equity and Inclusion that houses the Equity funding and activities. Most first time students (over 80%) are placed into remedial coursework hence the BSI work and Academic Development Program as well as Instructional Student Support Services are administered here. This office also coordinates assessment and placement using the new web-based Accuplacer and coordinating faculty discipline experts regarding multiple measures for placement.

**Student Success Program Manager – MIH** - Manages the Making It Happen Advisor (MIH) Program Coordinates MIH advisors, related follow-up services (such as SEP’s, majors, general education and registration support, academic warning, probation or and other follow-up). Manages assigned program activities associated with maintaining quality academic and student services programs and coordinates clerical or program staff.

**Counselor – MIH** - MIH counselor is involved in high school orientation visits (and other orientation activities as needed e.g. online, on campus) MIH counselors participate in summer extended and specialized orientations. In addition, the counselor provides all other core services for students and provides a focal service point for MIH advisors to refer students in need of educational planning and counseling services. Provides full range of counseling services both online and face-to-face as well as the SSSP core services. Other duties include: participation in student recruitment and articulation; maintaining subject matter currency developing and revising curriculum; using computer and multimedia technology, collegial participation in departmental, college and discipline-specific professional activities.

**Ed Advisor – MIH** - SSSP activities: Provide Advising and Educational Planning, assists with Orientation at high schools and when needed on campus.

**Executive Secretary – MIH** Under the direction of an assigned supervisor, perform a variety of highly responsible secretarial, budgeting and administrative duties; provide information and assistance to the public. SSSP coordination and reporting.

**Pool – Special Comps – MIH** During periods of high work load associated with transitioning and scaling up to the new SSSP strategies, special overtime or adjunct work is used to meet demands.

**Athletics:**

**Athletics Director** - The Athletic Director is responsible for providing the overall leadership and management of the intercollegiate athletics program and compliance of the Title IX within the laws, policies, procedures, and guidelines established by Bakersfield College, the Western State Conference, the California Commission on Athletics, and the National Collegiate Athletic Association. Reaches out to potential students, supports and oversees specialized athletics orientation.

**Athletics Associate Director** - The Associate Athletic Director is responsible to the Bakersfield College Athletic Director, and has broad accountability within the operations, for planning, directing and evaluating programs while maintaining quality and compliance within the Athletic Department. Reaches out to potential students, supports specialized athletics orientation.

**Educational Advisor – Athletics** - SSSP activities: Provides Advising and Educational Planning, assists with specialized athletics orientation.

**MESA & STEM:**

**MESA Director** – Manages MESA outreach, support, activities and programs. Coordinates with STEM and develops MESA week zero extended science orientation for new students.

**Dean of Math and Science STEM** – The Dean of Instruction in Math and Science oversees STEM, is responsible to the Vice President, Academic Affairs, and has broad accountability, within the participatory governance framework, for planning, directing and evaluating assigned functions associated with maintaining quality instructional and academic programs.

**STEM Program Manager** - Under direction of the Dean of Math and Science at Bakersfield College, the Science, Technology, Engineering and Mathematics (STEM) Program Manager is responsible for managing grant activities, personnel budgets, and the performance and financial reporting required to validate program effectiveness.
**Career Technical Education:**
CTE (specialized orientation for various CTE programs such as Nursing, Radiology, and other CTE areas)
*Ed Advisor – CTE - SSSP activities: Provides Advising and Educational Planning, assists with general orientation including “It’s Possible” events and events focused on Career Technical educational goals.*

**Equity and Inclusion:**
*Director of Equity and Inclusion - The Director of Student Equity and Inclusion develops, implements, and evaluates of the Student Equity Program; coordinates student equity initiatives related to the academic, support services, and social needs of students from culturally and socially diverse backgrounds; and manages related special programs, interventions and initiatives leading to student retention, student completion and student success specifically designed to address the lowest achieving student populations. The Director works with the college community to serve its diverse communities through engagement, collaboration, partnerships, innovation, and outreach.*

*Counselor Equity and Inclusion - Provides full range of counseling services both online and face-to-face as well as the SSSP core services focusing on student populations experiencing disproportionate impact and identified as target groups for Equity work. Other duties include: participation in student recruitment and articulation; maintaining subject matter currency developing and revising curriculum; using computer and multimedia technology, collegial participation in departmental, college and discipline-specific professional activities.*

*Ed Advisor – Equity and Inclusion - SSSP activities: Provides Advising and Educational Planning, assists with general orientation including special outreach with regards to identified populations.*

**SSSP Research:**
The Institutional Researcher (*updated title for clarity was Manager of Institutional Research and Reports) will provide guidance and development of institutional reporting structures and data relating to enrollment, orientation, assessment, completed educational plans, report on student majors – particularly on undeclared, track high school students creating matriculation completion reports, success and retention rates, probation and disqualification reports, and other data as needed by administration, faculty and staff to ensure we are tracking individual and cohort student success on a timely basis (weekly, monthly, term-by-term).

**Institutional Data Analyst** provides support to all core mandated services administrators, managers, and faculty and staff providing data analysis, where appropriate and supporting the Institutional and Centralized research function by performing data analytics on core service function and related data.

**Data Coaches- Faculty Special Compensation – Research and investigate student success data, serve as data coaches to SSSP areas conducting the 4 core services.**

**KCCD centralized District Institutional-** Research office controls the data, making it accessible to the Institutional Researcher, creating longitudinal and annual reports that track and guide the long term work and evaluation of the core services. This includes work such as tracking and reporting students receiving the core service, identify students missing matriculation components as well as identifying those students with undecided majors. It also includes the required assessment validity, reliability & bias analysis colleges are required to perform: including evaluating assessment instruments to meet content validity, cut score validity, minimization of bias, reliability, and disproportionate impact standards provided in the Assessment Standards (S. 5522(a)); determining if any assessment measure has a disproportionate impact and when there is a disproportionate impact, helping to implement a correction plan. Additionally, research is required on Early Assessment Program (EAP) Transition and includes EAP – Smarter Balanced (SBAC) computer-based assessment aligned to the Common Core State Standards. In addition, Although research on SSSP varies widely across colleges and districts, depending on local needs and the resources available. Suggested areas of research include:  
•Analysis of patterns of course success in relation to core SSSP services, with data disaggregated by ethnicity, gender, disability, age, and socioeconomic status.  
•The impact of assessment test cut scores and multiple measures on student progress toward educational goals.  
•Evaluation of orientation programs and their ability to promote knowledge of the institution and its support services.  
•The impact of prior educational experiences on assessment and placement systems and course taking patterns.

The SSSP hand book page 4.10 #11 – Indicates that colleges may use program funds to pay for research, admissions and records
and transfer related staff time dedicated to evaluating the effectiveness of SSSP core services, or directly contributing to or providing SSSP core services.

**Other Involved Staff:**

Web and Graphic Artist Developer - produces digital graphics for webpages and printed materials used in Student Success communications and outreach materials that promote SSSP services and activities. For example, materials for orientation and assessment workshops at high schools, guides for creating an education plan, brochures about supportive services, etc.

Digital Media Specialist - coordinates and manages social and other media communications with students that are more effective than the typical email, particularly with prospective college students in high school.

The overall collaborative nature of orientation programs means that, the faculty and staff providing orientation are distributed across a wide spectrum of the College. The primary staff with specific responsibilities for orientation are represented in the table below:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Department</th>
<th>Campus Funded</th>
<th>SSSP Funded</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Researcher*updated title for clarity</td>
<td>Student Affairs</td>
<td>X</td>
<td>X</td>
<td>Supervision of reporting structures, research and data analysis, trends information, projections and metrics to support core services including reports on orientation trends.</td>
</tr>
<tr>
<td>Student Success and Research Initiatives – Faculty release</td>
<td>Student Affairs</td>
<td>X</td>
<td></td>
<td>Research and investigate student success data and serve as data coach for SSSP. Provides insights into CCCCO initiatives and research.</td>
</tr>
<tr>
<td>Technology &amp; Communication Specialist (FT)</td>
<td>Student Affairs</td>
<td>X</td>
<td></td>
<td>Develop and coordinate communication plan for Student Success under the direction of the Dean of Student Success</td>
</tr>
<tr>
<td>Director of Outreach and School Relations</td>
<td>Office of Outreach and School Relations</td>
<td></td>
<td>X</td>
<td>Oversee and coordinate all BC orientation activities and pre-enrollment services</td>
</tr>
<tr>
<td>Associate Director of Outreach &amp; School Relations – HS Testing and Placement</td>
<td>Office of Outreach and School Relations</td>
<td></td>
<td>X</td>
<td>Direct the Testing and Placement process in high schools; train and organize Certified Proctors and Certified ASEP Advisors. Assist with Multiple Measures placement as needed</td>
</tr>
<tr>
<td>Student Success &amp; Support Program Manager (SS Program Manager) - Orientation &amp; Outreach (FT)</td>
<td>Student Affairs</td>
<td></td>
<td>X</td>
<td>Manage Student Success activities under the direction of the Associate Dean of Student Success (Orientation and Outreach)</td>
</tr>
<tr>
<td>Ed Advisor (FT) Welcome Center &amp; Admissions</td>
<td>Director of Outreach and School Relations</td>
<td>X</td>
<td>X</td>
<td>Provide advisement for Orientation/Educational Planning Welcome Center &amp; Admissions</td>
</tr>
<tr>
<td>Ed Advisor (FT)</td>
<td>Office of Outreach and School Relations</td>
<td></td>
<td>X</td>
<td>Provide advisement for Orientation/Educational Planning</td>
</tr>
<tr>
<td>Dean of Student Success (FT) Pre-Collegiate</td>
<td>Student Affairs/Instruction</td>
<td></td>
<td>X</td>
<td>Coordination of SSSP to implement SB 1456</td>
</tr>
<tr>
<td>Student Success Program Manager-Rural Communities</td>
<td>Student Affairs</td>
<td></td>
<td>X</td>
<td>Manage Student Success activities at the BC’s Delano campus and other rural communities under the direction of the BC’s Delano campus Director</td>
</tr>
<tr>
<td>Student Success Program Manager-MIH</td>
<td>Student Affairs</td>
<td></td>
<td>X</td>
<td>Manage the Making It Happen Advisor (MIH) Program MIH advisor direct and provide follow-up services (such as SEP’s, majors, general education and registration support, academic warning, probation or and other follow-up)</td>
</tr>
<tr>
<td>Position</td>
<td>Department</td>
<td>Role/Responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Coordinator of Student Success Class (FT Faculty)                       | Student Affairs     | X  
Develop curriculum for, train and coordinate faculty in FY Student Success course to provide extended orientations, and prepare students for CSEPs.                                                                                 |
| Coordinator, Peer Mentoring                                            | Student Affairs     | X  
Coordinate student Peer Mentoring program. Peer mentors work with small groups during orientation and help with assessment explaining the importance of preparation and guiding students to test preparation options. Peer mentors also assist students by explaining how to understand majors and general education options with relation to ASEPs. |
| POOL – Special Comps – MIH                                            | Student Affairs     | X  
Special advising assignment MIH advisors direct and provide follow-up services (such as SEP’s, majors, general education and registration support, academic warning, probation or and other follow-up) |
| Student Success & Support Program Manager-Generalist                    | Dean of Student Success | X  
Manage SSSP activities under direction of Dean.                                                                                                                                                                                                                                     |
| General Counselor Delano campus                                        | Counseling and Advising -- BC’s Delano campus | X  X  
SSSP activities for Delano campus Rural Initiatives: Provide Counseling, Orientation, Educational Planning.                                                                                                                                                                      |
| Director of BC’s Delano campus & Rural Initiatives                     | BC’s Delano campus – V P Academic Affairs | X  X  
Supervise all BC’s Delano campus and Rural Initiative Activities.                                                                                                                                                                                                                  |
| Educational Advisor (Rural Initiatives)                                | Counseling and Advising BC’s Delano campus | X  
SSSP activities for Rural Initiatives: Provide Advising, Orientation, Educational Planning.                                                                                                                                                                                       |
| Site Office Coordinator, BC’s Delano campus & Rural Initiatives        | Counseling and Advising BC’s Delano campus | X  X  
Staff support for BC’s Delano campus and Rural Initiatives. Support Advising, Orientation, Educational Planning functions.                                                                                                                                                   |
| Department Assistant II, BC’s Delano campus & Rural Initiatives        | Counseling and Advising BC’s Delano campus | X  X  
Staff support for BC’s Delano campus and Rural Initiatives. Support Advising, Orientation, Educational Planning functions.                                                                                                                                                   |
| Admissions & Records Technician I, BC’s Delano campus & Rural Initiatives | BC’s Delano campus | X  
Admissions Technician.                                                                                                                                                                                                                                                            |
| Tutor Coordinator (PT), BC’s Delano campus & Rural Initiatives        | Counseling and Advising BC’s Delano campus | X  
Trains and Coordinates Peer Tutors.                                                                                                                                                                                                                                               |
| Tutor Coordinator (FT), BC’s Delano campus & Rural Initiatives        | Counseling and Advising BC’s Delano campus | X  
Trains and Coordinates Peer Tutors (Assistant Professor, Academic Development).                                                                                                                                                                                                   |
| Educational Advisor                                                   | Counseling and Advising | X  
SSSP activities: Provide Advising and Educational Planning, assist with Orientation.                                                                                                                                                                                               |
| Educational Advisor                                                   | Counseling and Advising | X  
SSSP activities: Provide Advising and Educational Planning, assist with Orientation.                                                                                                                                                                                               |
| Educational Advisor (Athletics)                                       | Counseling and Advising | X  
SSSP activities: Provide Advising and Educational Planning, assist with Orientation.                                                                                                                                                                                               |
| Educational Advisor (Veterans’ Center)                                 | Counseling and Advising | X  
SSSP activities: Provide Advising and Educational Planning, assist with Orientation.                                                                                                                                                                                               |
| Educational Advisor                                                   | Counseling and Advising | X  
SSSP activities: Provide Advising and Educational Planning, assist with Orientation.                                                                                                                                                                                               |
| Educational Advisor                                                   | Counseling and Advising | X  
SSSP activities: Provide Advising and Educational Planning, assist with Orientation.                                                                                                                                                                                               |
<table>
<thead>
<tr>
<th>Educational Advisor (PT)</th>
<th>Counseling and Advising</th>
<th>X</th>
<th>SSSP activities: Provide Advising and Educational Planning, assist with Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Peer mentors</td>
<td>Office of Outreach and School Relations</td>
<td>X</td>
<td>Assist with all BC activities for high school matriculation services/ work with High School Student Success Counselor liaisons</td>
</tr>
<tr>
<td>Research and Data Analyst</td>
<td>Student Affairs</td>
<td>X</td>
<td>Coordinate research and data analysis for the SSSP Plan at BC</td>
</tr>
</tbody>
</table>

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements

Bakersfield College is undergoing a substantial revision of online orientation to create a more efficacious and interactive online delivery platform addressing multiple learning styles and requiring effective student participation. This revision will ensure that the revised online orientation is easily accessible and ADA compliant.

BC is explored the Moodle classroom management software and COMEVO, both require students to interact with the program. Students will complete Title 5 mandatory orientation topics and those identified as core orientation outcomes (as itemized below) by reading introductory information, watching short video presentations created by BC’s Media Center, answer quiz questions correctly before they will be allowed to move on and participate in other required activities. This will be developed by the SSSP Manager of Orientation in the Outreach and High School relations department.

Other orientation materials include:
Appropriate publications, such as academic pathways and templates, orientation information and materials developed to guide and assist students in their transition to college and creation of education plans. The Web and Graphic artist will help to develop appropriate and engaging materials. We hope to have a digital media specialist to move our communication with students into the next century with updated and effective materials.

Technology support staff include: Media Center staff; BC IT Staff; District IT staff; Moodle Management and Webmaster; Technology Consultant

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

 Orientation Checklist (Required Policy or Procedure)
(1) Academic expectations and progress and probation standards pursuant to section 55031;
(2) Maintaining registration priority pursuant to section 58108;
(3) Prerequisite or co-requisite challenge process pursuant to section 55003;
(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
(6) Academic calendar and important timelines.
(7) Registration and college fees.
(8) Available education planning services

Bakersfield College is developing a more comprehensive orientation to meet the needs of both the college’s online and face-to-face students as well as meeting the SB1456 legislation requirements. The College has embraced orientation as a process that acquaints students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures and other appropriate information (Title 5, Section 55521). Orientation is required for all new students at Bakersfield College and provides an opportunity to interact with current and new students making orientation a part of their BC experience. It is the first matriculation step after applying for admission to the college.

The college is undergoing a review of its current matriculation-cycle and structure to identify barriers to students and improve the
pathway to ensure that the entire process is communicated effectively and simply and is easy to follow. Draft orientation outlines are being vetted by campus groups for their feedback. A part of this review has already led to the creation of a centrally located “Welcome Center” staffed with educational advisors that assists new students and community members with core SSSP services.

First time students will get introduced to BC’s Habits of Mind program as a tool to succeed at Bakersfield College through the habits of persistence, organization, striving for excellence, staying involved, innovating, being focused, learning for life, and emphasizing integrity. “It’s POSSIBLE” is the brand that Bakersfield College currently applies to all of its matriculation services so students are reminded that they can achieve success with their educational and career goals. Peer mentors will work with small groups during orientation, explaining the importance of assessment preparation and guiding students to test preparation options. Peer mentors assist students by explaining how to understand majors and general education options with relation to ASEPs. Best practice reports indicate that peer mentors are able to reach out to new students and have better connection and engagement with these first time in college and first generation students. Peer mentors also serve as a point of contact for subsequent clarification and issues navigating through the registration process. Peer mentors are not are not tutors or supplemental instruction leaders and are trained to send students to find answers related to the core services, while in no way addressing course contact. Peer mentors receive training through a program coordinated by the Peer Mentor Coordinator.

Once students have completed and filed their online application to BC, they are assigned a Student Identification number and sent an email directing them to participate in orientation, test prep workshops and in assessment/placement. Whether a new student attends an on campus program, a high school in person program, or chooses to access the orientation online, the program is designed to promote personal academic success, individual development, and introduces student and academic support programs. Included in the scope of orientation activities are the College’s legal requirements under the Higher Education Act of 1965, as amended and Title IX of the Higher Education Act of 1965, as amended (HEA and Title IX).

2013-2014 orientations were primarily conducted through online, face-to-face and some one day “Its Possible” events that provide an opportunity for students to complete all 4 matriculation steps in one day. These activities resulted in approximately 82% of all first-time students being oriented. 2014-15 plans scale up both orientation and “It’s Possible events as well as on-site high school orientations.

New Student Orientation Dates  Spring 2015 & Summer/Fall 2015

Spring 2015 New Student Orientation Programs - “

<table>
<thead>
<tr>
<th>Summer/Fall 2015 New Student Orientation Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 6, 2014</td>
</tr>
<tr>
<td>January 27, 2015</td>
</tr>
<tr>
<td>February 10, 2015</td>
</tr>
<tr>
<td>February 24, 2015</td>
</tr>
<tr>
<td>March 10, 2015</td>
</tr>
<tr>
<td>March 24, 2015</td>
</tr>
<tr>
<td>April 14, 2015</td>
</tr>
<tr>
<td>April 28, 2015</td>
</tr>
<tr>
<td>May 12, 2015</td>
</tr>
</tbody>
</table>

Sample It’s Possible Schedule

Session One

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM - 7:30 AM</td>
<td>Check-In &amp; Renegade Tables</td>
</tr>
<tr>
<td>7:30 AM - 10:00 AM</td>
<td>Assessment Test*</td>
</tr>
<tr>
<td>10:00 AM - 1:00 PM</td>
<td>IT’S POSSIBLE: Orientation, New Student Workshop, Education Plan</td>
</tr>
<tr>
<td>1:00 PM - 2:00 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:00 PM - 4:00 PM</td>
<td>Registration</td>
</tr>
</tbody>
</table>
Session Two

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30 PM - 2:00 PM</td>
<td>Check-In &amp; Renegade Tables</td>
</tr>
<tr>
<td>2:00 PM - 5:00 PM</td>
<td>IT’S POSSIBLE: Orientation, New Student Workshop, Education Plan</td>
</tr>
<tr>
<td>5:00 PM - 6:30 PM</td>
<td>Registration</td>
</tr>
</tbody>
</table>

Summer and Fall “It’s Possible” articulation events occurred on December 6, 2014 at 8:00AM, December 9, 2014 at 6:00PM, January 13, 2015 a 9:00AM, June 10, 2015 at 7:00AM and 1:30 PM and are planned for July 7, August 8, and December 5, 2015.

### Summer/Fall 2015: New Student Orientation – In person at the High Schools

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Visit Type</th>
<th>Time</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-1-2014</td>
<td>Foothill High School</td>
<td>Orientation</td>
<td>1:30-3:00pm</td>
<td>BC Staff</td>
</tr>
<tr>
<td>12-2-2014</td>
<td>West High School</td>
<td>Orientation</td>
<td>TBD</td>
<td>BC Staff</td>
</tr>
<tr>
<td>12-3-2014</td>
<td>Frontier High School</td>
<td>Orientation</td>
<td>2:45-3:45</td>
<td>BC Staff</td>
</tr>
<tr>
<td>12-5-2014</td>
<td>Independence High School</td>
<td>Orientation</td>
<td>TBD</td>
<td>BC Staff</td>
</tr>
<tr>
<td>12-8-2014</td>
<td>Stockdale High School</td>
<td>Orientation</td>
<td>8:30-Noon</td>
<td>BC Staff</td>
</tr>
<tr>
<td>12-9-2014</td>
<td>Highland High School</td>
<td>Orientation</td>
<td>8:20am-3:20pm</td>
<td>BC Staff</td>
</tr>
<tr>
<td>12-10-2014</td>
<td>South High School</td>
<td>Orientation</td>
<td>12:30pm-1:30</td>
<td>BC Staff</td>
</tr>
<tr>
<td>12-11-2014</td>
<td>Golden Valley High School</td>
<td>Orientation</td>
<td>8:30am-10:40am</td>
<td>BC Staff</td>
</tr>
<tr>
<td>12-16-2014</td>
<td>Tierra Del Sol Continuation HS</td>
<td>Orientation</td>
<td>10am-11:30am</td>
<td>BC Staff</td>
</tr>
<tr>
<td>January 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-12-2015</td>
<td>Ridgeview High School</td>
<td>Orientation</td>
<td>8:30am-12:30pm</td>
<td>BC Staff</td>
</tr>
<tr>
<td>1-13-2015</td>
<td>Liberty High School</td>
<td>Orientation</td>
<td>9:30am-Noon</td>
<td>BC Staff</td>
</tr>
<tr>
<td>1-14-2015</td>
<td>Nueva Continuation</td>
<td>Orientation</td>
<td>9:00-12:30</td>
<td>BC Staff</td>
</tr>
<tr>
<td>1-15-2015</td>
<td>Shafter High School</td>
<td>Orientation</td>
<td>TBD</td>
<td>BC Staff</td>
</tr>
</tbody>
</table>

Bakersfield College New Student On-Campus 2 1/2 Hour Orientation

**Tour of Campus (45 minutes)**
(SLO – 4, 19)

**Crowd Breaker (15 minutes)**

**College Welcome (15 minutes)**
- Administration
- Faculty
- SGA
(SLO – 9, 12)

**Steps to Success (15 minutes)**
- Orientation, Assessment, Counseling, Registration, Payment of Fees, Financial Aid
(SLO – 4, 6, 8, 13, 14, 15, 19)

**Student Conduct and Safety (15 minutes)**
- Student Code of Conduct, Academic Honesty, Classroom Etiquette, Discrimination and Harassment, Sexual Harassment, Public Safety, Parking, Emergency Response
(SLO – 9, 10, 11)

**Academic Programs (15 minutes)**
- Career Paths: Agriculture and Natural Resources; Arts, Media and Communications & Business, Management and Information Technology & Engineering and Industrial Technology & Health Services & Public and Human Services
(SLO – 17)

### Academic Support Programs (15 minutes)
- The Learning Center--Math Lab, Student Success Lab, Tutoring Center, Writing Center, CAS Workshops, Library, Supplemental Instruction, Habits of Mind (Link to App and actual page plus video of student explaining it) (SLO – 18, 21)

### College Success (15 minutes)
- Career Center (Job Placement), Child Development Center, DSPS, EOP&S, Health Services, Transfer Center, Veterans Services, Define units/credits, Registration Deadlines (link to webpage), Grades (A, B, C, D, F, W, P, Au, Inc.), Important Terms (Prerequisite, Lower Division), College Catalog and Class Schedule (SLO – 1, 2, 3, 7, 12, 16)

### Campus Life (15 minutes):
- Student Life, SGA, Student ID Card, Clubs, Performing Arts, Athletics, Fitness Center, Campus Publications, Mascot, Pantry, transportation to/from campus, credit card AVOIDANCE (SLO – 5, 9, 20, 22, 23)

### Orientation Student Learning Outcomes

All New First-year students are required to attend an orientation program. As a result of participating in orientation, they will be able to:

- Describe academic expectations and progress and probation standards;
- Describe how to get and maintain priority registration and be in good standing with financial aid (including BOGW eligibility);
- Utilize the prerequisite or co-requisite challenge process;
- Locate information on available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- Identify opportunities related to student engagement and involvement;
- Locate the academic calendar, important timelines, registration and college fees;
- Describe the Habits of Mind that can help a student be successful at BC (It’s POSSIBLE ); and
- Locate available education planning services
- Understand the College’s expectations of students as a member of the campus community: scholarship, integrity, conduct, ethical use of technology as well as many heavy, hot topic areas including alcohol, sexual misconduct, student conduct, sustainability, and some basic engagement/knowledge/learning questions
- Know the basics of Title IX and the Clery Act, including the Violence Against Women Act (VAWA) and the college prevention and response efforts
- Describe campus safety system; emergency response and safety; text message and emergency alert system; lockdown procedures, rapid relocation in emergencies; active shooter
- Understand transition to college life—what to expect; time management; study skills; the personal commitment necessary to succeed in higher education
- Understand and embrace financial obligations; how billing works / how bills can be paid; managing financial resources, understanding available sources of financial aid
- Know about FERPA
- Understand class scheduling, registration processes
- Use academic-advisement services; academic workload and your educational goals
- Have information about range of educational programs at college
- Describe the range of student support services available: Counseling, health, tutoring, etc
- Locate the campus, buildings, offices, etc.
- Articulate and/or embrace the history, traditions, and campus cultures to facilitate an identification with and integration into the institution
- Understand the process to seek student employment opportunities
- Know about social and involvement opportunities, events and activities; clubs and organizations
- Find where to get their College ID cards

Assessment of selected student learning outcomes will take place every semester to ensure that students are learning. Analysis of these outcomes data will be used to make improvements in student learning. Assessment data and information will be coordinated by the SSSP Manager, the Assessment Committee and KCCD District IT.
5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

Next Steps
In the summer of 2014 BC experimented with an extended orientation program which was called summer bridge. This was not discipline focused but provided more hands-on and experiential orientation to the campus. The orientation was nine hours long and covered the following key components of orienting to the college:

- Library services
- Computer etiquette
- Printing and copying
- GADES One Card
- Financial aid, BOG Waivers, Scholarships and a Financial Aid Workshop
- College expectations
- Students’ rights and responsibilities
- Email etiquette
- Bookstore
- Student Support Services e.g. Learning Center, Math lab, Tutoring
- DSP & S
- BC Career Center, Majors, and Campus tours of academic programs
- BC Security, Parking locations and permits
- Admissions and Records procedures
- Health Center
- Decoding academic schedules and the Registrations and Waitlist process
- Textbook-reading, Note-taking, Test-taking, Learning styles
- Eliminating barriers to success
- Effective Communication
- Creation of a comprehensive student education plan

Two extended orientations were offered for 140 students with a 100% retention. The feedback from the students was very positive. Students felt that the extended orientation should be mandatory. In 2014-15 the extended orientations will be scaled up to approximately 20 and several special student populations will have dedicated extended orientation (e.g. MESA, African American, EOP&S students).

Development of a parent orientation: Studies show that the first place a student looks for help is not a classroom or counseling office but rather their home particularly with first generation students, and for that reason, Bakersfield College is developing orientations for parents. Parent connections are made through the High School Counselor Student Success Liaisons and through the “Making it Happen (MIH)” advising program. BC’s Parent orientation will include topics such as the importance of a college education, a listing of opportunities available at BC, college cost comparisons as well as parental guidance for student success. Projected implementation for the parent orientation is Spring 2015.

The number of First-Time students receiving orientation has increased from 71% to 84% over the last five years. The goal next year is to increase the percentage and number of students attending orientation and participating in extended orientation experiences.
6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

See attached budget spreadsheet – for staff salaries and benefits

These staffing costs include the cost of counselors and ed advisors as well as the office of Outreach and School relations director and support staff.

Orientation SSSP Budget Planned for 2014-15 Orientation

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALARY AND BENEFITS</td>
<td></td>
</tr>
<tr>
<td>1000’s (ACADEMIC EMPLOYEES)</td>
<td>$124,059</td>
</tr>
<tr>
<td>2000’s (CLASSIFIED EMPLOYEES)</td>
<td>$108,614</td>
</tr>
<tr>
<td>3000’s (BENEFITS)</td>
<td>$74,396</td>
</tr>
<tr>
<td><strong>TOTAL SALARY AND BENEFITS</strong></td>
<td><strong>$307,069</strong></td>
</tr>
<tr>
<td>4000’s (INSTRUCTIONAL SUPPLIES) Instructional Materials and Supplies for Orientation</td>
<td>$23,000</td>
</tr>
<tr>
<td>4000’s (NON-INSTRUCTIONAL SUPPLIES) Non-instructional Supplies and Materials for Orientation</td>
<td>$23,000</td>
</tr>
<tr>
<td>5000’s (SERVICES AND SOFTWARE LICENSES) Software Licensing – for online orientation approximately</td>
<td>$44,320</td>
</tr>
<tr>
<td>5000’s (EMPLOYEE TRAVEL)</td>
<td>$13,029</td>
</tr>
<tr>
<td>5000’s (FOOD AND BEVERAGE AT ALL-DAY EVENTS)</td>
<td>$4000</td>
</tr>
<tr>
<td>5000’s (PRINTING AND Duplicating) Printing and Duplicating Services for Orientation Materials</td>
<td>$4,000</td>
</tr>
<tr>
<td>6000’s (EQUIPMENT) Computers and projector for onsite delivery of orientation</td>
<td>$21,000</td>
</tr>
<tr>
<td><strong>TOTAL NON-SALARY AND BENEFITS</strong></td>
<td><strong>$132,349</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$441,394</strong></td>
</tr>
</tbody>
</table>
## Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

### Target Student Audience

The Bakersfield College target student audience consisted of 5,496 first-time college students during 2013-14 academic year. The majority are recent high school graduates that come from 41 service-area high schools in metropolitan Bakersfield as well as rural areas. The new Accuplacer test costs about $1.39 per student and we estimate needing about $100,000 in licenses for tests.

All first-time college students are required to take assessment/placement tests unless they are exempt. In 2013-14, 82% or 4,523 first-time students completed the assessment component of matriculation.

Bakersfield College, one of three colleges in the Kern Community College District, has approximately 41 service-area high schools with the majority of high schools in the Kern High School District (KHSD) which is California's largest high school district in the state with more than 35,000 students. The KHSD, founded in 1893, encompasses over 3,500 square miles and includes:

- 18 Comprehensive high school campuses
- 6 Alternative Education campuses
- 2 Career Technical Education sites
- 4 Special Education centers

In addition to the KHSD the area high schools that send students to Bakersfield College include: Tehachapi High School, Monroe High School, Independence (continuation in Wasco), the Delano Adult School, Robert F. Kennedy High, Delano Union High School, Bakersfield Christian High School, Cesar E. Chavez High School, Frazier Mountain High School, Garces Memorial High School, Wasco High School, Shafter High School, McFarland High School, Bakersfield Adult School, Nueva Continuation High School, Taft Union High School, Valley High School, Vista High Continuation and Vista West Continuation Schools.

According to Census Bureau data, Kern County has one of the lowest rates for attaining a Bachelor’s degree of any county in the state of California. This correlates to BC serving about 80% first generation students.

Fall 2013 data shows that 64% of BC students receive some form of financial aid indicating a majority of BC students are of low socioeconomic status. Census Bureau data for Kern County residents indicate a median household income of about $14,000 below the state average, with 22.5% of the population living below the poverty level.

The majority of BC students are female (54%) and under the age of twenty-five (66%). BC is a Hispanic Serving Institution whose ethnicity makes up approximately 62% of the student population (Fall 2013). Other student ethnicity percentages are as follows: 5% African-American students, 1% American Indian students, 4% Asian/Filipino/Pacific Islander students and 24% white students.

Our student population consists of recent high school graduates, older students wishing to change and/or train for a career, displaced workers and students wishing to increase their skills, returning veterans, returning students, transfer students from community and baccalaureate-degree granting colleges and universities, international students and students with disabilities.

Bakersfield College is located in Kern County, one of the largest and most diverse counties in the state of California covering over 8161 square miles ranging from the southern slope of the Coastal Range to the slopes of the eastern Sierra Nevadas into the Mojave desert. As the most significant collegiate education provider in the County, Bakersfield College values its civic responsibility and access mission.
Embracing its responsibility to equitably provide educational services with the challenges of large geography, student transportation and socioeconomic limitations, Bakersfield College has begun to establish several new strategies essential for its demographics:

- A “Rural Initiative” to extend educational opportunities for the college’s large, rural service delivery area through specialized educational services and outreach including orientation, assessment/placement, counseling and advising and educational planning for these outlying areas
- Online Initiatives designed to overcome the constraints of transportation and provide core SSSP activities and educational programs online such as a web-based assessment test, which will require changing from Compass to Accuplacer products
- Assessment testing at the high schools. Because of the numerous high schools and the broad geographic locations BC will:
  o Change the type of assessment testing to allow for web delivery of the test at the high schools
  o train and use proctors at the various high school locations to help in delivery of the tests
  o use the automated Accuplacer application of multiple measures to student placement
  o employ counselors and educational advisors to go to the high schools and print test scores and apply multiple measures to student placement
- The application of multiple measures placement is consistent with Title 5 regulations requiring assessment and placement of students with measures beyond a single test score. The measures applied to pilot cohort of students entering Fall 2014 will be scaled up in subsequent years after analysis of the student success outcomes.
- The choice of Accuplacer as a current testing platform allows the automated implementation of algorithms to the test score that combine assessment scores and student’s previous coursework in high school. The measures are described in more detail later in the document. The multiple measures were selected upon study of various research documents, analysis and help from Long Beach City College, Cal Pass Plus and other consultants. Bakersfield College is a multiple measures pilot college and began the work the year before the other pilot colleges.
- Analysis of the effect on student success, district research and IT support to implement and assess the project, and personnel to scale the project up will determine future direction.
- The goal of this multiple measures assessment process is to position the college for implementation of the Common Assessment Initiative (CAI).
- The overall goal with the SSSP assessment strategy is to place students at the highest level possible by factoring in better data concerning students’ ability to succeed (previous high school and course grades) and to move students through the remediation pathway to college level and completion at a faster rate.

Those Required to Assess

All new students are required to take placement tests unless they are exempt by district policy such as taking placement tests at another District College, have qualifying scores on Advanced Placement or International Baccalaureate tests, or have taken the CSU ESP, EPT or ELM Placement tests or have participated in UC placement tests. Previously assessment testing was only necessary for those courses with placement requirements such as English, Reading, ESL and Math or specific disciplines that have met the Title 5 requirements and placed reading, writing or computational prerequisites (e.g. Biology 3A requires Intermediate Algebra due to CSU requirements and most science classes require reading one level prior to college through statistical analysis and justification. In the future all students will be assessed as part of the completion of all matriculation steps prior to registration unless otherwise exempt. For the last 5 years 82-84% of the first-time entering students have taken assessment tests for placement.

Delivery of Assessment and Placement Core Services

Given the demographics for incoming students in Bakersfield College’s service area, the College has implemented an outreach program designed to encourage potential students to take advantage of the educational opportunities available in Bakersfield.

As part of this outreach process, the College has refocused and reorganized its Testing and Placement program. Testing and Placement activities are now being re-organized to include systematic multiple measures, testing at the campus and testing at the high school site:

1. Testing and Placement at High Schools (with trained high school proctors to enable scaling this service up through web-based placement testing the plan is to offer on-site testing at about 8-10 high schools in 2014-15)
2. Testing and Placement on the main Campus or at the Delano Center (Campus-based assessment is opened nearly every day of the year including summer and spring break)

3. Placement using multiple measures (Multiple measures were first implemented in Spring 2014 with 500 students with a plan to scale-up multiple measures to about 1500 in Spring 2015)

Students can take their assessment/placement tests at their high school, or on the main BC campus or the BC’s Delano campus. Students are accepted on a first come, first served basis at the BC and BC’s Delano campus test centers. The high school campus dates are set in advance, students are informed about those dates and students who have filed an admission form to BC are scheduled for the test. Students are informed online that the busiest times for assessment/placement are the eight weeks before each semester begins. Students are encouraged through email, published college materials and on Inside BC, the college’s portal system, to prep for their assessment/placements and take their assessment/placement tests between November 1 and mid-May. Based upon student feedback, students are encouraged to take the math test on a separate day from the English/Reading/Writing/ESL testing. If they intend to complete all tests on one day, they are advised to take a significant break between testing and that they start with the math test.

The Associate Director of Outreach will direct the core matriculation service of assessment/placement at the service-area high schools sites, with the goal of testing the majority of incoming students at the High School site.

BC testing and placement staff receive specialized training in all of the tests that BC administers. Assessments are proctored on-site for all students or off-site at local and rural high schools or community centers.

Accommodations are available through the Disabled Students Programs and Services Department (DSPS). BC is moved to a web-based assessment instrument in October 2014 and will be providing on-site assessment/placement testing to all service-area high schools as well as rural areas where students lack transportation to come to the college. BC is also exploring alternative ways to assess and place evening students who work full-time.

Assessment and placement services are open year-round in the following locations and hours and students must test in person:

- Morning, afternoon, evening and Saturday hours throughout the year at the Assessment/Placement Center on the main Bakersfield College campus.
- Morning, afternoon, evening and Saturday hours at the BC’s Delano campus.
- At least one daytime service at all service-area and rural high school campus sites during the summer/fall admission period between November 1, 2014 and May 15, 2015.
- The main BC campus holds periodic one-day events on campus where new students can complete all matriculation steps (admission, orientation, assessment/placement, counseling and the creation of an abbreviated educational plan) and register for classes in one day.

The Dean of Student Success will be charged with responsibility for Assessment/Placement and the Counseling and Advising Center including the coordination, professional development and management of faculty and staff in these areas.

**Timeline: Point in Student’s Academic Pathway When Assessment and Placement Services Provided**

New students to Bakersfield College take assessment/placement tests after they have completed Orientation. During the one-day matriculation meetings, “It’s Possible” students are assessed during the same day they are oriented. Testing may also occur while still in high school either on campus or at the high school on-site assessment dates or in the summer before classes start.

Students do not receive priority registration unless they participate in assessment/placement testing or they are exempt (see above). The college understands the importance of ensuring that students are prepared for college-level work and assessment placement results are required before a student is assisted with counseling and advising and the creation of their abbreviated educational plan for their first semester (or two).
Bakersfield College Partnerships and Collaborations

BC partnerships and collaborations fall into two main categories: High School and College.

High School

Cal-SOAP

The Bakersfield College Transfer Center has had a 4 year partnership with the local California Student Opportunity and Access Program (Cal-SOAP) administered by a grant housed at California State University Bakersfield (CSUB). Graduate student counselors-in-training provide support and encouragement to a growing number of area high school seniors assisting them with college applications, financial aid applications and BC’s matriculation steps of testing at their high school site. This relationship is growing and has resulted in numerous programmatic collaborations. CalSOAP is now extended to all area high schools. BC participates in several training sessions with these CalSOAP graduate students in an effort to better prepare incoming students.

BC’s Transfer Center Director, counselors and educational advisors train Cal-SOAP counselors in the college matriculation process and students are assisted with admission form completion and preparation for their assessment/placement tests. This year approximately 500 students who attended the event provided college counselors with their high school transcripts and the College’s revised Multiple Measures criteria (see below for explanation) were applied and each student was provided with a summer and fall semester abbreviated student educational plan.

High School Counselor Student Success Liaison Program

Bakersfield College piloted admission application workshops, orientations and assessment testing at 17 Kern High School District, Shafter, Tehachapi, Delano and Wasco high schools during Spring 2014. Initial analysis of the evaluations from High School Counselor workshops and the annual High School President’s Breakfast reveal that high school counselors and staff are eager to partner with BC and hold matriculation events at their high school sites. Data on student placement (discussed later in this report) revealed that high school students tested higher on the assessment test when taken at their high school than previous years when it was limited to testing on the BC campus.

This summer, faculty and staff in Bakersfield College’s Student Affairs departments created curriculum and training handbooks to train a high school counselor at each school site to act as the student success liaison with the College to facilitate students’ matriculation steps leading to registration. In particular this will enable the liaisons to act as:

- **Certified Test Proctors** who are trained and authorized to proctor placement testing at the High School sites, on behalf of Bakersfield College, and
- **Certified ASEP Advisors** who are trained and authorized to provide assistance with Abbreviated Student Education Plans and other matriculation advice at the High School sites on behalf of Bakersfield College

Each high school liaison counselor will be trained on BC’s matriculation processes leading to registration, and will be provided with a stipend for their work (see Budget spreadsheet for ASEP Advisors and Certified Test Proctors).

The Certified Test Proctor program is an extension of the pilot work conducted by BC’s Assessment/Placement Center at area high school sites in 2013-14. An analysis of the placement results administered at the high school sites compared with results from previous years shows that students who took the assessment/placement at the high school placed significantly higher in English, reading , and mathematics, than high school seniors who took the assessment/placement tests on the main BC campus or BC’s Delano campus. This shortened many students pathway to college-level skills courses. This acceleration and improvement rate in student placement levels at the high school sites will be increased in the 2014-2015 academic year to include all service-area high schools.

Annual High School Counselor Fall Workshop

Each Fall term, the Counseling and Advising department and the Career and Technical Education Program at BC invite all local high school counselors and career technicians from the service-area high schools to a daylong
workshop. Workshop topics include timely updates on changes in core SSSP services (matriculation). Other topics include information about financial aid, concurrent enrollment as well as information about Bakersfield College’s academic programs, associate degrees for transfer, and certificates. Current BC student panelists present their views on how high school staff can better prepare high school students to navigate the matriculation steps and prepare for success at BC. Evaluations of the workshop are analyzed and changes made based on feedback. Included in the workshops are data about the success rates of students at BC whether, prepared or under-prepared, and the higher success rate of students that complete a program at BC or transfer to a four-year college or university.

**Annual President’s High School Principal Breakfast**

Each spring semester service-area high schools principals, vice-principals and head counselors are invited to a welcoming early morning breakfast event. The breakfast is designed to bring thoughtful high school leaders of varying positions to BC to promote discussion and consideration about current educational topics. Information is shared about topics including timely updates on changes in core SSSP services (matriculation). Other information about program choices, or changes in the curriculum are explained and feedback is collected on how the college can improve student support services. As a result of feedback from the principals, the College has made changes in services. For example, new assessment/placement re-test policies have been created, and a rigorous dual enrollment program has been developed.

**College**

**KCCD Collaboration**

Students wishing to take courses at any college in the Kern Community College District, i.e., Bakersfield College, Porterville College or Cerro Coso Community College may take assessment/placement tests at any college site or area high school and have it accepted at all three colleges. Bakersfield College is moving from the COMPASS online assessment instrument to the web-based ACCUPLACER test in Fall 2014. The other two colleges in the KCCD use web-based ACCUPLACER tests. Logistics of move All new students were tested with Accuplacer beginning Oct 2014 using cut-off scores used at the other colleges in the district.

**Data Coaches**

The implementation of multiple measures and institutionalization of the process has occurred through the work of the Data Coaches that are campus-based data analysts, trained to review and analyze data and communicate it with the campus. Because there is not researcher on the campus and the Data Coach work is important because it is very organic, requiring an understanding of course levels, student pathways and college culture.

**BC/CSUB Collaboration**

The Bakersfield College and the California State University Bakersfield English Departments are celebrating their 25th year in the Building Bridges association and collaboration. This association was originally part of a grant funded project. Department faculty explore courses and curriculum, assessment/placement processes, including placement cut scores. As a result of the project, BC and CSUB accepts each other’s English and ESL courses as well as each other’s placement decisions. This means that students do not need to be tested multiple times. For example, if CSUB places a student in college-level English composition, BC places that student in English B1a.

**Participation in State-Wide Initiatives**

Bakersfield College is part of the State Chancellor’s Office Pilot Program on Common Assessment.

**Next Steps**

Bakersfield College is exploring the use of Predictive Analytics to forecast student risk factors through several grant opportunities. By strengthening institutional research and Information technology capacity the college hopes to be able to make informed decisions and guide students more effectively and efficiently to the services they will need to be able to
2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Department</th>
<th>Campus Funded</th>
<th>SSSP Funded</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Enrollment Services - Assessment and Placement</td>
<td>Admissions and Records</td>
<td>X</td>
<td></td>
<td>Manages assessment and placement services and MIS data records for assessment and multiple measures placement. Implements algorithms for automated multiple measures. Meets with discipline faculty on multiple measures definitions. Tracks test taking and provides quality control for results. Provides training and certification of proctors in high schools.</td>
</tr>
<tr>
<td>Admissions and Record Evaluators</td>
<td></td>
<td>X</td>
<td>X</td>
<td>Transcript evaluation for correct placement of students who are not first-time college students.</td>
</tr>
<tr>
<td>Program Director for Assessment Services</td>
<td>Assessment</td>
<td>X</td>
<td>X</td>
<td>Manages all employees and testing services at the assessment center.</td>
</tr>
<tr>
<td>Assessment Technicians and program assistants (FT)</td>
<td>Assessment</td>
<td>X</td>
<td>X</td>
<td>Oversee and deliver testing at the campus and high school sites.</td>
</tr>
<tr>
<td>Assessment Technicians and program assistants (PT)</td>
<td>Assessment</td>
<td>X</td>
<td>X</td>
<td>Oversee and deliver testing at the campus and high school sites.</td>
</tr>
<tr>
<td>IT STAFF</td>
<td>Instructional Technology (IT)</td>
<td></td>
<td>X</td>
<td>Provide support for campus assessment computers and student success lab. Also provide support for high school proctors.</td>
</tr>
<tr>
<td>Certified High School Proctors</td>
<td>Outreach and School Relations</td>
<td></td>
<td>X</td>
<td>Trained High school assessment test proctors will be certified to deliver the assessment tests on the high school campuses. Training is completed but payment has not occurred.</td>
</tr>
<tr>
<td>Director of Outreach and School Relations: Orientation, assessment, counseling, registration, follow-up</td>
<td>Office of Outreach and School Relations</td>
<td>X</td>
<td>X</td>
<td>Oversee and coordinate all BC orientation activities and matriculation services, including assessment times at the high schools and one day events “It’s Possible”, counseling and registration.</td>
</tr>
<tr>
<td>Associate Director of Outreach &amp; School Relations – HS Testing and Placement</td>
<td>Office of Outreach and School Relations</td>
<td></td>
<td>Not hired</td>
<td>Direct the Testing and Placement process in high schools; train and organize Certified Proctors and Certified ASEP Advisors. Assist with Multiple Measures placement as needed</td>
</tr>
<tr>
<td>Student Success &amp; Support Program Manager - Orientation &amp; Outreach</td>
<td>Office of Outreach and School Relations</td>
<td>Karla Young (Hired 3/2015)</td>
<td>X</td>
<td>Plans, prioritizes and directs the activities Outreach and Orientation, is responsible for managing assigned program activities associated with maintaining quality academic and student services programs and coordinates clerical or program staff.</td>
</tr>
<tr>
<td>Department Assistant - Outreach</td>
<td>Office of Outreach and School Relations</td>
<td>Chris Glaser</td>
<td></td>
<td>Provides a variety of complex and confidential clerical assistance and information to faculty, staff, students</td>
</tr>
</tbody>
</table>

Successfully complete their educational and career goals.
<table>
<thead>
<tr>
<th>Role</th>
<th>Department</th>
<th>Title</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director Delano Campus Center &amp; Rural Initiatives</td>
<td>Delano campus/Rural Initiatives – reports to VP Academic Affairs</td>
<td>Rich McCrow (Hired 4/2015)</td>
<td>Responsible for community campuses and is responsible for the development and administration of the Delano Campus and its programs. The Director has supervision responsibility for the year-round program.</td>
</tr>
<tr>
<td>Student Success Program Manager – Rural Initiatives</td>
<td>Delano Campus/Rural Initiatives</td>
<td>Gustavo Enrique (3/2015)</td>
<td>Works with the Director Delano Campus Center/Rural Initiatives in coordination with the Director of Outreach and School Relations to develop and offer services and programs for the greater Kern County communities. Included in these services and programs are the delivery, coordination and management of assessment.</td>
</tr>
<tr>
<td>General Counselor Delano campus/Rural Initiatives</td>
<td>Counseling and Delano Campus/Rural Initiatives</td>
<td>Sandy Sierra (hired 1/2015)</td>
<td>SSSP activities for Delano campus Rural Initiatives: Provide Counseling, Orientation, helps with multiple measures implementation and Educational Planning.</td>
</tr>
<tr>
<td>Ed Advisors – General</td>
<td>Counseling</td>
<td></td>
<td>SSSP activities: Provides Advising and Educational Planning, assists with general orientation including “It’s Possible” events.</td>
</tr>
<tr>
<td>Educational Advisor (PT)</td>
<td>Counseling</td>
<td></td>
<td>Provides full range of counseling services both online and face-to-face as well as the SSSP core services. Other duties include: participation in student recruitment and articulation; maintaining subject matter currency developing and revising curriculum; using computer and multimedia technology, collegial participation in departmental, college and discipline-specific professional activities.</td>
</tr>
<tr>
<td>Counselors</td>
<td>Counseling</td>
<td></td>
<td>Provides full range of counseling services both online and face-to-face as well as the SSSP core services. Other duties include: participation in student recruitment and articulation; maintaining subject matter currency developing and revising curriculum; using computer and multimedia technology, collegial participation in departmental, college and discipline-specific professional activities.</td>
</tr>
<tr>
<td>Counselors (PT)</td>
<td>Counselors</td>
<td>Paul Beckworth</td>
<td>The Dean of Counseling has broad accountability, within the participatory governance framework, for planning, directing and evaluating assigned functions associated with maintaining quality counseling programs. This includes training for implementation of multiple measures placement.</td>
</tr>
<tr>
<td>Dean of Counseling</td>
<td>Counseling</td>
<td></td>
<td>The dean of student success directs and implements the multiple measures and transitional program to help orient, assess, advise and follow-up with the first-time students.</td>
</tr>
<tr>
<td>Student Success Program Manager-MIH</td>
<td>Instruction</td>
<td>X</td>
<td>The MIH SSSP manager coordinates and participates in orientation, assessment, and multiple measures at the high schools, as well as mentor/advisor organization and training, and helps manage the SSSP budget.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Counselor-MIH</td>
<td>Student Success and Support</td>
<td>X</td>
<td>MIH counselor is involved in high school implementation of multiple measures and quality controls student placement through review of student records for assessment result interpretation during SEP development.</td>
</tr>
<tr>
<td>Educational Advisor-MIH</td>
<td>Student Success and Support</td>
<td>Keri Kennedy X</td>
<td>SSSP activities: Provide Advising and Educational Planning, assist with Multiple Measures and assessment result interpretation.</td>
</tr>
<tr>
<td>Executive Secretary - MIH</td>
<td>Student Affairs/Instruction</td>
<td>Amanda Neal X</td>
<td>Helps to input data as needed from assessment and coordinates and maintains records of placement results and multiple measures work. Coordinates budget expenditures and tracking.</td>
</tr>
<tr>
<td>Dean of Math and Science STEM</td>
<td>Instruction</td>
<td>X</td>
<td>The Dean of Instruction in Math and Science oversees STEM helps coordinate math faculty for multiple measures determination and review.</td>
</tr>
<tr>
<td>Dean of Humanities (English, Academic Development and ESL)</td>
<td>Instruction</td>
<td>X</td>
<td>The Dean of Instruction in Humanities oversees and coordinates English, reading and ESL faculty for multiple measures determination and review.</td>
</tr>
<tr>
<td>Career Technical Education Staff and Ed advisors</td>
<td>Instruction</td>
<td>X</td>
<td>Interpret and help to apply assessment results and multiple measures application for Abbreviated SEPs.</td>
</tr>
<tr>
<td>Director of Equity and Inclusion</td>
<td>Student Affairs</td>
<td>X</td>
<td>The Director of Student Equity and Inclusion monitors’ potential disproportionate impact or mitigation through the use of assessment testing and multiple measures in specified student populations.</td>
</tr>
<tr>
<td>Counselor - Equity and Inclusion</td>
<td>Student Affairs</td>
<td>X</td>
<td>The Equity counselor is involved in high school implementation of multiple measures and quality controls student placement through review of student records for assessment result interpretation during SEP development.</td>
</tr>
<tr>
<td>Ed Advisor – Equity and Inclusion</td>
<td>Student Affairs</td>
<td>X</td>
<td>- SSSP activities: Provides Advising and Educational Planning, assists with general orientation including special outreach with regards to identified populations.</td>
</tr>
<tr>
<td>Equity and Inclusion Staff (Department Assistant)</td>
<td></td>
<td>X</td>
<td>Equity and SSSP activities: Provide Advising and Educational Planning, assist with Multiple Measures and assessment result interpretation.</td>
</tr>
<tr>
<td>Faculty Lead of Student Success Lab</td>
<td>Instruction</td>
<td>X</td>
<td>Coordinates and provides retest and practice test guidance and direction. Clears students for assessment.</td>
</tr>
<tr>
<td>Institutional Researcher*updated title for clarity</td>
<td>Institutional Research</td>
<td>Not hired X</td>
<td>Supervision of reporting structures, research and data analysis, trends information, projections and metrics to support core services including reports on assessment, cut-off scores, multiple measures impact and trends.</td>
</tr>
<tr>
<td>Data Analyst</td>
<td>Institutional Research</td>
<td>Not hired X</td>
<td>Supports all core mandated services administrators, managers, and faculty and staff providing data analysis, where appropriate and supporting the</td>
</tr>
<tr>
<td>Data Coaches</td>
<td>Instruction</td>
<td>X</td>
<td>Institutional and Centralized research function by performing data analytics on core service function and related data.</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Success and Research Initiatives – Faculty special compensation</td>
<td>Student Affairs</td>
<td>X</td>
<td>Data Coaches examine and report on the multiple measures implementation, report to departments and provide context for discussions and institutional change.</td>
</tr>
<tr>
<td>Bakersfield College IT</td>
<td>IT</td>
<td>X</td>
<td>Research and investigate student success data and serve as data coach for SSSP particularly focusing on multiple measures implementation.</td>
</tr>
<tr>
<td>KCCD District Technology (IT) Web and MIS support</td>
<td>KCCD IT</td>
<td>X</td>
<td>The BC IT department maintains the computers in the testing center and provides support for the testing and tracking software.</td>
</tr>
<tr>
<td>KCCD District Research office</td>
<td>KCCD Research</td>
<td>X</td>
<td>The district technology department supports assessment by maintaining the assessment and registration website, integrating the assessment scores and multiple measures.</td>
</tr>
</tbody>
</table>

| | | | Longitudinal and annual reports that track and guide the long term work and evaluation of the core services. This includes work such as tracking and reporting students receiving the core service, identify students missing matriculation components as well as identifying those students with undecided majors. |
3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.

- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
- If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
- Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

BC Assessment Tests
Bakersfield College is transitioning from using the online COMPASS test to the online College Board ACCUPLACER for English, English as a Second Language, reading and mathematics placements. This instrument allows students to experience a unique and personalized test experience because the difficulty level is adjusted to each student’s ability level – this is called adaptive testing. Additionally, ACCUPLACER is used by the other two colleges in the KCCD.

BC incorporates Multiple Measures for all four tests, customizing to automatically apply the college’s Multiple Measure criteria through an algorithm. Web-based ACCUPLACER will allow BC to administer the placement tests easily to service-area high schools and in rural areas.

Multiple Measures requirement. During the Spring semester 2014 the lead faculty member researching our Multiple Measures practices, the Dean of Student Success and the Dean of Science, Technology, Engineering and Math and Industrial Technology along with lead faculty members from English, Mathematics, Basic Skills, Counseling and science met several times to review BC’s Multiple Measures criteria. After reviewing local data comparing assessment/placement test results and high school transcripts as well as data from Long Beach City College’s STEPS Project, faculty revised the Multiple Measures criteria to incorporate high school grade point average, grades in English and math courses, grades in the last English and math course students took and Advanced Placement courses. These revisions will more accurately reflect student ability and place them accordingly. Multiple measured are used to place students into courses as shown below:

### Bakersfield College Multiple Measures (Draft)

#### English

Measures to use: EAP (college ready) or Placement test into English 1A ESL placement into English 1A, EAP conditional with ERWC (with C or better)

1. HS GPA (3.0 or above without PE) – called Cal Grant GPA
2. Highest English class with grade of B
3. 4 years of English with C or Better
4. AP English jr/sr year with grade of B
5. Reading compass score of 06 level (82-99)
6. Nine of any potential A-G courses (college prep) (This measure was moved down because counting the courses was time consuming and identifying them was not an easy skill to train)

NOTES – do not count CASHEE; KEY for coursework G=general, P=Prep, AP=advance placement, HP= honors (when inadequate funding or students for AP)

Placement process – goal to use other measures to place students one level higher

*borderline is within three points of cut score*

#### English Bump A – Placement Score of Level 6 or EAP (college-ready) or AP test (3 or better) or EAP (Conditional) and ERWC (C or better) all place directly into English 1A

#### English Bump B - Borderline placement (within 3 points) with 2 multiple measures student is bumped one level.
English Bump C – 4 Multiple measures student is bumped one level.

Acceleration Guidelines: If students are borderline in their scores, but show good GPA and specific English course strength Accelerate or place into compressed coursework. Where appropriate, potential STEM students with successful high school coursework in Chemistry, Biology, and Physics but scored low in English preventing them from taking STEM coursework (all of the science courses have a Level 5 reading prerequisite) an attempt to fit them into an accelerated or compressed English series to enable them to start taking STEM courses.

Math

Measures to use: Placement test score of level 4/5 or 6 or AP score of 3 place in transfer math by appropriate major. Also if students are placed by UC or CSU in transfer level math also place students in the same course level.

Other Math bumps
1. Placement test score
2. Highest level math class with grade of B or higher and
3. HS GPA of 3.0 or higher

Acceleration Guidelines: If grades in math have been strong and if the student placed lower than the courses completed in high school or border line to the next level by placement scores (within 3 points) and have space for the units (10 units) – accelerate. Where STEM students have been strong in Chemistry, Biology, Physics and Math yet place low (MathB50), accelerate to get to STEM course work sooner. Accelerated LRNC B530: Multiple measures bumping into the accelerated class will occur with incoming high schools students only if they were paced into Math 60 and have strong math grades. Any student can register for this compressed and accelerated curriculum but student should be aware of the large amounts of homework for this 10 unit series.

Reading
1. ENG level 6, or EAP (College-ready) or EAP (conditional) & ERWC with C or better
2. bumped to Read 6 (This represents the vast majority of reading bumps.)
3. If borderline placement score, 1 or 2 points from cutoff and many A-G classes with A’s and B’s and English placement higher, bumped one reading level.
4. If at Read 00 ACDV201 on border (within 3 points) and good grades in classes that required reading and good overall GPA e.g. history, biology with A’s and B’s or honors bumped from 0 to level 4 which is next level of reading no 2 or 3.
5. Consider if reading level in ENSL low e.g. 3 and writing level high good GPA went in A-G coursework indicating good reading ability in many different courses.

ESL (Now called EMLS)
1. Placement using multiple measures in ESL are similar to English in that EAP “college-ready” or EAP conditional with a C or better in ERWC bump students into English B1A.
2. The ESL department has an internal method of bumping students to higher levels within the first week using classroom testing. If a student performs well or poorly on the in-class testing, they are given the option of moving higher or lower but it is the student’s choice. This internal placement method has been used for many years with ESL.

3. The change form Compass to Accuplacer will affect ESL placement. Currently there is no method by which Compass ESL testing can place a student into college level English; the new Accuplacer ESL test will allow placement in English B1A.
4. **Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.**

   a. Multi-College District - Bakersfield College accepts the placement scores from the colleges within the KCCD, i.e. Porterville and Cerro Coso Community College.
   
   b. BC also accepts the ELM and EPT results from the California State University system and the placement results of the University of California. Other community college and private and out of state colleges are reviewed on a case by case basis by counselors and educational advisors.
   
   c. BC also accepts the placement of students using the CSUB placement testing.

BC President, Dr. Sonya Christian represents CEOs on the Common Assessment Initiative and Dr. Janet Fulks, BC Microbiology professor currently sit on the Common Assessment Multiple-Measures Workgroup at the State Chancellor’s office. Once a statewide common assessment process is in place, BC will accept placement results from all other California Community Colleges.

5. **Describe college or district policies and practices on:**

   a. **Pre-test practice** – *Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pretest performance.*
   
   b. **Re-take** – *How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?*
   
   c. **Regency** – *How long are test scores, high school grades, etc. accepted before the student is required to reassess?*

**Pre-test Practice**

Once students complete and file an online application to BC, they are assigned a Student Identification number and sent an email directing them to participate in orientation and Test Prep workshops on campus or online. To take the ACCUCESS diagnostic test online that will prepare them for their Assessment/Placement tests. The plan is to purchase additional EDMENTUM software licenses to help students practice and retest and to help students who test below BC placement levels to gain skills and retest.

All orientations and modules for online orientations stress the importance of practicing basic skills before taking assessment/placement tests. Additionally, counselors and educational advisors and high school counselor Student Success liaisons communicate to new students the importance of prepping for the assessment/placement tests, information about placement results, multiple measure guidelines and the length of time to achieve a degree and transfer information.

As stated earlier in this section, the BC Student Success communication and messaging plan encourages students to prepare for their placement tests at the BC main campus Student Success Lab or off-site at their service-area high schools once they have submitted an online application and receive their student identification number. In person group orientation events, high school site group orientations and the online orientation also encourage students to prepare and practice for their placement testing and practice sites are included on BC’s website and in orientation printed materials. Students who participate and take the diagnostic ACCUCESS portion of the ACCUPLACER test will be guided specifically to the areas in which they need to practice.

ACCUCESS by Edmentum is an adaptive, diagnostic assessment solution that quickly, accurately and efficiently places students at grade level in reading, writing, and math. Because it is web-based, once BC students file an admissions application, they can log in to the system to practice before they take their assessment/placement tests. High school student success liaisons, high school counselors and career technicians assist students at their high school site to practice. New students are evaluated and automatically prescribed rigorous content to personalize learning. Academic and remedial areas are targeted for students so that they are aware of what areas they need to practice.

**Re-Take**

Retesting is an opportunity for incoming students to retake their placement tests. Retesting is available for incoming students who did not place as high as they expected when they took the original tests. It is a second chance. A student wishing to retake any part of BC’s placement tests is typically allowed one retest attempt in each subject area. Students are reminded to prepare for their placement tests.

**Eligibility, Guidelines and Timelines**

The timeline for eligibility for retesting depends on specific criteria, as outlined below:
• Option 1: If a student experienced a medical or documented extenuating circumstance while taking the tests, they must visit the Counseling and Advising Center and have a counselor or advisor sign a form in order that they may re-test after a one (1) week waiting period. Counselors and advisors encourage students to either practice and review test questions online or they have the option to have a prescribed practice sessions developed for them by BC’s Student Success Laboratory at no cost to the student in order to take advantage of Test Prep materials.

• Option 2: Students may retest after two weeks of taking the original test if they can demonstrate an increase in their proficiency level based upon some organized study program such as completion of remedial work in the Student Success laboratory. Students must have the retest form signed by an instructor, tutor or counselor verifying that they have participated in remedial practice and have increased their proficiency levels.

• Option 3: All students may retest after two (2) months of the original test.

• Option 4: Students with special circumstances may submit a written request to the Dean of Student Success to retest earlier than guidelines suggest. The Dean may waive or modify these guidelines in special circumstances.

High school students, who initially take the assessment/placement tests before their senior year, are allowed to re-test. These waiting periods and test prep materials are consistent with the ACCUPLACER guidelines.

Recency
Student placement scores are valid for five (5) years and their high school transcript grades are always valid, however, science courses such as chemistry recommend that math courses be taken within two (2) years.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

   a. Bakersfield College accepts Early Assessment Program tests in English in both the college-ready category and for conditional students who are enrolled in the English (ERWC) course with at least a “C” grade in their first semester of the senior year in high school.

   b. Bakersfield College accepts Advanced Placement scores of at least a 3 in English Language and English Literature as completion of Freshman Composition and a minimum International Baccalaureate (IB) score of 5 in Language A that will place a student into English B1a. Advanced Placement scores in statistics and AB and BC Calculus tests of at least a 3 are accepted for college-level math courses. IB scores of at least a 4 in mathematics satisfies the transfer requirement in mathematics, lower scores could be used to place students at math transfer levels at BC. Although AP and IB tests scores are considered the senior year results of these tests are usually not received until July and so cannot be included in the initial placement but require re-consideration after scores are received and students challenge the placement if necessary.

   c. Bakersfield College accepts the placement test results for the California State University system and the University of California system in English and mathematics and students taking those exams are appropriately placed at college level in English (English B1a) and transfer level math courses based upon their major.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

This portion of the budget includes Admissions and Records techs who enter important data for assessment and placement and review files for students that are not first-time students and whose records need to be assessed for placement. The assessment budget also includes the purchase of computers that are dedicated to and have access to our internal MIS system. We found this was necessary for clearing students on-site at the high schools. In addition, we had to purchase portable wireless internet access for these computers as the wireless access at the high schools for doing “on the spot” clearance and corrections was often very unreliable. In addition, the conversion to Accuplacer web-based testing and the purchase of Edmentum/Accucess licenses allow for practice, retest and preparation for students who do not test high enough for placement in existing courses.

See attached budget spreadsheet

Assessment SSSP Budget Planned for 2014-15

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<thead>
<tr>
<th>DESCRIPTION</th>
<th>COST</th>
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<td>SALARY AND BENEFITS</td>
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<td>1000’s (ACADEMIC EMPLOYEES)</td>
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<td>3000’s (BENEFITS)</td>
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### TOTAL SALARY AND BENEFITS

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<tr>
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</thead>
<tbody>
<tr>
<td>4000’s (INSTRUCTIONAL SUPPLIES) Instructional Materials and Supplies for Orientation</td>
<td>$0</td>
</tr>
<tr>
<td>4000’s (NON-INSTRUCTIONAL SUPPLIES) Non-instructional Supplies and Materials for Assessment</td>
<td>$113,000</td>
</tr>
<tr>
<td>5000’s (SERVICES AND SOFTWARE LICENSES) Software Licensing – assessment preparation</td>
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<tr>
<td>5000’s (EMPLOYEE TRAVEL)</td>
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<td>5000’s (FOOD AND BEVERAGE AT ALL—DAY EVENTS)</td>
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<td>5000’s (CONSULTING AND GUEST LECTURER)</td>
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<tr>
<td>5000’s (PRINTING AND Duplicating) Printing and Duplicating Services for Assessment Materials</td>
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<td>TOTAL NON-SALARY AND BENEFITS</td>
<td>$284,750</td>
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<tr>
<td>TOTAL</td>
<td>$637,775</td>
</tr>
</tbody>
</table>

### iii. COUNSELING, ADVISING, AND OTHER EDUCATION PLANNING SERVICES

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

### Target Student Audience

The Bakersfield College target student audience consisted of 5,496 first-time college students for the 2013-14 academic year. The majority are recent high school graduates that come from 41 service-area high schools in metropolitan Bakersfield as well as rural areas. Census Bureau data indicates that Kern County has one of the lowest attainments of a Bachelor’s degree of any county in the state of California and therefore, BC serves about 80% first generation students.

All first-time students are required to participate in counseling, advising, and the creation of an abbreviated educational plan in order to receive priority registration. To maintain priority registration, students must complete a comprehensive student educational plan within their upon completion of 15 units or the first two semesters of enrollment.

In 2013-14, approximately 72% of all first-time college students were provided counseling and/or advising services and 34% completed comprehensive educational planning. The goal is to increase the number of students who receive counseling at BC and to increase the percentage of first-time students receiving an ed plan to 100%. In addition, because ed planning is clearly tied to student success and completion at BC an important goal is mitigating the disproportionate impact in the ethnicity of students who receive ed plans versus those that do not.
Delivery Methods for Counseling and Advising Services
Students are assisted with counseling, advising and abbreviated and comprehensive educational planning in the following modalities:

- Group advising sessions that lead to the development of an abbreviated student educational plan (ASEP) at the service-area high schools, main BC campus, and the BC’s Delano campus
- One day full-matriculation workshops “It’s Possible”
- Individual and drop in counseling appointments
- Drop-in educational advising
- Career and majors selection workshops
- A variety of transfer assistance workshops
- Educational planning workshops
• Student Development courses, both face-to-face and online
• Visits to classrooms
• “Got an SEP” campaign (described below)
• Online email service response by staff
• Through targeted work with specific student populations (e.g. African American and Hispanic through Equity and Inclusion office, Hispanic STEM students through MESA and STEM, DSPS, EOP&S, and Financial Aid)
• Advising at-risk students through MIH Advisors and Interventionists to complete educational plans and referring to the appropriate support services

The Dean of Student Success will assume supervision of Assessment/Placement and Making it Happen (Transition Program) as well as collaborate with the Outreach and Schools Relation and Counseling and Advising Department to help integrate and coordinate work in these areas focused on student success. The Working with the Dean of Counseling, Director of Outreach and SSPP Managers and other key personnel strategies for professional development and management of faculty and staff in these areas will address completion of all matriculation and success driven by data clearly indicating the important tie to success and Achieve the Dream, Equity and BSI goals.

The Student Success Program Managers work with the Director of Outreach to coordinate placement testing and re-testing, multiple measures and counseling and advising and educational planning services and interfacing with the the high schools and rural initiatives outreach.

BC special programs such as Extended Opportunity Programs & Services (EOPS), Disabled Student Programs & Services (DSPS), CalWORKS, CARE, Science, Technology, Engineering & Mathematics majors (STEM), International Student Programs and Services, Career & Technical Education educational advisors (CTE), Financial Aid educational advisors and the Athletic educational advisor also provide group sessions, individual appointments, drop in sessions, and a variety of educational and student success workshops.

**BC Partnerships and Collaborations**

BC partnerships and collaborations fall into two main categories: High School and College.

**High School**

**High School Counselor Student Success Liaison Program**

Bakersfield College piloted admission application workshops, orientations and assessment testing at 17 Kern High School District, Shafter, Tehachapi, Delano and Wasco high schools during Spring 2014. Initial analysis of the evaluations from High School Counselor workshops and the annual High School President’s Breakfast reveal that high school counselors and staff are eager to partner with BC and hold matriculation events at their high school sites. Data on student placement (discussed later in this report) revealed that high school students tested higher on the assessment test when taken at their high school than previous years when it was limited to testing on the BC campus.

This summer, faculty and staff in Bakersfield College’s Student Affairs departments created curriculum and training handbooks to train a high school counselor at each school site to act as the student success liaison with the College to facilitate students’ matriculation steps leading to registration. In particular this will enable the liaisons to act as:

- **Certified Test Proctors** who are trained and authorized to proctor placement testing at the High School sites, on behalf of Bakersfield College, and
- **Certified ASEP Advisors** who are trained and authorized to provide assistance with Abbreviated Student Education Plans and other matriculation advice at the High School sites on behalf of Bakersfield College

Each high school liaison counselor will be trained on BC’s matriculation processes leading to registration, and will be provided with a monetary stipend for their work (see Budget spreadsheet). High school counselors and student success liaisons encourage high school seniors to choose a major and career pathway based upon this information. BC counselors also share the effective career materials from the State Chancellor’s office, Career Café website.

Most high schools in the Kern High School District and in the outlying areas of Delano, Wasco, McFarland and Shafter have adopted the Career Choices curriculum for all their incoming 9th grade students. BC has a 3 unit college-level course to match this curriculum. Students in the course research career options, financial budgeting and set early career and educational goals in their 10-year Plan. The high school counselor Student Success Liaisons also contribute to high school seniors completing all steps of matriculation as mentioned earlier in this report.

**Cal-SOAP**
The Bakersfield College Transfer Center has had a 4 year partnership with the local California Student Opportunity and Access Program (Cal-SOAP) administered by a grant housed at California State University Bakersfield. BC’s Transfer Center Director, counselors and educational advisors train Cal-SOAP counselors in the college matriculation process that includes results of placement testing, multiple measures and the creation of abbreviated educational plans. In early March 2014, Cal-SOAP high school seniors were bussed to BC for a half day orientation and abbreviated student education plan counseling workshop. High school seniors were given presentations by student services and academic programs and campus tours.

**Annual High School Counselor Fall Workshop**

Each Fall term, the Counseling and Advising Center and the Career and Technical Education Program at BC invite all local high school counselors and career technicians from the service-area high schools to a daylong workshop. Workshop topics include timely updates on changes in core SSFP services (matriculation). Other topics include information about financial aid, concurrent enrollment as well as information about Bakersfield College’s academic programs, associate degrees for transfer, and certificates. Current BC student panelists present their views on how high school staff can better prepare high school students to navigate the matriculation steps and prepare for success at BC. Evaluations of the workshop are analyzed and changes made based on feedback. Included in the workshops are data about the success rates of students at BC whether, prepared or under-prepared, and the higher success rate of students that complete a program at BC or transfer to a four-year college or university.

**College**

**BC/CSUB Collaboration: Satellite Center at BC**

As a result of a previous Title V grant between Bakersfield College and California State University Bakersfield, CSUB houses both a general educational advisor and a STEM advisor in the BC Counseling and Advising Center to assist students in establishing a seamless transfer pathway. The CSUB advisors rely primarily upon the comprehensive educational plans developed by students with BC counselors and advisors.

**Participation in State-Wide Initiatives**

Bakersfield College’s Dean of Student Success and Pre-collegiate Studies is a member of the State Chancellor’s Office Educational Planning Initiative (EPI) and BC has been a pilot site for testing the portal with students. The EPI will provide a portal that includes a variety of student service applications such as degree-planning.

**Timeline: Point in Student’s Pathway When Student Counseling & Advising Services are Provided**

Bakersfield College understands that a student’s college academic pathway begins in high school. As stated before, BC’s population is primarily made up of first generation college students from low socio-economic backgrounds. New students who wish to participate in priority registration are directed to counseling workshops once they complete orientation and assessment/placement testing where they are assisted in understanding their placement results, and developing an abbreviated student educational plan for their first one or two semesters. New students who complete all these steps of matriculation, orientation, assessment/placement testing and abbreviated educational planning and advising are given priority registration their first semester. As mentioned earlier in this report, new students are encouraged to take math, English, and any remedial reading courses during their first semester. Students are also assisted with the registration process in the Counseling and Advising Center and the lobby of the Administration Building.

During their first semester, students are urged to participate in career development activities, choose a major and career pathway activities as well as transfer-related workshops and encouraged to develop and complete their comprehensive student educational plan. BC’s Counseling and Advising Department partners with the faculty and staff participating in the Making It Happen (MIH), classroom interventionist faculty, the Habits of Mind faculty and staff group and the Student Government Association in a “Got an Ed Plan” campaign. In essence all faculty, staff and administrators at Bakersfield College understand the importance of students developing a comprehensive student educational plan to their eventual success and completion of their educational goals and encourage and mentor students to develop their plans with a counselor, advisor, attend a workshop or take a student development course.

Members of the Counseling and Advising Department share information at Information booths during the year and at Student Government Association (SGA) sponsored campus resource fairs and during peak times in the campus center. Students are informed...
about the general education pathways available at BC, given career development links and information, are directed to information sheets on the importance of and how to fill out an educational plan and reminded that a comprehensive educational plan is linked to a students’ priority registration status and their eventual success at completing their educational and career goals.

2. **Describe what services are offered online, in person, individually or in groups, etc.** Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or educational advising.

At Bakersfield College counseling, educational advising and educational planning core services are offered online, in person, individually and in groups.

- The online services include orientation, probation workshops, and timely, ongoing counselor responses to student emails.
- Face-to-face group counseling services include abbreviated student education (ASEP) planning sessions, enhanced/program specific advising sessions, a series of student development courses, and numerous academic planning, student success, and career planning workshops, classroom visits, and comprehensive SEP workshops.
- Drop in appointments are available daily with both counselors and educational advisors.
- Students may schedule individual appointments with a counselor in-person, by telephone or online. Due to high demand, during certain peak times such as the first week of the semester and during priority and open registration periods, accessibility to in-person, individual counseling appointments are limited due to the high numbers of students. The Counseling and Advising Department has a policy of drop-in appointments only during these peak periods to offset the “no show” appointment rate and to provide services to as many students as possible.

Counselors see students in either 30 minute or drop-in appointments. An analysis of student appointments from the SARS Grid data system shows that a significant percentage of students, especially during peak times as mentioned above, do not keep their counseling appointments. Counseling 30 minute appointments are replaced by first-come, first-served same day and drop in appointments to accommodate students during peak registration times. In a further analysis of SARS Grid data the average wait time to see a counselor during the first week of the Fall 2014 semester was 32 minutes compared to the average wait time of 42 minutes for the Spring 2014 semester. This decrease in wait time explained by adjunct counselors working during the summer as well as the fact that the college hired more counselors for this academic year.

The average wait time during priority registration for Fall 2014 (April-May, 2014) was on average 1 hour and 58 minutes. While we can bring this wait time down with increased staff, we also feel that with efforts to increase the number of students who have a semester by semester comprehensive educational plan as well as the training of faculty and staff advisors for new students will provide additional contacts for student questions.

Educational advisors are available from 7:30-5:30 Monday through Thursday and Friday from 8:00 am until 12:00 pm on a drop in, first come, first served basis. Again, the lunch hour is often the most impacted time period. The wait time during peak registration may be as long as two hours.

3. **Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.**

**Content of Abbreviated Student Education Plan (ASEP)**

The content of the Abbreviated Student Education Plan (ASEP) includes beginning student placement levels and sequences for reading (if needed), English and mathematics courses. The plan contains space for students to plan out their first one or two semesters of courses in pre-collegiate courses (reading, English, Math) as well as student development, major preparation and general education courses, if appropriate. On the reverse side of the ASEP form is a list of next steps and a space for the student to write down their priority registration date and time. Next is a list of steps they need to take in order to be a successful student at BC. This is followed by a list of important resources along with contact information. Included are guidelines for recommended unit loads based upon the number of student work hours per week. Student’s will receive an electronic copy of their ASEP and CSEP and the electronic plans will be posted to a secure shared drive for future reference. Students will also be able to use their copy of the ed plan to create “what-if” queries in Degreeworks and track their completion of their goals.

**ASEP Individual and Group Workshops**
ASEP Workshops, which are approximately 1.5 hours in length, are presented by teams of counselors, educational advisors and Certified ASEP Advisors. Materials covered include interpretation of assessment/placement scores, registration procedures, important reminders about financial aid, dropping for non-payment, first-day drop policy and important college dates and timelines. Finally students are individually assisted in creating their abbreviated student educational plans that consist of pre-collegiate courses in reading, English, math and student development courses. Depending upon a student’s placement scores and educational goals, appropriate major and general education courses are suggested as well. By the end of the workshop, new students are prepared for and/or assisted in registering for the upcoming priority registration period. Abbreviated Student Education Planning (ASEP) Group Workshops are offered at the following sites:

i. Service area high school sites
ii. Bakersfield College
iii. BC’s Delano campus
iv. Arvin
v. Paramount Academy

Certified ASEP Advisors at the high schools

High school counselor student success Liaisons are present at the high school site workshops. When it is time for the high school seniors to register for their first semester courses, the high school counselor student success Liaisons refer to the students’ completed ASEPs and assist students with the registration process.

Online Orientation

Bakersfield College is working to develop an online ASE tool available twenty-four hours a day, seven days a week.

One-Day Matriculation Events

The one-day “It’s POSSIBLE to Become a Renegade in One Day” events in the summer of 2014 which served over 1500 students and included the creation of an abbreviated educational plan (ASEP) and then they were assisted in registering for classes. The programs will be offered in June, July, and August of every academic year targeting students who have submitted an admissions form but are not registered for the summer/fall semesters. During the 2014-15 year, the college will explore the possibility of offering this service during the evening.

MIH Cohort First Generation Student Pre-Enrollment ASEP

The Student Success Program Manager for the Making It Happen (MIH) advising program develops, coordinates and manages the MIH program, including the core matriculation services of expanded orientations, counseling and advising, the development of student educational planning, and follow-up services such as career development.

Next Steps

Once Degree Works™ certificate and degree templates are complete and installed in the Degree Works™ software, the educational planning portion of Degree Works™ will be piloted and then made available to faculty, staff and students. Professional development training and student workshops will be held.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.

Bakersfield College offers students assistance in the development of a comprehensive student education plan (CSEP) in a variety of ways:

- Individual counseling appointments
- Student development courses (FTES-generating in both counseling and in specific specialized discipline areas such as Architecture and Nursing)
• The Making It Happen program (MIH) pilot invited 500 first-generation Cal-SOAP students to participate in Summer Bridge/extended pre-enrollment orientations where students were given campus tours, introduced to academic and support service resources and was assisted with completing their comprehensive student educational plan.

• Once the Degree Works™ (DW) templates are completed, the educational planning portion of DW will be opened to students, faculty and staff. Faculty and staff will be given training in how to access and use the planning component with students and students will be given assistance in computer lab workshops.

Content of Comprehensive Student Education Plan (CSEP)
The comprehensive student education plan is the cornerstone of a student’s successful completion of their educational goals as it details in depth the courses and activities a student must complete by term. As stated earlier, all BC faculty, staff and administrators understand and contribute to the importance of the comprehensive SEP to student success. In Fall 2013, BC’s College President devoted a portion of the opening day activities on the importance of the comprehensive SEP by presenting data on the success of those students who had an SEP with those that did not. Faculty and staff also engaged in an SEP exercise. Student’s will receive an electronic copy of their ASEP and CSEP and the electronic plans will be posted to a secure shared drive for future reference. Students will also be able to use their copy of the ed plan to create “what-if” queries in DegreeWorks and track their completion of their goals. Through the Making It Happen Mentor Project, faculty and staff are participating in educational planning professional development. MIH Classroom Interventionists track the students in their classes and the SEP completion; MIH Advisors work one-on-one to get students through the planning process.

The comprehensive student education plan (CSEP) form at BC is a document where the students can plan out semester-by-semester all the pre-collegiate, English, mathematics, general education and major preparation courses they will need to complete their educational and career goals. Students are assisted with the development of the CSEP in the following:

• Student development courses
• Making It Happen Faculty and Staff Advisor appointments
• CSEP Workshops
• Athletic CSEP Workshops
• Communication Major Advising
• Individualized Counseling and Advising Appointments
• CTE/Allied Health Pathway Educational Academic Advising

The Counseling and Advising Department scan and store all CSEP’s completed in the Department.

Next Steps
The college plans to provide an electronic ASEP and CSEP flashdrive to students as a campaign to encourage and publicize the need for SEPs and the connection to success. These electronic formats will be uploaded to a secure drive for easy access and modification by BC faculty and staff but also a product owned by each individual student. This project will require redesigning the current template for ASEP and CSEP and using IT to develop the storage facility and access for the electronic records.

The college needs to address the needs of the online student population and the part-time evening-only student population. Both groups have a lower success rate in course and certificate, degree and transfer completion compared to our FT student population. Online and evening services for assistance with the development of a comprehensive student educational plan will be developed and piloted in the 2014-2015 academic year.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

Bakersfield College includes the main campus, Delano campus, and other rural communities and currently has a headcount of over 18,000 students. BC has fifteen (15) FT faculty counselors and a variety of PT counselors in the roles listed below. Counseling faculty at BC have a 33 hour student contact requirement and work 175 days a year. Additional days are available for counselor assignments to help cover summer and semester breaks. Funding is also available for adjunct counselors to increase summer and semester break coverage. The additional work beyond the counseling contract will be costly but provide access to important counseling and
matriculation services. Additionally, BC data displays an important need to provide increasing summer coursework options for students and counseling support at this time is essential.

**General Counselors** provide the core mandated services of orientation, counseling and advising (including abbreviated and comprehensive education plans). They are also responsible for managing follow-up services for probation and disqualified students and students unsure of their career and/or major goals. They are responsible for creating curriculum, teaching student development courses and workshops and seeing students on a drop-in basis and for 30 minute appointments. Full-time counseling faculty are also responsible for overseeing follow-up service projects for probation and disqualification, career development, the SARS Alert system and online advising.

- 11.5 general counselors

**MIH Counselors** – The Making it Happen counselors provide counseling services to transitioning high school students and primarily attend and help the outreach department coordinate orientation, counseling and registration visits to the high schools. The MIH counselors provide services through summer bridge/extended orientation opportunities and are the key counseling references for MIH mentor/advisor counseling services for First-time in college students.

**STEM Counselor** is responsible for assisting STEM majors with CSEPs and provides major workshops and individual appointments.

- 1 PT STEM counselor

**DSPS counselors** provide accommodations and services and counseling and advising to DSPS students, including CSEPs and individual appointments.

- 1.5 DSPS counselors
- Adjunct Department of Rehabilitation counselor (1 day a week).

**EOPS** (includes CARE, CalWORKS) counselors help EOPS students develop CSEPs, give workshops and monitor student progress in individual appointments.

- 2 counselor positions
- 4 PT counselors

**Delano campus and Rural Areas** provide counseling and advising in workshops, individual appointments and assistance with educational planning.

- 1.5 counselor positions
- .5 rural communities

**Transfer Center director** and counselor who assists with transfer workshops and transfer admission guarantees and acts as a liaison with 4-year college representatives.

**International Student Counselor** provides advising, counseling, educational planning and pre-enrollment orientations to BC’s International student population and assists with general student counseling needs.

**Other staff include:**

- IT Support: BC campus, Delano campus and district office
- Rural initiatives s
- Admissions and Records
- Outreach and School Relations
- Counseling and Advising

**Current number of full-time equivalent counselors = 18.103** (15 full-time counselors and the equivalent of 3.103 part-time counselors)

**Planned number of full-time equivalent counselors = 22.103** (19 full-time counselors and the equivalent of 3.103 part-time counselors) (Bakersfield College is planning additional counseling faculty to accommodate the need for more counseling and advising services and supporting programs to meet student need.)

Educational Advisors – provide many advising services to students, help with ed planning, triaging student needs and reviewing student data. Ed advisors are integrated into the various areas (e.g. MIH ed advisor, Equity and Inclusion Ed Advisor, Outreach ed advisors, CTE
ed advisors and Counseling department ed advisors). The ed advisor roles are not clearly differentiated from the counselors although they do not teach, provide personal counseling on issues requiring a degree or certification, such as an MFA. Because Ed advisors are classified employees they work 12 months and are available for scheduling with students 40 hours per week. It is clear that these positions require a great deal of professional development and that their work as paraprofessionals plays an important role in meeting the needs of the students but also needs to be further clarified.

MIH Advisor/Mentors – This represents a special compensation for faculty, classified and is a required role for all administrators. These advisors are assigned newly transitioning high school students as a personal point of contact to help Special advising assignment -MIH advisors direct and provide follow-up services (such as SEP’s, majors, general education and registration support, academic warning, probation or and other follow-up) where they can. The MIH advisor role has served as one of the greatest professional development cross-training programs BC has had. It is clear that these advisors do not supplant counselor roles but rather help students to identify early the correct people to contact about particular needs, issues or problems. MIH Advisors follow-up and are alerted when student mentees/advisees have specific problems such as failing quizzes, exams, absences or other issues that begin early in the semester. The MIH advisor/mentor then personally contacts the students to help them navigate to success. MIH advisor/mentors receive special training in all follow-up service protocol and office locations, academic probation standards and implications, and other key services that have typically been barriers to student access and success. MIH advisor/mentors have training in SARS early alert, receive the student progress cards to close the loop on action required for mentees and have trained on Degreeworks to help mentees to thoroughly think through the CSEP. These MIH advisor/mentors help to reduce student frustration and barriers by directing them to the correct student service and holding students accountable to complete appointments and complete a CSEP by 15 units.

MIH Classroom Interventionists –are classroom based discipline faculty who have special training in intervention strategies to address persistence and success in the classroom. Classroom interventionists use early alert training to identify specific classroom issues early in the semester and alert (using the SARS alert system and MIH progress card reporting system) MIH advisor/mentor and key student service personnel about the immediate need for follow-up services.
<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
<th>Manager</th>
<th>Work Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success Program Manager – Rural Initiatives</td>
<td>Delano Campus/Rural Initiatives</td>
<td>Gustavo Enrique</td>
<td>Works with the Director Delano Campus Center/Rural Initiatives in coordination with the Director of Outreach and School Relations to develop and offer services and programs for the greater Kern County communities. Including on-site counseling and advising services.</td>
</tr>
<tr>
<td>General Counselor – Delano campus/Rural Initiatives</td>
<td>Counseling and Delano Campus/Rural Initiatives</td>
<td>Veronica Lucas (hired 1/2015)</td>
<td>SSSP activities for Delano campus Rural Initiatives: Provide Counseling, Orientation, helps with multiple measures implementation and Educational Planning</td>
</tr>
<tr>
<td>Educational Advisors (15 FT paraprofessional academic advisors)</td>
<td>Miscellaneous including Counseling and Instruction</td>
<td>Sandy Sierra</td>
<td>A variety of paraprofessional advising, including ASEPs, pre-requisites, and workshops. SSSP activities: Provides Advising and Educational Planning, assists with general advising at “It’s Possible” events</td>
</tr>
<tr>
<td>Educational Advisors (3 FT paraprofessional academic advisors--planned)</td>
<td>Admissions advising, rural communities, equity programs</td>
<td>X</td>
<td>A variety of paraprofessional advising, including ASEPs, pre-requisites, and workshops.</td>
</tr>
<tr>
<td>Educational Advisor (PT)</td>
<td>Counseling</td>
<td>X</td>
<td>SSSP activities: Provides Advising and Educational Planning, assists with general orientation including “It’s Possible” events</td>
</tr>
<tr>
<td>Counselors</td>
<td>Counseling</td>
<td>X</td>
<td>Provides full range of counseling services both online and face-to-face as well as the SSSP core services. Other duties include: participation in student recruitment and articulation; maintaining subject matter currency developing and revising curriculum; using computer and multimedia technology, collegial participation in departmental, college and discipline-specific professional activities.</td>
</tr>
<tr>
<td>EOPS Counselor (2 FT faculty)</td>
<td>Counseling and Advising</td>
<td>X</td>
<td>Counseling &amp; advising students EOPS, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.</td>
</tr>
<tr>
<td>DSPS Counselor (1.5 FT faculty)</td>
<td>Counseling and Advising</td>
<td>X</td>
<td>Counseling &amp; advising students DSPS, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.</td>
</tr>
<tr>
<td>Counselor-Online (1 FT faculty—planned)</td>
<td>Counseling and Advising</td>
<td>X</td>
<td>Counseling &amp; advising online students, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.</td>
</tr>
<tr>
<td>Counselor-At-Risk (1 FT faculty—planned)</td>
<td>Counseling and Advising</td>
<td>X</td>
<td>Counseling at risk student populations, especially probation and disqualified students</td>
</tr>
<tr>
<td>Counselors (PT)</td>
<td>Counselors Adjunct – General</td>
<td>X</td>
<td>The Dean of Counseling has broad accountability, within the participatory governance framework, for planning, directing and evaluating assigned</td>
</tr>
<tr>
<td>Dean of Counseling</td>
<td>Counseling</td>
<td>Paul Beckworth</td>
<td>X</td>
</tr>
<tr>
<td>Position</td>
<td>Department</td>
<td>Functions</td>
<td></td>
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<tr>
<td>Dean of Student Success (FT) Pre-Coll. Studies</td>
<td>Instruction</td>
<td>The dean of student success directs and implements the multiple measures and transitional program to help orient, assess, advise and follow-up with the first-time students. Supervision of all pre-collegiate programs and faculty. Coordination of SSSP to implement SB 1456.</td>
<td></td>
</tr>
<tr>
<td>Student Success Program Manager-MIH</td>
<td>Instruction</td>
<td>The MIH SSSP manager coordinates and participates in advising and explanation of multiple measures at the high schools, as well as mentor/advisor organization and training, and helps manage the SSSP budget.</td>
<td></td>
</tr>
<tr>
<td>Counselor-MIH</td>
<td>Student Success and Support</td>
<td>MIH counselor is involved in high school implementation of multiple measures and quality controls student placement through review of student records for assessment result interpretation during SEP development.</td>
<td></td>
</tr>
<tr>
<td>Educational Advisor-MIH</td>
<td>Student Success and Support</td>
<td>SSSP activities: Provide Advising and Educational Planning, assist with Multiple Measures and assessment result interpretation.</td>
<td></td>
</tr>
<tr>
<td>MIH Advisor &amp; Classroom Interventionists</td>
<td>Instruction/Student Affairs</td>
<td>Stipends for faculty and staff MIH Faculty and Staff Advisors that provide input on ed planning and at-risk student strategies.</td>
<td></td>
</tr>
<tr>
<td>Data Coaches</td>
<td>Instruction</td>
<td>Data Coaches Analyze SSSP data particularly data significant to Equity outcomes and BSI success.</td>
<td></td>
</tr>
<tr>
<td>Executive Secretary - MIH</td>
<td>Student Affairs/Instruction</td>
<td>Helps to input data as needed on counseling needs and integration. Coordinates budget expenditures and tracking.</td>
<td></td>
</tr>
<tr>
<td>Coordinator of Student Success Class (faculty)</td>
<td>Student Affairs</td>
<td>Develop curriculum for, train and coordinate faculty in FY Student Success course to provide extended orientations, and prepare students for CSEPs.</td>
<td></td>
</tr>
<tr>
<td>Summer Bridge Faculty Coordinator</td>
<td>Instruction/Academic Development</td>
<td>Coordinate summer bridge programs.</td>
<td></td>
</tr>
<tr>
<td>Faculty teaching FTES discipline specific courses requiring SEP completion</td>
<td>Instruction</td>
<td>Several areas have major or technical oriented introductory courses that include the completion of an CSEP in order to pass the class. The expenditure guide allows this as match.</td>
<td></td>
</tr>
<tr>
<td>Dean of Math and Science STEM</td>
<td>Instruction</td>
<td>The Dean of Instruction in Math and Science oversees STEM helps coordinate math faculty for multiple measures determination and review.</td>
<td></td>
</tr>
<tr>
<td>Dean of Humanities (English, Academic Development and ESL)</td>
<td>Instruction</td>
<td>The Dean of Instruction in Humanities oversees and coordinates English, reading and ESL faculty for multiple measures determination and review.</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Department</td>
<td>Title</td>
<td>X</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Career Technical Education Staff and Ed advisors</td>
<td>Instruction</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Director of Equity and Inclusion</td>
<td>Student Affairs</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Counselor - Equity and Inclusion</td>
<td>Student Affairs</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ed Advisor – Equity and Inclusion</td>
<td>Student Affairs</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Equity and Inclusion Staff (Department Assistant)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Faculty Lead of Student Success Lab</td>
<td>Instruction</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Institutional Researcher*updated title for clarity</td>
<td>Institutional Research</td>
<td>X</td>
<td>Not hired X</td>
</tr>
<tr>
<td>Data Analyst</td>
<td>Institutional Research</td>
<td>X</td>
<td>Not hired X</td>
</tr>
<tr>
<td>Data Coaches</td>
<td>Instruction</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Success and Research Initiatives – Faculty special compensation</td>
<td>Student Affairs</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bakersfield College IT</td>
<td>IT</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>District IT DegreeWORKs tech (0.5 FTE)</td>
<td>KCCD IT</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>KCCD District Technology (IT) Web and MIS support</td>
<td>KCCD IT</td>
<td>X</td>
<td>The district technology department supports the counseling website, and provides regular updates concerning students without a declared major. Regular reports are generated concerning the number of students at each matriculation point with contacts to reach out to those students needing to complete steps.</td>
</tr>
<tr>
<td>KCCD District Research office</td>
<td>KCCD Research</td>
<td>X</td>
<td>Longitudinal and annual reports that track and guide the long term work and evaluation of the core services. This includes work such as tracking and reporting students receiving the core service, identify students missing matriculation components as well as identifying those students with undecided majors.</td>
</tr>
</tbody>
</table>

**Academic and Educational Advising Core Services**

Educational advisors at BC work 40 hours a week, 12 months per year. Educational advisors see students on a drop-in basis and assist students with prerequisite issues, understanding their placement scores, multiple measures, creation of abbreviated student education plans and appropriate course selections for their major. All educational advisors assist with the high school ASEP workshops and can assist with large on campus orientations and registration events.

- Four FT educational advisors work in the Counseling and Advising Center.
- One PT educational advisor in the Counseling and Advising Center.
- One FT educational advisor who works with the student athlete population.
- One FT educational advisor assists Allied Health majors.
- Three FT educational advisors assist Career and Technical Education (CTE) majors.
- Two FT educational advisor works in the Financial Aid Department assisting students with financial aid appeals and education planning.
- One FT educational advisor assists with outreach and orientation.
- One FT educational advisor assists student veterans in the Veteran’s Center.
- One FT financial aid educational advisor at the BC’s Delano campus.
- One FT EOPS educational advisor.

6. *Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used.* Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

**Degree Works™**: degree audit and educational planning tools.

Ellucian Degree Works™ is a software tool that assists students, faculty and staff with degree audits and educational planning with the goal to help students graduate on time. BC currently uses the degree audit portion of Degree Works™. Students, counselors, educational advisors and faculty mentors can easily process a “what if” analysis to check student progress towards their stated educational goals. Degree Works™ interfaces with our student management system, Banner.

During the Spring 2014 semester, counselors and advisors in collaboration with the Curriculum Committee and faculty department chairs and leads took on the task of creating semester by semester templates for all degrees and certificates offered at Bakersfield College. A team of dedicated advisors and counselors entered these templates into Degree Works™ assisted by KCCD District IT staff. During the fall 2014 semester, the educational planning component of Degree Works™ will be piloted and piloted during the fall 2014 semester. This tool will be effective in assisting students, faculty, counselors and advisors with the creation of a comprehensive educational plan that can be stored electronically and revised as needed.

a. ASSIST  
b. SARS Grid  
c. SARS Early Alert  
d. Hershey Online Transcript storage system  
e. CSU Mentor
f. UC Transfer Counselor website  
   • UC Transfer Admission Planning Guide (TAP)  
   • UC Transfer Admission Guarantees (TAG’s)  
g. Inside BC Counseling and Advising and Transfer Portal  
h. Transfer Counselor Website (TCW)  
i. Career Café  
j. College Source  
k. ECOS  
l. O*Net  
m. Occupational Outlook Handbook  
n. Salary Surfer: State Chancellor’s Office  
o. What to Do With a Major In websites

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising, and other education planning services.

The Counseling portion of the budget is very heavily personnel costs. However, there was also a need to provide computers and web access for counselors and advisors visiting the high schools. Although Degreeworks and SARS grid and SARS alert had been purchased prior to SSSP, there are additional software licenses that need to be purchased. SARS alert is not providing the depth and completeness of service desired for student follow-up. There is no “on-boarding” tool at BC to help electronically guide students and provide a tracking of the necessary matriculation steps directly to students. BC is exploring several software tools to help in these areas but is conflicted with the EPI work that appears to provide anything the college would purchase.

Counseling Budget Planned for 2014-15

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALARY AND BENEFITS</td>
<td></td>
</tr>
<tr>
<td>1000’s (ACADEMIC EMPLOYEES)</td>
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<tr>
<td>2000’s (CLASSIFIED EMPLOYEES)</td>
<td>$130,013</td>
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<td>3000’s (BENEFITS)</td>
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<tr>
<td><strong>TOTAL SALARY AND BENEFITS</strong></td>
<td><strong>$422,286</strong></td>
</tr>
<tr>
<td>4000’s (INSTRUCTIONAL SUPPLIES) Instructional Materials and Supplies for Counseling</td>
<td>$25,000</td>
</tr>
<tr>
<td>4000’s (NON-INSTRUCTIONAL SUPPLIES) Non-instructional Supplies and Materials for Counseling</td>
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<tr>
<td>5000’s (SERVICES AND SOFTWARE LICENSES)</td>
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<tr>
<td>5000’s (EMPLOYEE TRAVEL)</td>
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<tr>
<td>5000’s (FOOD AND BEVERAGE AT ALL—DAY EVENTS)</td>
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<tr>
<td>5000’s (PRINTING AND DUPLICATING) Printing and Duplicating Services for Counseling Materials</td>
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</tr>
<tr>
<td>6000’s (EQUIPMENT) Computers</td>
<td>$38,835</td>
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<tr>
<td><strong>TOTAL NON-SALARY AND BENEFITS</strong></td>
<td><strong>$128,335</strong></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$546,621</strong></td>
</tr>
</tbody>
</table>

See attached budget spreadsheet
iv. **FOLLOW-UP FOR AT-RISK STUDENTS**

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them. Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

### Target Student Audience

Follow-up core services for At-Risk Students involves collaborations and activities across the campus. Some areas have outstanding success records in facilitating student success and completion. These best practices were examined for institution-wide scaling of efforts. Focus group meetings involving counseling, CTE, financial aid, STEM, athletics and basic skills faculty and staff at Bakersfield College reviewed success data and identified four categories of At-Risk Students in order to focus planning, interventions and direct resources:

- Students who place into basic skills courses
- Students without an educational goal or course of study
- Students on academic or progress probation
- Students who have been disqualified from attending BC and must petition to re-attend

This SSSP Plan is working with the Equity Committee and the Equal Opportunity and Diversity Advisory Committee (EODAC) in making sure all BC students have access to the college whether they are Basic Skills or ESL students and have an equal opportunity of gaining a certificate, degree or transfer. An analysis of data from BC show that other than the student groups mentioned above African-American students, Hispanic students, Veterans and part-time evening and online students have significantly lower matriculation completion rates as well as lower success rates in class and certificate, degree, and transfer completion.

Eighty-four percent (84%) of new students in the last CCC Scorecard cohort at BC placed into one or more levels of remediation.

The KCCD application eliminated “undeclared” as a choice for a major. However, Bakersfield College realizes that the choice of a major should be an informed choice, rather than a lack of options on a form. As a result, when students declare something to move forward with the form, it is difficult to find students that truly are “undecided” and guide them to an educated decision. This impacts a large group of unidentified At-Risk Students that require interventions. BC is moving to CCCApply admissions form that uses the undecided option. BC has also identified and worked on clarifying pathways for majors through the creation of certificate, degree and transfer pathways on the Degree Works™ educational planning module. Providing clear pathways and specific course requirements in a semester-by-semester format is essential. In addition, training on Degree Works™ for counselors, educational advisors, MIH and other interested faculty and staff is part of the MIH project.

At the end of Spring 2014, BC had:

- 1,455 students on academic probation 1,
- 990 on academic probation 2,
- 51 students on progress probation 1, and
- 11 on progress probation 2.

The number of students disqualified from BC following Spring 2014 was:

- 506 students.
- Those that are making good progress to work their way off of any probationary status is 540 students.
Pre-Enrollment

Summer Bridge/Extended Orientation Core Services
Basic Skills students are identified at Bakersfield College through their assessment/placement results. Faculty leads in the Academic Development Department invite all new students who place into Basic Skills courses to participate in a Summer Bridge experience. This (credit/no credit) course includes time management, study skills, college success information and the development of a comprehensive student educational plan. The week-long experience ends with a ceremony where students and their families celebrate attending college at BC.

New students who participate in either face-to-face or online orientation and the Counseling ASEP workshops are:

- Directed to take a student development course in their first semester of enrollment in order to complete their Comprehensive Student Educational Plan (CSEP).
- Encouraged to participate in an Academic Development Summer Bridge/Extended Orientation Program.
- Directed to begin their math and English or reading remediation their first semester.
- Encouraged to enroll in Student Success Basic Skills courses in note taking, time management, textbook reading, test taking strategies, memory enhancement and vocabulary building.
- Asked to participate in Student Success Habits of Mind “It’s POSSIBLE” activities.
- Encouraged to participate in peer tutoring and supplemental instruction group sessions.
- Visit and participate in the Student Success Lab, Writing Center, Math Lab, and library research workshops for assistance with courses and skill building.
- Urged to attend Critical Academic Skills Workshops (CAS) as needed.
- Encouraged to join student clubs and take part in co-curricular activities.
- Directed to participate in a Summer Bridge Core Services Program.
- CalSOAP described below under the MIH Project.
- Making it Happen (MIH) Faculty and Staff Advisor Program-described in detail below

Follow-Up Core Services

To meet the needs of students testing into Basic Skills courses, the faculty and staff in Counseling and Advising, Academic Development (Basic Skills), English and Mathematics, Habits of Mind, and MIH work together to provide early support services and interventions. The Dean of Student Success and Pre-collegiate oversees required core follow-up services such as the Student Success Lab, the Writing and Math Centers, the Peer Tutoring Center, and coordinates all Basic Skills faculty.

Core Services and Interventions

The Student Success Lab serves approximately 2000 students per year in remedial reading, writing, test preparation, and word processing for credit and no credit courses. The Student Success Lab is a seventy-two station computer lab that offers self-paced courses in remedial mathematics, reading and writing designed as either stand alone or in conjunction with developmental reading and writing courses to build students basic skills in these subjects and get them to college-level courses more quickly. The Student Success Lab also offers free computer assisted tutoring sessions in reading, writing and mathematics using the newly upgraded PLATO software. Academic Development courses such as, ACDV B 201 a, b, c and 281 a, b, c are self-paced, computer assisted reading, writing and math courses in which students can increase reading and critical thinking skills, improve grammar skills and enhance math skills.

During the course of the semester, students are advised by faculty to seek help in the lab when they are struggling in their courses. Students can be referred to the lab in a variety of ways including SARS Alert, other staff referral forms, class tours and Student Success Lab orientations. The lab is run on an informal basis where students can drop in and get immediate assistance. The Student Success hours of operation are Monday and Thursday 8:30am-6:00 pm, Tuesday & Wednesday 8:30 am-7:00 pm, and Friday 8:30 am-12:00 pm.

Academic Development faculty and other faculty groups offer no credit, short term workshops in Critical Academic Skills (CAS) in order to help Basic Skills and all students remediate during the academic terms. Topics include review of basic math facts, fractions, grammar, punctuation and study skills.
Supplemental Instruction Program (SI)
Bakersfield College provides trained student peer leader in targeted academic development, science, math, English and English as a Second Language courses. The goals of the SI program are to reduce attrition in historically challenging courses and improve the academic performance of enrolled students. SI is differentiated from traditional tutoring in that SI student leaders are assigned to a specific professor’s class, attend each lecture, and then incorporate the information presented in class with a focus in study skills during the group tutoring sessions. SI leaders are students who have already passed the course in which they are tutoring with an A or a B and carry the recommendation of their respective instructors. The sessions are an hour-long and are held twice a week per course. Initial data from this program shows a gradual increase in overall student GPA with regular SI session attendance, which matches national data on the benefits of SI. These are funded through the Basic Skills Initiative.

Making It Happen (MIH) Faculty and Staff Advisor Pilot/Class Intervention
Bakersfield College is piloting two early student success programs in the fall 2014 semester: Making It Happen Faculty and Staff Advisors and the Classroom Intervention Pilot. In Fall 2014, BC started with a cohort of 500+ CalSOAP students where many/most students were placed into pre-collegiate math and/or English. The students were designated and identified as a cohort called Making it Happen (MIH). They are messaged about registration through phone calls made after analysis of their registration details. The students will be invited to campus in June of 2014 and asked to participate in the cohort and will be assigned a faculty or staff advisor. Each advisor is paid a stipend for their work on this project. Student participation involves signing a contract that commits them to participate in a set of strategies and interventions from placement to follow-up services with the goal that the students will successfully complete their college level math and college level English by Spring 2015. Successful completion is defined as exhibiting the necessary learning outcomes in the coursework represented by a passing grade in the course, as well as institutional outcomes (think, communicate, demonstrate and engage, BC’s Institutional Learning Outcomes) by the end of three terms (Summer 2014, Fall 2014, Spring 2015).

Late Spring 2014, approximately 25 Bakersfield faculty, staff, and administrators from student supportive services, English, Mathematics, Science and Academic Development convened for two full days of workshops to tackle the issues of what Bakersfield College faculty can do working in concert to help the Making It Happen cohort of 500+ students successfully enter BC, identify their educational goals, and work as efficiently as possible to meet those goals.

These interventions include:
- First semester enrollment in English and math courses
- The Counseling and Advising Department counselors and advisors will assist students to enroll in the appropriate Math and English courses during their first semester by the completion of an Abbreviated Education Plan (ASEP) based upon their placement scores and multiple measures.
- Early Completion of Comprehensive SEPs
- Completion of student progress reports at regular intervals during the academic semester.
- Early Alert and referral to academic and student services support and resources.

Early Classroom Interventions
- Faculty participating in this initiative are committed to participate in an early alert system related to academic performance of the students on the intervention assignment by:
  a. entering diagnostic and descriptive information related to the student’s performance in SARS Alert and on the SARS grid platform, and
  b. writing an Action Plan for each student that gives them specific instructions to follow (e.g. spend two hours with a tutor going over the test just returned by the faculty member and three hours on new content from class lectures and the textbook to prepare for the next test).
- Students participating in the initiative will commit to follow the Action Plan designed for them by their professors within the time frame established by the professors.
- College resources in Counseling and Advising and academic support services such as the Math Lab, Student Success Lab, Writing Center, and Tutoring Center will be mobilized to meet the needs of students who have these services listed on their progress report.
- Faculty participating in the initiative commit to using classroom interventions every other week (week 2, week 4, week 6, week 8, week 10) during the 16-week Fall 2014 semester in order to support the student’s success in their courses. These interventions are taken from BC’s “It’s POSSIBLE” to be successful website and students download the It’s POSSIBLE app to their smartphones.
An analysis of student equity data at BC, show that both African-American males and females are disproportionally impacted in both the completion of mandated matriculation components and course and certificate, degree, and transfer completion.

**AAMP (African-American Male Mentoring Program)**
Weekly mentoring support for African-American male students. Activities and resources include tutoring, career development, transfer and comprehensive educational planning workshops.

**The African-American Student Success Through Excellence and Perseverance (ASTEP)**
The African-American Student Success Through Excellence and Perseverance program is part of the Making It Happen Project on the Bakersfield College campus. The goals are to increase the success and retention of African-American students through connecting ASTEP students to community leaders who serve as mentors. These mentors work individually and in small groups with students to access community resources that can assist them in reaching their academic and career goals.

**Next Steps**

**Padrinos**
Bakersfield College faculty, staff and administrators will be trained to be Padrinos, a Spanish term meaning godparents, who act as mentors to BC’s Latino/Hispanic student population by communicating the importance of a college education and training, providing follow-up and intervention services to assist students to succeed, and to promote cultural activities that give Latino students a sense of belonging at BC. Specific programs include partnering with a variety of Latino community organizations and services to provide outreach on the value of higher education, including parent groups.

**Follow-Up Services for At-Risk Students Who Do Not Have an Educational Goal or Course of Study**
The Bakersfield College admission form requires that all students must declare a major course of study upon admission. However, the college realizes that new students often change their major and career direction several times during their college career. For that reason, Orientation sessions and the Counseling ASEP Workshops inform students about the importance of and the resources available to them to assist with choosing an educational and career goal. These activities and resources include:

- Courses on Career Development.
- Major Workshops and Comprehensive SEP Workshops.
- Week Zero activities for Science, Technology, Engineering and Math majors (STEM) including career presentations by community guest lecturers.
- Workshops on career development using such online tools as the California Career Café developed by the State Chancellor’s Career Advisory Board, O’Net, the Occupational Outlook Handbook and a variety of online career assessments.
- BC’s Career Center located in the Counseling and Advising Department, is a place where students can take career assessments that will help them identify interests, strengths, and values, explore career pathways, and majors, develop job search skills, research college training programs, and are assisted with making an informed career and major choice. BC also has an online Career Center with links to many helpful online career links.
- Students can meet with a counselor for career assessment interpretation and career counseling.
- Discipline faculty office hour appointments. In collaboration with counselors and faculty chairs, students in some disciplines are sent to office hours particularly in science and communication collaborate to form a plan and refer them to discipline faculty.

**Next Steps**
The Counseling and Advising Department realizes that students need a structured experience for exploring career interests and educational pathways. One counselor was recently trained in the Strong Interest Inventory-College Edition and is developing workshops incorporating this assessment and its interpretation. This career workshop will be tied to the development for comprehensive education plans.
The Counseling and Advising Department is developing a Career Portal on the inside BC channel and is exploring options for the expansion of the Career Computer Lab.

**Follow-Up Services for Students on Academic and/or Progress Probation**

**Instructional faculty/Student Affairs Faculty Collaborations**

Bakersfield College faculty and staff understand the importance of early intervention during a student’s first semester in order to prevent a student from going on academic or progress probation where they will face losing priority registration and financial aid. BC faculty use the SARS Alert System to notify students that they:

- have low test or quiz grades, or
- poor attendance, or
- lack of in-class participation, and/or
- do not turn in homework, as examples.

SARS Alert is a web-based software system that helps promote student success and retention through enabling faculty and staff to identify students who are having difficulties in and out of the classroom and connect them with campus services that can provide appropriate interventions. Students have been made aware that BC uses a Student Success Intervention Initiative to alert them whenever they are identified by faculty and staff as having one or more of the following concerns:

- **Academic** – Poor performance as well as attendance, tutoring, etc.
- **Behavioral** – Poor study skills, time management, etc.
- **Counseling** – Registration, SEP, major/career, etc.
- **Enrollment** – Enrolled but stopped attending
- **Health** – Sudden or severe illness
- **Personal** – Financial concerns, outside work conflicts, etc.

A counselor with specialized training to serve at-risk students will be assigned to coordinate and further develop early interventions and follow-up services, workshops and responses.

Faculty and staff are provided FLEX training during opening day, FLEX week and throughout the semester in the SARS Alert process. This easy-to-use system has been implemented by the Counseling and Advising Department and it interfaces with the SARS Grid Student System as well as Banner, the college’s management software. With this system, faculty are able to pull down the list of students registered in their courses and send them timely emails about their progress. Student support staff such as educational advisors, counselors, EOPS, DSPS, etc. are able to alert students as well, thus developing a referral process for early interventions outside the classroom as well. At the same time of the alert, the system will automatically forward the students, needing specific help, to a particular service area for appropriate interventions. For example, students with low test or quiz grades would be referred to tutoring. The system will automatically send the student information about tutoring and send a notification to the Counseling and Tutoring Centers for intervention actions.

**MIH Progress Reports**

Faculty from across the curriculum developed a Progress Report card to be used by MIHFASA with the pilot group of freshmen advisees in the MIH Program. Student mentees will be required to get progress reports 4 times during the 16-week semester in performance, completion of assignments, and attendance and are directed towards actions and support services listed on the back of the form.

In addition to instructional faculty/student services faculty collaborations, students who are part of the Cal-SOAP, DSPS or EOPS Programs are provided specialized assistance.

**How and When Students Are Notified They Are on Probation**

Students on academic or progress probation 1 and 2 are identified once their grades are posted. Students on academic and/or progress probation 1 and 2 are sent a notification email about their status generated by the Admissions and Records Department. This notification letter, electronically sent to their district email account includes important information from the Counseling and Advising Department describing their status and directing them to the online Academic Success Workshop and the resources available to them to help them succeed. The Academic Success Online Workshop details the following:
The KCCD policy and college policy on probationary status,
Common reasons for a student to be on probation,
The consequences of probation, including the disqualification process, and
The resources including individualized advising, counseling and a listing of specific academic support services and where on campus they are located or if they can be accessed online.

Students on academic or progress probation are blocked from registering for the next semester until they successfully complete the online workshop and earn at least a 70% on the quiz. Student loads and restricted and monitored in upcoming semesters.

Next Steps
The Counseling and Advising Department realizes how important it is to intervene early when students find themselves on academic or progress probation. For that reason, the department is developing mandatory face-to-face intrusive workshops for first and second semester probation students. The workshop curriculum includes short lecture topics and individual and group activities on student motivation, learning styles, time management, procrastination, managing resources effectively, managing stress, setting personal and academic goals, and other topics.

The Counseling and Advising Department is investigating case management for probationary students and mandating that probation students turn in grade progress reports, attend tutoring and/or other academic support services, and meet with counselors twice a semester.

Additionally, the current online Student Success Probation Workshop is being revised using the Moodle classroom management system in order to provide a more interactive and effective workshop. The addition of an dedicated counselor to develop the curriculum for and manage an online advising program for the college’s online students including the development of a student abbreviated and comprehensive education plan and career and other counseling and advising services will greatly benefit this population of students. Future college plans include the development of a district-wide online academic support services.

Students Who Have been Disqualified From Attending Bakersfield College
Students are disqualified from attending Bakersfield College for a minimum of one semester when they have been on academic and/or progress probation for three semesters. Students on disqualified status are identified once their grades are posted. Students on disqualified status are sent a notification email about their status generated by the Admissions and Records Department. This notification letter, electronically sent to their district email account includes important information from the Counseling and Advising Department describing their status and directing them to make an appointment with a counselor.
At this appointment, students are assisted in developing a comprehensive education plan and a reinstatement appeal that contains their plan for future college success. It is hoped that by assisting students earlier in the probation cycle, fewer students will go on disqualified status.

How teaching faculty are involved or encouraged to monitor student progress & development:
- Those activities, projects and collaborations include:
  - SARS Alert Program
  - SARS Alert Staff Development Workshops
  - ASTEP
  - AAMMP
  - Making It Happen Faculty and Staff Mentor Program and professional development
  - Faculty Classroom Intervention Project and professional development
  - Habits of Mind Project and professional development
  - Degree Works™ template creation and professional development
  - Basic Skills faculty and Success Lab coordination
  - Student Success lab prescriptions
  - Math Lab faculty and staff tutors
  - STEM Counselor and MESA Program
  - Supplemental Instruction (SI)
2. **Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).**

<table>
<thead>
<tr>
<th><strong>Job Title</strong></th>
<th><strong>Department</strong></th>
<th><strong>Campus Funded</strong></th>
<th><strong>SSSP Funded</strong></th>
<th><strong>Description</strong></th>
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</thead>
<tbody>
<tr>
<td>Institutional Researcher*updated title for clarity</td>
<td>Student Affairs</td>
<td>X</td>
<td>X</td>
<td>This is a campus-based position in contrast to the district office IR office. Supervision of reporting structures, research and data analysis, trends information, projections and metrics to support core services.</td>
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<tr>
<td>Technology &amp; Communication Specialist (FT)</td>
<td>Student Affairs</td>
<td>X</td>
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<td>Develop, coordinate and implement communication systems for Student Success.</td>
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<tr>
<td>Dean of Student Success and Pre-Collegiate Studies (FT)</td>
<td>Student Affairs/Instruction</td>
<td>X</td>
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<td>Coordination of SSSP to implement SB 1456.</td>
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<td>Student Success &amp; Support Program Manager-Rural Communities (FT)</td>
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<td>X</td>
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<td>Manage Student Success activities at the BC’s Delano campus and other rural communities under the direction of the Director.</td>
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<tr>
<td>Student Success &amp; Support Program Manager-MIH</td>
<td>Student Affairs</td>
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<td>Manage the Making It Happen Mentor (MIH) Program.</td>
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<tr>
<td>Coordinator of Student Success Class (FT Faculty)</td>
<td>Student Affairs</td>
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<td></td>
<td>Develop curriculum for, train and coordinate faculty in FY Student Success course to provide extended orientations, prepare students for CSEPs allowing for intense follow-up.</td>
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<tr>
<td>Coordinator, Peer Mentoring</td>
<td>Student Affairs</td>
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<td></td>
<td>Coordinator Peer Mentoring train peer mentors to engage students in follow-up services for students on academic warning, probation and other follow-up services.</td>
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<tr>
<td>POOL – Special Comps – MIH Advisors</td>
<td>Student Affairs</td>
<td>X</td>
<td></td>
<td>MIH advisor direct and provide follow-up services (such as SEP’s, majors, general education and registration support, for academic warning, probation or and other follow-up).</td>
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<tr>
<td>POOL – Special Comps – Classroom Intervention</td>
<td>Student Affairs</td>
<td>X</td>
<td>X</td>
<td>MIH Interventionist – identify and direct students to follow-up services (such as tutoring, supplemental instruction, financial aid and other follow-up services) using an early alert system.</td>
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<tr>
<td>Dean of Student Success</td>
<td>Student Affairs</td>
<td>X</td>
<td>X</td>
<td>Supervise student success counselors, ed advisors, programs and related activities.</td>
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<tr>
<td>Role</td>
<td>Department</td>
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<td>Role Description</td>
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<td>-----------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Student Success Program Manager-Generalist (FT)</strong></td>
<td>Student Affairs</td>
<td>X</td>
<td>Manage Student Success activities, follow-up, and other duties in implementing the SB1456.</td>
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<tr>
<td>Generalist Counselors (FT)</td>
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<td>X</td>
<td>Counseling &amp; advising students, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.</td>
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</tr>
<tr>
<td>Counselor-Online</td>
<td>Counseling and Advising</td>
<td>X</td>
<td>Development, coordination of a counseling at-risk program for students on probation 1 &amp; 2 and DQ students, including case management and workshops</td>
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<td>Counselor-Students At-Risk</td>
<td>Counseling and Advising</td>
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<td>Counseling &amp; advising students, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.</td>
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<tr>
<td>Counselor-Early Alert SARS</td>
<td>Counseling and Advising</td>
<td>X</td>
<td>Counseling &amp; advising students, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.</td>
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<tr>
<td>Counselor-Transfer Center</td>
<td>Counseling and Advising</td>
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<td>Counseling &amp; advising students, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.</td>
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<tr>
<td>Counselor (2) Delano-Rural Communities</td>
<td>Counseling and Advising</td>
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<td>Counseling &amp; advising students, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.</td>
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<td>Educational Advisors (3)</td>
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<td>Provide advisement for Orientation/Educational Planning</td>
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<td>Educational Advisor</td>
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<td>Provide advisement for Orientation/Educational Planning</td>
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<td>Educational Advisor (Athletics)</td>
<td>Counseling and Advising</td>
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<td>Provide advisement for Orientation/Educational Planning</td>
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<td>Educational Advisor-Veterans Center</td>
<td>Counseling and Advising</td>
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<td>Provide advisement for Orientation/Educational Planning</td>
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<td>Educational Advisor (PT)</td>
<td>Counseling and Advising</td>
<td>X</td>
<td>Provide advisement for Orientation/Educational Planning</td>
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</tr>
<tr>
<td>Classified Staff-Office Supervisor</td>
<td>Counseling and Advising</td>
<td>X</td>
<td>Provide office support for counselors and advisors and students</td>
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<tr>
<td>Classified Staff-Department Assistant III</td>
<td>Counseling and Advising</td>
<td>X</td>
<td>Provide office support for counselors and advisors and students</td>
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<tr>
<td>Counselor-DSPS</td>
<td>Counseling and Advising</td>
<td>X</td>
<td>Counseling &amp; advising DSPS students, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.</td>
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<td>Need Description</td>
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<tr>
<td>Educational Advisor (STEM)</td>
<td>STEM</td>
<td>X</td>
<td>Provide advisement for Orientation/Educational Planning</td>
<td></td>
</tr>
</tbody>
</table>
3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

The Counseling and Advising Department is in the process of revising the online Student Success Probation Workshops using the Moodle Classroom Management System.

In addition, the college uses these specific technologies for at-risk students:
1. SARS Alert-faculty use alert system to communicate with students and support services about student progress and behavior
2. Habits of Mind It’s POSSIBLE website and smart phone app-desired characteristics and activities that lead to student success
3. Student Success Lab- license for the latest version of Edmentum Higher Ed that includes Edmentum Assessments using the Plato Courseware. Specific practice modules in reading, writing skills, mathematical skills are provided for the student to use at school or home.
4. Writing Center-to assist student across campus with all types of writing projects at any stage of the writing process.
5. Math Lab-classes offered using a combination of the Internet-based program ALEKS and one-on-one with an instructor.
6. Ellucian Degree Works™ – described in the counseling section above.
7. California Career Café- a comprehensive career development site designed to assist the California community college student with the information, tools, and assessments to make an informed career and major decisions.
8. ASSIST www.assist.org for services for students who have not identified major goal or course of study
9. Additional career assessments, websites and resources used in counseling sessions and workshops: CSU Mentor, UC Transfer Admission Planner and the Transfer Counselor Website (TCW), O*Net

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

See attached Budget Spreadsheet

Follow-up Budget Planned for 2014-15

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000’s (ACADEMIC EMPLOYEES)</td>
<td>$132,384</td>
</tr>
<tr>
<td>2000’s (CLASSIFIED EMPLOYEES)</td>
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<td>3000’s (BENEFITS)</td>
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<td><strong>TOTAL SALARY AND BENEFITS</strong></td>
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<tr>
<td>4000’s (INSTRUCTIONAL SUPPLIES) Instructional Materials and Supplies</td>
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</tr>
<tr>
<td>4000’s (NON-INSTRUCTIONAL SUPPLIES) Non-instructional Supplies and Materials</td>
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<tr>
<td>5000’s (SERVICES AND SOFTWARE LICENSES) Software</td>
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<tr>
<td>5000’s (EMPLOYEE TRAVEL)</td>
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<td>5000’s (FOOD AND BEVERAGE AT ALL—DAY EVENTS)</td>
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<td>5000’s (PRINTING AND DUPLICATING) Printing and Duplicating Services</td>
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<td>Description</td>
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<tr>
<td>6000’ S (EQUIPMENT)</td>
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<td>TOTAL NON-SALARY AND BENEFITS</td>
<td>$111,101</td>
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<tr>
<td>TOTAL</td>
<td>$355,140</td>
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</table>
IIb. Related Direct Program Services (District Match Funds only)

i. INSTRUCTIONAL RESEARCH

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

The Kern Community College District has a centralized Institutional Research and Reporting office that provides a variety of data reporting and research services to the three colleges of the district. In terms of the areas described in this report, the Research Office provides a number of services, including but not limited to:

- Reporting on the number and percentage of students receiving SSSP services, including assessment, orientation, counseling, and the completion of education plans. These data are often disaggregated by program and demographics.
- Cohort tracking on these same factors that examine how each impacts a variety of student success measures, including but not limited to transfer and degree completion.
- Statistical data regarding the establishment of assessment test cut scores and the measurement of disproportionate impact of assessment tests.
- Research for student equity, including disproportionate impact by a number of measures on several success metrics.
- Research for Counseling and Student Service program review
- Internal and External Scans to understand incoming students and student needs
- Program review data for student affairs areas that addresses the percentage of first-time students receiving services.
- Program review data for instructional areas that provides the percentage of students who have met key metrics such as the completion of a student education plan by subject.
- A variety of ad hoc student success and cohort studies addressing the impact of SSSP-related services and evaluating them for their impact on student success.
- Tracking the affects and success of the new Accuplacer assessment test and the multiple measures.

<table>
<thead>
<tr>
<th>IR Project</th>
<th>SSSP Core Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Enrollmt Yield</td>
<td>Orientation</td>
</tr>
<tr>
<td>Placement Studies</td>
<td>Assessment</td>
</tr>
<tr>
<td>Ed Plan Reporting</td>
<td>Counseling/Advising</td>
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<tr>
<td>Progression Studies</td>
<td>Assessment</td>
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<td>SSSP Plan Work</td>
<td>Student Follow-up</td>
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<td>Program Review</td>
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<tr>
<td>split</td>
<td>Counseling/Advising</td>
</tr>
<tr>
<td>split</td>
<td>Student Follow-up</td>
</tr>
<tr>
<td>External/Internal Scans</td>
<td>Orientation</td>
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<tr>
<td>split</td>
<td>Student Follow-up</td>
</tr>
<tr>
<td>Disproportionate Impact Studies</td>
<td>Assessment</td>
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<tr>
<td>Enrollment Reporting</td>
<td>Orientation</td>
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<tr>
<td>Annual Outcomes Reporting¹</td>
<td>Student Follow-up</td>
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<tr>
<td>ATD Disaggregated Reporting</td>
<td>Student Follow-up</td>
</tr>
<tr>
<td>ODS Reporting related to SSSP Activities</td>
<td>Orientation</td>
</tr>
<tr>
<td>split</td>
<td>Assessment</td>
</tr>
<tr>
<td>split</td>
<td>Counseling/Advising</td>
</tr>
<tr>
<td>split</td>
<td>Student Follow-up</td>
</tr>
<tr>
<td>total</td>
<td></td>
</tr>
<tr>
<td>total salary hrs</td>
<td></td>
</tr>
<tr>
<td>percent of total salary hrs</td>
<td></td>
</tr>
</tbody>
</table>

Because the KCCD IR office is stretched and immediate data needs are difficult to meet, an Institutional Researcher and Data Analyst will be hired in the upcoming year. Prior to that time, contracts to conduct some of the essential reporting not available through the district, will be made with reputable research organizations such as the RP Group and WestEd.

ii. TECHNOLOGY

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as
Online orientation, advising and student educational planning.

**Online Orientation (Comevo):**
Moodle Classroom Management System: Moodle is a free, customizable online Learning Management system enabling faculty and staff to create websites, workshop and course platform that can be accessed by students.

**Advising and Student Educational Planning:**
Ellucian Degree Works™ is an easy-to-use comprehensive academic advising, transfer articulation and degree-audit system that helps students as well as counselors and educational advisors assist students with what courses and requirements they need to complete their certificates, degrees and transfer requirements. Degree Works™ integrates with BC's Banner student information system which students and staff access through BC’s Inside BC portal system. Degree audits, what if certificate and degree scenarios, student plan creation, access to certificate and degree templates, and transfer equivalencies are available to students, faculty and staff. The educational planning portion of Degree Works™ allows students to access ready-made certificate, associate and transfer degree templates and stores their educational plan for review by counselors, educational advisors and faculty and staff mentors. Degree Works™ is updated as changes are made in certificate and degree programs.

**SARS GRID:**
SARS·GRID is an appointment scheduling software that BC uses for our student affairs offices. Besides the ability to track student appointments, the system also has a walk-in component to register and track unscheduled visits. Users include educational advisors, counselors, schedulers, student workers, and administrators.

**SARS TRAK:**
SARS·TRAK is a student self-serve check-in/check-out system for measuring students' use of college services, such as advising, counseling, the student success lab, tutoring, visits to the career center, and other services. A computer at each site prompts students to record their arrivals, reasons for their visits, and departures. Students can enter their BC ID number using a keyboard. Because it is integrated with SARS·GRID, students may use the system to self-register for walk-in visits and check in for appointments, at which time the advisor will be notified of the student's arrival and the student's attendance will be recorded, as well as to book same day and future appointments.

**SARS ALERT:**
SARS·ALERT is an Early Alert Referral System that helps promote student success and retention. This web-based software enables faculty and staff to identify students who are having difficulties, connect them with campus services that can provide appropriate interventions, and receive feedback on actions taken.

**Plato Student Success software:**
The Plato SS Lab is a seventy-two station computer lab that offers self-paced courses in remedial mathematics, reading and writing designed as either stand alone or in conjunction with developmental reading and writing courses to build students basic skills in these subjects and get them to college-level courses more quickly. The SS Lab also offers free computer assisted tutoring sessions in reading, writing and mathematics using the newly upgraded PLATO software.

**ACCUCESS by Edmentum:**
ACCUCESS by Edmentum is an adaptive, diagnostic assessment solution that quickly, accurately and efficiently places students at grade level in reading, writing, and math. Because it is web-based, once BC students file an admissions application, they can log in to the system to practice before they take their assessment/placement tests. High school student success liaisons, high school counselors and career technicians assist students at their high school site to practice. New students are evaluated and automatically prescribed rigorous content to personalize learning. Academic and remedial areas are targeted for students so that they are aware of what areas they need to practice.

**Accuplacer:**
Web-based assessment Testing

The college will be pursuing some on-boarding application to supplement the current process while staying up-to-date on the EPI developments and actively supporting the initiative. In addition, KCCD will implement CCC Apply in order to benefit from the data collection statewide.
IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

Transitional services that are being provided and used for college match include:

- Admissions and Records Staff
- Articulation Officer
- Existing Assessment Staff
- Transfer Center Director
- Career Services personnel
- IT
- Web Design and Content for our online services as a result of large geography and rural service areas
- See institutional research described above
SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. **Exemption Policy**
   Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

**Matriculation Component Exemption Criteria** Consistent with the provisions of AB 3, Sections 78212-78214, and Title 5, Section 55532, the following Exemption Procedures for Assessment, Orientation, and Counseling/Advising are in effect for the Colleges of the Kern Community College District.

**Procedure 4A3(a)**
Except as noted below, all students shall be required to complete the four (4) matriculation components: assessment, orientation, counseling/advising, and a Student Educational Plan (SEP). The Vice President, Student Services, or designee may, upon appeal, exempt students from the above-noted components, for circumstances not covered by this procedure.

<table>
<thead>
<tr>
<th>Counseling / Exemption Criteria</th>
<th>Assessment</th>
<th>Orientation</th>
<th>Counseling / Advising</th>
<th>SEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.--Students who have completed an associate degree or higher.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.--Satisfactory completion of course work equivalent to college-level English and college-level math, or completion of State Approved Assessment.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Appeal Policies**
   Describe the college’s student appeal policies and procedures.

**PRIORITY REGISTRATION APPEAL**
Students have the right to appeal their loss of priority registration status either because they have reached the 100 unit limit, are on academic probation for the second semester or have completed a college degree. Students must file the written appeal form and provide supporting documentation as well as a copy of their academic transcript to the Associate Dean of Student Success and Support Programs. The Associate Dean will confer with the Department Chair of Counseling to determine the outcome and the student will be notified in writing.

KCCD Board Policy is currently being revised to match the requirements of the SSSP and statewide priority registration requirements.

**FINANCIAL AID APPEALS**
Suspension from receiving financial aid, either for exceeding the maximum timeframe or for failing to meet the GPA or completion rate standards, entitles students to go through an appeal process for financial aid reinstatement. Federal law allows schools to approve appeals if extenuating circumstances affected a student’s ability to maintain Satisfactory Academic Progress (S.A.P.).

To be considered, students must:

- Register for a Financial Aid Appeal Workshop through insideBC under the Financial Aid tab. *(Reinstatement requests WILL NOT be accepted unless you attend a Financial Aid Appeal Workshop)*
- Upon attending the Financial Aid Appeal Workshop you must complete the 2014-2015 Appeal for Financial Aid Reinstatement Form [https://www.bakersfieldcollege.edu/download/8498](https://www.bakersfieldcollege.edu/download/8498)

*Appeals not meeting the “extenuating circumstances” category will not be accepted. Furthermore, submission of an appeal does NOT GUARANTEE the reinstatement of students’ financial aid. Therefore, students should be prepared to pay for their
books and other school related expenses pending the outcome of their appeal.

**ASSIGNMENT of GRADE APPEAL** Title 5, Section 55760

1. The instructor of each course determines the grade to be awarded each student.
2. The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetence.
3. A judgment to change or expunge a grade for reasons of fraud, bad faith, or incompetence shall be made by the appropriate Vice President after consultation with the student, the instructor, and the Division/Department Chair.
4. All parties noted above will be notified in writing of any changes.
5. Reasons for any grade change will be documented

**Student Complaint Procedures**

The Student Complaint Procedures are established so that students can resolve difficulties/problems they encounter in College-related activities. Student complaints are taken seriously; therefore, the complaint must be of a compelling, substantive, and verifiable nature. Repeated filings of the same complaint, filings of a frivolous nature, or capricious complaints against school personnel will be considered abuse of the student conduct and/or complaint process. Such repeated filings will be referred to the College President for a decision.

1. These procedures apply to student complaints such as:

   - Course content
   - Access to classes
   - Verbal or physical abuse by faculty, staff, or students
   - Faculty member refusal to confer with student(s)
   - Harassment

These procedures do not apply to student complaints which involve:

- Unlawful Discrimination (See Policy 11D4)
- Sexual Harassment (See Policy 11D2)
- Assignment of grades (See Policy 4C4C for final grade changes)

2. The College President will determine and publicize which administrative office will receive and administer student complaints.
3. Any party to a complaint may be represented by one (1) person on the College staff or student body.
4. Filing of complaints against any party is a serious undertaking. Prior to filing a written complaint, and within ten (10) instructional days of the incident leading to the complaint, the student(s) should contact the staff member involved in an attempt to resolve the issue. If this attempt is not feasible or does not resolve the problem, the student(s) may initiate Level I action.
5. Notices sent to the last address available in the records of the College and deposited in the United States mail, postage prepaid, shall be presumed to have been received and read

**General Complaint Procedure**

- Filing of complaints against any party is a serious undertaking.
- Prior to filing a written complaint, and within ten (10) instructional days of the incident leading to the complaint, the student(s) should contact the staff member involved in an attempt to orally resolve the issue.
- If these attempts are not feasible, or do not resolve the problem, the student(s) may initiate Level I action by contacting the appropriate administrator, i.e. Dean.
- Complaints may not be filed after ninety (90) instructional days from the date of the incident leading to the complaint.
- If a complaint is filed within the last thirty (30) instructional days of the semester or the last ten (10) instructional days of summer school, the appropriate administrator may delay any further action on the complaint until the next academic term.
- At the written request of the student, action on a complaint may be delayed until the term of the class is completed. In this event, the appropriate administrator may delay any further action on the complaint until the next semester.
In the event of a group complaint, at most two (2) students shall be chosen to carry the complaint forward.

Notices sent to the last address in the College records and deposited in the United States mail, postage prepaid, shall be presumed to have been received and read. It is the student’s responsibility to ensure that contact information is current at all times.

All student complaint-related forms are available in the supervisor’s office, Dean of Students’ office (CC4) and on the Bakersfield College website.

All formal level proceedings are recorded using audio and/or video recorders by the appropriate administrator. To protect the integrity and confidentiality of the proceedings, no other recording or transcription is allowed.

Recordings are confidential and the exclusive property of the College/District. Recordings become a part of the complaint file and are maintained by the designated administrator.

**Level I Complaint Procedure**

The student(s) should contact the office of the staff member’s immediate administrator, i.e. Dean.

1. At the time of contact, the student completes and submits a Level I “Initial Student Complaint Form.”
2. Within ten (10) instructional days of notice of the occurrence to the alleged incident, the student receives an appointment to meet with the appropriate administrator, i.e. Dean at this time.
3. In an effort to resolve the complaint, subsequent to the student meeting with the administrator, the administrator/designee meets and confers with the staff member(s) involved. If possible, this meeting shall be within five (5) instructional days of the student meeting with the immediate supervisor/designee.
4. The student and the administrator meet and attempt to resolve the issue in a satisfactory manner.
   1. The conference(s) may be recorded with the concurrence of both parties.
   2. If the complainant fails to appear for the scheduled appointment, the complaint process is terminated.
   3. The complainant will have no further recourse.
5. After meeting with student and staff member(s), the administrator notifies the parties involved of the suggested resolution.
6. If this resolution is acceptable to the complainant, the administrator completes the Level I “Information/Disposition Form” and submits copies of it to the complainant and the staff member. The original is maintained in a suitable file.
7. If the administrator does not resolve the complaint to the complainant’s satisfaction, the complainant may, within ten (10) instructional days of the decision, file with the appropriate administrator a request to move the complaint to Level II.

**Level II Complaint Procedure**

1. Under certain circumstances, and in the interest of fairness to all parties, the administrator, i.e. Dean, may refer the Level I complaint to Level II immediately.
2. The immediate administrator notifies the student, staff member(s) and appropriate administrator when the referral has been advanced to Level II.
3. If the complainant(s) choose(s) to move the complaint to Level II, the student(s) must complete and submit to the appropriate administrator a “Request to Appeal Level I Recommendation Form.”
   1. Within ten (10) instructional days of receiving the request the appropriate administrator investigates the allegations and convenes a conference of the student(s), the staff member(s), and the staff member(s)’ immediate supervisor/designee.
   2. At this meeting, an attempt is made to resolve the issue(s) and agree upon the remedy.
   3. The student(s) bringing the complaint and the staff member(s) being complained against must be present at this conference.
   4. Under compelling circumstances, this meeting may involve teleconferencing.
4. If the complainant fails to appear for this conference, except for demonstrated good cause, the complaint process is terminated, and the complainant has no further recourse.

5. Following the Level II conference, the appropriate administrator, within five (5) instructional days, provides a written decision and the basis for the decision. Copies of this decision are sent to the student(s), the staff member(s), the immediate supervisor/designee, and the appropriate Vice President.

6. The student(s) bringing the complaint and/or staff member(s) being complained against may challenge the Level II decision by proceeding to Level III.

Level III Complaint Procedure

1. If the student and/or the staff member(s) challenge(s) the Level II decision, the student/staff member must file with the appropriate Vice President a written Level III Appeal using the Level III “Request to Appeal Level II Recommendation Form” - within ten (10) instructional days of notification of the Level II decision.
   1. The appropriate Vice President/designee receives copies of all written materials, recordings, and any other documents generated regarding the complaint at Levels I and II.
   2. Within ten (10) instructional days of receiving the referral, the appropriate Vice President assembles the complainant(s), the staff member(s), the appropriate administrator from Level II, and the immediate supervisor/designee.

2. If the appropriate Vice President is able to resolve the complaint(s),
   1. A resolution is established in written form and is validated by the signatures of all parties involved.
   2. This agreement becomes part of the file, and copies of the agreement are made available to the complainant(s), staff member(s), appropriate administrator, a

3. If the complaint(s),
   1. The Vice President assembles the Hearing Panel within ten (10) instructional days of that determination.
   2. If the appropriate Vice President provides the Hearing Panel with the procedure to be used and answers any procedural questions.

ACCESS to CLASSES/PREREQUISITE APPEAL

Prerequisite Challenge Process
Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the class as follows:

1. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.

2. (See notation I.B.1. Crucial below) _______________ I.B. Regulation Section 55201(e) requires that colleges have a challenge process, provide challenge at least on several specified grounds, and inform students of their rights. I.B.1. Crucial It is required that provision be made for resolving challenges in a “timely manner.” It is crucial that, if the challenge process takes more than five (5) working days, the student is assured a seat in the class if the challenge is ultimately upheld.

I.B. Regulation Section 55201(e) requires that colleges have a challenge process, provide challenge at least on several specified grounds, and inform students of their rights.
I.B.1. Crucial It is required that provision be made for resolving challenges in a “timely manner.” It is crucial that, if the challenge process takes more than five (5) working days, the student is assured a seat in the class if the challenge is ultimately upheld.

3. Prerequisite Procedures

Provide a description of the college’s procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

KCCD Board policy states the following:

Prerequisites, Corequisites, and Advisories on Recommended Preparation

The Kern Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board recognizes that, if these prerequisites, corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two (2) concerns.

4A4A
Each College shall provide the following explanation both in the College catalog and in the schedule of classes.
• Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to Title 5 regulations.
• Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.
• Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

4A4B
Each College shall establish procedures by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into the class according to a challenge process pursuant to provisions of the Model District Policy. See Appendix 4A4 of this Manual for the Model District Policy.

4A4C
The curriculum review process at each College shall at a minimum be in accordance with all of the following:
4A4C1 Establish a curriculum committee and its membership in a manner that is mutually agreeable to the College administration and the academic senate.
4A4C2 Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment pursuant to the Model District Policy. See Appendix 4A4 of this Manual for the Model District Policy.
4A4C3 Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of this Manual for the Model District Policy.

BC’s Prerequisite/ Corequisite Challenge Policy:
**Prerequisite/ Corequisite Challenge**

A prerequisite/corequisite challenge requires written documentation, explanation of alternative coursework, background or abilities which adequately prepare the student for the course. A Prerequisite/ Corequisite Challenge Form can be obtained from Counseling and Advising or Admissions and Records for all courses that have a prerequisite.

**Reasons for seeking a Prerequisite/ Corequisite Challenge Form may include one of the following: Grounds for challenge are:**

1. A prerequisite/corequisite is not reasonably available;
2. The student believes the prerequisite/corequisite was established in violation of Title 5 regulation or in violation of the District-approved processes;
3. The student believes that the prerequisite/corequisite is discriminatory or being applied in a discriminatory manner; or
4. The student can demonstrate the knowledge, skill or ability needed to succeed in the course without meeting the prerequisite/corequisite.

**Challenge Procedure**

Students must obtain a Prerequisite/ Corequisite Challenge Form online, from the Counseling and Advising Center or from the Admissions and Records office. The form and required documentation must be filed within 10 days of the class schedule being available online in the Counseling and Advising Office. The college will respond to students filing of the Prerequisite/ Corequisite Challenge Form in a timely fashion. If the challenge is upheld the student will be cleared to register for the class. If it is not upheld, the student will need to meet the prerequisite before enrolling in the class. Students who challenge a prerequisite or corequisite after the start of the semester should speak with a counselor in order to determine a future strategy for subsequent semesters. When it could be applied.

**Professional Development**

*Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.*

Bakersfield College has a Professional Development Committee co-chaired by a faculty member and an administrator as well as a Student Success Stewardship Team with broad campus involvement from faculty, staff, students and administrators. The SSSP has been vetted with College Council, Academic Senate, the Faculty Chairs and Directors Council and Student Government Association leaders. Faculty, staff and students provided valuable feedback. Professional Development workshops, training and communication with the campus community are offered year-round and include topics related to the SSSP implementation on BC’s campus such as:

- SARS Alert
- Degree Works™ Training
- Student Educational Planning Training for Faculty and Staff
- Faculty and staff advisor Making It Happen Boot camps
- Classroom Intervention Boot camps
- Student Success Stewardship Conferences
- Customer Service Training
- Assessment/Placement Center staff and Counseling and Advising staff training on ACCUPLACER and new Multiple Measures (MM) criteria
- SARS Reason Codes and MIS Data training for counselors and advisors and support staff
- Student Affairs newsletter

The Counseling and Advising Department worked with faculty chairs on the development of certificate and degree templates for semester by semester plans and course sequencing that will be inputted into Degree Works™. These templates will assist students and staff with the creation of comprehensive education plans.

Adjunct faculty and Classified staff are included in Professional development and clear coordination for timing; stipends and integration are provided and communicated. BC has several avenues for professional development; on-campus training for MIH Interventionists and Advisors (many of which are adjunct); travel to conferences; BCLEARNS a program that brings top-notch
speakers to the area on key topics like Student Success, Student Support Redesigned; and Equity and the Summer Institute.

5. **Coordination with Student Equity Plan and Other Planning Efforts**
   Describe how the SSSP Plan and services are coordinated with the college’s development of its student equity plan and other district/campus plans and efforts, including Accreditation.
   Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

Relevance to College Strategic Plan and Student Success and Equity Agendas:
The services outlined in BC’s SSSP Plan ensure equal access for all students. All students, regardless of ethnicity, socioeconomic status or gender will be given the assistance they need to complete Basic Skills and ESL courses as well as certificate and degree completion and transfer. BC’s Student Success Stewardship Committee will monitor student success by an analysis of data to see if the benchmarks the college has set for student populations that fall into one of the disproportionally aggregated groups. These will not only be a part of BC’s EMP but will be included on BC’s Scorecard.

The SSSP embodies BC’s strategic goal of Student Success, stated as follows: Bakersfield College will become an exemplary model of student success by developing and implementing best practices. Additionally, the SSSP will manifest BC’s strategic initiative of Student Progression and Completion – A commitment to reduce the time for students to complete educational goals.

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

BC’s Student Success Vision Statement - Bakersfield College is committed to providing holistic educational experiences that foster student learning and academic success. Through concerted institutional efforts and strategic initiatives, Bakersfield College seeks to support student learning and success through improving progression and completion toward their academic and personal goals.

Bakersfield College’s Approach to Student Success
1. Improving student achievement and learning outcomes for all students, thereby creating an educational environment in which all students have shared opportunities and resources to succeed.
2. Committing to student equity through the elimination of achievement gaps among various student populations as identified through the process of collecting, disaggregating, and analyzing data on student success, progression, and completion across all student groups, especially among at-risk student populations.
3. Identifying, addressing, and resolving barriers to student success, progression, and completion, including institutional policies and protocols that inadvertently encumber students’ academic progression along their journey toward completion.
4. Developing an institutional culture in which data is frequently collected, reviewed, and assessed to inform and refine Bakersfield College’s student success priorities and resources.

The SSSP services fall into 2c of the new Accreditation Self-Study Standards and the SSSP will be a primary document for that section. The 2012-13 Standard II.C, ACCJC Accreditation Self-Study lists as an Action Improvement Plan (AIP) that the Counseling and Advising Department will develop an online counseling program to assist online students. The SSSP will inform Program Review especially as it relates to the review of the Counseling and Advising, Assessment/Placement and those academic departments that are a part of follow-up services. Program Review and individual assessment plans and analysis of data will drive improvements in the services we provide students.

6. **Coordination in Multi-College Districts**
In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

The college, in partnership with the district, coordinate district-wide policies pertaining to Student Success and Support Program services through a series of regularly scheduled meetings, and with the support of a couple of key district office positions.

The Vice Chancellor of Educational Services serves as the chief academic and student services officer of the District. The Vice Chancellor provides support and utilizes data in planning, organizing, reviewing, coordinating, and evaluating district-wide instructional and student services programs, and guides the development of policies and procedures of the District. This position traditionally has facilitated district-wide meetings for coordinating the work of academic affairs and student services.

The Vice Chancellor of Operations has overall responsibility for the operations of the Kern Community College District. This
Position provides leadership in identifying, integrating, and implementing business processes and systems and is responsible for managing the day-to-day activities of the District and for operations management. The Vice Chancellor is responsible for the development, design, operation, and improvement of the systems that create and deliver the District's services, which includes the district-wide MIS system, all of the technology enhanced systems in student services (Degree Works™, SARS, etc.) to support college SSSP efforts, and all systems used for data collection and reporting.

To provide the necessary coordination and to comply with and implement the components of the Student Success Act, district and college leadership have established a monthly district-wide student services leadership team meetings. This committee consists of the following leadership/management positions from all three colleges:

- Vice Presidents of Student Services
- Counseling Director/Faculty Chair
- SSSP Coordinators
- Admissions and Records Directors
- Financial Aid Directors
- EOPS/DSPS/CARE Coordinators/Directors

And from the district:

- Vice Chancellor of Educational Services
- Vice Chancellor of Operations
- Information Technology Support
- Institutional Research Support

Coordination is also facilitated through meetings of the District Consultation Council, which consists of district-wide representatives from all constituency groups. This council serves as the participatory governance body at the district level. Policies and procedures, new initiatives and district-wide discussion and decision making are addressed through this council.

**SECTION IV. ATTACHMENTS**

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, Student Success and Support Program Plan Participants. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, Organizational Chart. Please attach a copy of your colleges’ organization chart and highlight the Student Success and Support Program Coordinator’s position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator’s position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, SSSP Advisory Committee. Attach a list of the members of the college’s SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.
Attachment A: Student Success and Support Program Plan participants
Attachment B: BC Organizational Chart
Attachment C: SSSP Advisory Committee Roster
Attachment D: 5 year Yield by High School
Attachment E: Outline of On Campus Group Orientation
Attachment F: Multiple Measures Criteria
Attachment G: Re-Test Authorization Form
Attachment H: Abbreviated Student Educational Plan Form
Attachment I: Comprehensive Student Educational Plan Form

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818
Attachment A

Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: Kathy Rosellini
Title: Department Chair Counseling
Stakeholder Group: Academic Senate, Faculty Chairs and Directors Committee

Name: Paul Beckworth
Title: Associate Dean Of Student Success
Stakeholder Group: Assessment Committee (college governance committee)

Name: Steve Watkin
Title: Director of Outreach and School Relations
Stakeholder Group: Outreach and Matriculation

Name: Dr. Zav Dadabhoy
Title: V.P. Student Affairs
Stakeholder Group: Executive Committee, Student Affairs

Name: Nan Gomez-Heitzeberg
Title: V.P. Academic Affairs
Stakeholder Group: Faculty Chairs and Directors Committee, Chair; AIQ Committee

Name: Janet Fulks
Title: Professor of Microbiology and Reassigned Faculty Data Analysis
Stakeholder Group: Academic Senate (ASCCC Representative)

Name: Sue Granger Dickson
Title: Counselor, Counseling Chair, Dean of Student Success (retired)
Stakeholder Group: Curriculum Committee; AIQ; FCDC (college governance committee 13-14)

Name: Jo Ann Acosta
Title: Department Assistant III
Stakeholder Group: Classified Staff

Name: Sue Vaughn
Title: Director of Enrollment Services
Group: Management Council

Name: Primavera Arvizu
Title: Financial Aid Director Stakeholder
Group: Financial Aid, EOPS, CalWORKS etc.

(The SSSP plan was discussed with, presented to and developed with feedback from the Student Success Stewardship Team, College Council, Student Government, Faculty Chairs and Directors Committee, Academic Senate, Presidents Cabinet, Administrative Council. A variety of focus groups were used for input and review of the plan.)
Attachment C
SSSP Advisory Committee Roster

(The SSSP plan was presented to and provided feedback from the Student Success Stewardship Team, College Council, Student Government, Academic Senate.)

Faculty:
Sue Granger-Dickson (Counselor)
Kathy Rosellini (Counselor)
Janet Fulks (Faculty Data Lead, MIH Director, Multiple Measures Workgroup)
Grace Commiso (Counselor – SARS Alert)
Bryan Hirayama (Faculty Equity Committee)
Kimberly Nickel (Student Success Lab Faculty)
Kimberly Bligh (Chair Academic Development)
Odella Johnson (Faculty lead MIH- ASTEP, Academic Development Faculty)
Paula Parks (Faculty co-lead MIH – ASTEP, English Faculty)
Joyce Kirst (Academic Development)
Rachel Vickrey (Math)
Nick Strobel (Physical Science)
Kate Pluta (English)
Marisa Marquez (Counseling)
Alex Walter-Henderson (Counseling)
Alice Desilagua (Counseling)
Angelica Vasquez (EOPS)

Administration:
Sonya Christian (President)
Anthony Culpepper (VP of Business Services)
Zav Dadabhoi (VP Student Affairs)
Nan Gomez-Heitzeberg (VP Academic Affairs)
Paul Beckworth (Interim Dean of Student Success & Director of Veteran Affairs)
Corny Rodriguez (Interim Dean of Instruction)
Information and help from district office: Tom Burke – Chief Financial Officer; Lisa Fitzgerald - Director, Institutional Research and Reporting

Management & Classified:
Primavera Arvizu (Financial Aid Director)
Kendra Self (Coordinator MIH)
Steve Watkin (Director of Outreach and School Relations)
Sue Vaughn (Director of Enrollment Services)
June Charles (Confidential Management)
Margaret Head (Department Assistant 3)
Lori Lorigo (Auxiliary Manager - Maintenance and Operations)
### Attachment D
5 year Yield by High School

#### Bakersfield College

**District:** Kern Community College District

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<td>376</td>
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</tbody>
</table>

**BC HS Enrollment Yield**

|                     | 8,309                  | 2,499                          | 39.1%                  | 9,021                          | 2,471                          | 27.4%              | 9,213                          | 2,215                          | 24.1%             | 9,157                          | 2,253                          | 24.2%             | 9,160                          | 2,451                          | 27.2%             |

**Notes:**
- The preceding tables represent the number and percent of high school graduates enrolled on census day during the fall semester after high school graduation to any college within the district. The number of high school graduates comes from the California Department of Education Data and Statistics website. The high school registrars office. The extended service area table at the bottom includes enrollment data for high schools outside the service area or for continuation schools noted with an "*". In cases where data are missing or not reported, the notation "*" is used.

**Sources:**
- ODS (High School Grad Yield K12), CA. Dept. of Ed. School Scout Reporting, 7-31-2014
Attachment E
Bakersfield College
New Student On-Campus Orientation Program Outline

Tour of Campus

University Welcome
- Administration
- Faculty
- SGA

College Programs
- Campus overview, Career pathways, Habits of Mind, Transfer Assistance, W/S, TAGS, AA-T, AS-T, Children Center, FERPA

Student Success & Support Program Services
- Assessment, Counseling, Tutoring, Success lab, Writing Center, CAS W/S, Employment Opportunities, Health Services

Academic Expectations
- Probation, Maintaining Priority Registration, Time management, Study Skills

Financial Aid
- Grants, Scholarships, Fees, BanWeb, Payment Timelines

Campus and Personal Safety

Academic Advising
- Educational Plans, Calendar of important dates and deadlines, Inside BC, Registration, College Terms, Adding/Dropping, Pre-requisites

Student Life
- Student Handbook, Clubs, Athletics, Social and Volunteer Opportunities, College ID cards
Attachment F
Multiple Measures Document

English

Measures to use: EAP (college ready) or Placement test into English 1A ESL placement into English 1A, EAP conditional with ERWC (with C or better)
1. HS GPA (3.0 or above without PE) – called Cal Grant GPA
2. Highest English class with grade of B
3. 4 years of English with C or Better
4. AP English jr/sr year with grade of B
5. Reading compass score of 06 level (82-99)
6. Nine of any potential A-G courses (college prep) (This measure was moved down because counting the courses was time consuming and identifying them was not an easy skill to train)

NOTES – do not count CASHEE; KEY for coursework G=general, P=Prep, AP=advance placement, HP= honors (when inadequate funding or students for AP)
ESL placement and English placement equivalence are not leveling

Placement process – goal to use other measures to place students one level higher
(borderline is within three points of cut score)

English Bump A – Placement Score of Level 6 or EAP (college-ready) or AP test (3 or better) or EAP (Conditional) & ERWC (C or better) all place directly into English 1A

English Bump B - Borderline placement(within 3 points) with 2 multiple measures student is bumped one level.

English Bump C – 4 Multiple measures student is bumped one level.

Acceleration Guidelines: If students are borderline in their scores, but show good GPA and specific English course strength
Accelerate or place into compressed coursework. Where appropriate, potential STEM students with successful high school coursework in Chemistry, Biology, and Physics but scored low in English preventing them from taking STEM coursework (all of the science courses have a Level 5 reading prerequisite) an attempt to fit them into an accelerated or compressed English series to enable them to start taking STEM courses.

Questions: What about widely diverse reading and English test scores?

Math

Measures to use: Placement test score of level 4/5 or 6 or AP score of 3 place in Transfer math by appropriate major.

Other Math bumps
1. Placement test score
2. Highest level math class with grade of B or higher and
3. HS GPA of 3.0 or higher

Acceleration Guidelines: If grades in math have been strong and if the student placed lower than the courses completed in high school or border line to the next level by placement scores (within 3 points) and have space for the units (10 units) – accelerate.
Where STEM students have been strong in Chemistry, Biology, Physics and Math yet place low (Math850), accelerate to get to STEM coursework sooner.

Questions: Why are students with A’s and B’s in Math Analysis, Stats and sometimes Calculus testing into Algebra Math level 2?

Reading
1. ENG level6, or EAP (College-ready) or EAP (conditional) & ERWC with C or better bumped to Read 6 (This represents the vast majority of reading bumps.)
2. If borderline placement score, 1 or 2 points from cutoff and many A-G classes with A’s and B’s and English placement higher, bumped one reading level.
3. If at Read 00 ACDV201 on border (within 3 points) and good grades in classes that required reading and good overall GPA e.g. history, biology with A’s and B’s or honors bumped from 0 to level 4 which is next level of reading no 2 or 3.

4) Consider if reading level in ENSL low e.g 3 and writing level high good GPA went in A-G coursework indicating good reading ability in many different courses.

Acceleration Guidelines: Students placing in ACDV B62 and strong probable reading skills as signified in success in A-G courses, AP, Honors or IB courses are accelerated to ACDV B61.

Questions: Why are the ENSL reading scores so different (off target) compared to the reading test scores? Why are some students at Eng level 6 and with strong grades in A-G course work scoring low on reading (level 4) or 5?

ESL

ESL (Now called EMLS)

1. Placement using multiple measures in ESL are similar to English in that EAP “college-ready” or EAP conditional with a C or better in ERWC bump students into English B1A.

2. The ESL department has an internal method of bumping students to higher levels within the first week using classroom testing. If a student performs well or poorly on the in-class testing, they are given the option of moving higher or lower but it is the student’s choice. This internal placement method has been used for many years with ESL.

3. The change form Compass to Accuplacer will affect ESL placement. Currently there is no method by which Compass ESL testing can place a student into college level English; the new Accuplacer ESL test will allow placement in English B1A.

Note: As we review the data on the use of multiple measures and the student success this year we will re-evaluate and re-define our multiple measures. The formula will then be put into the ACCUPLACER multiple measures algorithm for electronic application rather than individually reviewing all in-coming student transcripts.

Placement process – goal to use other measures to place students one level higher – MORE ACCURATELY

1. Use placement score + HS GPA of 3.0 or above without PE) + highest level math with B or higher to move up one level (questions – Is this borderline score or any score?)

2. Can we consider the above without borderline and select another for borderline (within 3 or 5 points) + latest recent (last semester) math grade correlated to the class and score (e.g. score 42 elementary algebra test but last math class was intermediate algebra with B)?

3. Will we have a summer bridge and will it affect placement?

Questions:
Do we need to set up a flow chart of placement?
None of the placement test scores relate to ACDV 72 (accelerated) except the paper Regina made?

Coordinating ESL?
Do we give credit for summer bridge?
Do we give option now of student survey?

A-G COURSEWORK - THE SUBJECT REQUIREMENT HTTP://WWW.UCOP.EDU/AGGUIDE/A-G-REQUIREMENTS/INDEX.HTML

- **History/social science (“a”)** – Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.

- **English (“b”)** – Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.

- **Mathematics (“c”)** – Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

- **Laboratory science (“d”)** – Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.

- **Language other than English (“e”)** – Two years of the same language other than English or equivalent to the second-level of high school instruction.

- **Visual and performing arts (“f”)** – One year chosen from dance, drama/theater, music or visual art.

- **College-preparatory elective (“g”)** – One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

I. A-G courses

California high schools can submit their courses to UC for “a-g” certification using the Online Update website. A course’s "a-g" approval is based on the “a-g” course evaluation guidelines and the subject-specific course criteria established by UC faculty. Once
approved, the "a-g" course is added to the school's "a-g" course list. To satisfy the subject requirements, the course must appear on the school's course list for the year the student took the course.
Attachment G
Re-Test Authorization Form

Placement and Testing Services
Retesting Options and Guidelines

Placement testing provides a timely and useful assessment of a student's academic proficiency levels to determine the most appropriate courses in English, reading, math, and other academic pathways. It is very important that students prepare for and take the test seriously so they are able to do their best and be placed in an appropriate level course.

Retesting
Retesting is an opportunity for incoming students to retake their placement tests. Retesting is available for incoming students who did not place as high as they expected when they took the original tests. It is a second chance. Students who improve their placements can change their course schedules for the upcoming semester to be placed in a higher class they may be qualified for.

A student wishing to retake any part of BC’s placement tests for any reason is typically allowed one retest attempt in each subject area. TIP: Be sure to study before taking the test again. Students who retake the test without studying will usually not improve their placement.

Eligibility, Guidelines and Timelines
The timeline for eligibility for retesting depends on specific criteria, as outlined in the form below.

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number:</td>
</tr>
<tr>
<td>Last Name:</td>
</tr>
<tr>
<td>Student Signature:</td>
</tr>
</tbody>
</table>

(Select one option below)

- **Option 1:** Retesting after 1 week of taking original test:
  Students can retake their placement test after one week if they can demonstrate an extenuating circumstance (for example, medical or documented reasons) and if approved by a Bakersfield College Counselor.

<table>
<thead>
<tr>
<th>NOTES / AUTHORIZATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name/Title:</td>
</tr>
<tr>
<td>Signature:</td>
</tr>
<tr>
<td>Department:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

- **Option 2:** Retesting after 2 weeks of taking original test:
  Students can retake their placement test after two weeks if they can demonstrate an increase in their proficiency level based on some organized study program such as completion of remedial work in the Student Success Lab, Instructor, tutor, or Counselor verification of adequate participation in remedial work, and increase in proficiency is needed.

<table>
<thead>
<tr>
<th>NOTES / AUTHORIZATION:</th>
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</thead>
<tbody>
<tr>
<td>All Subject</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>E.S.L.</td>
</tr>
<tr>
<td>Name/Title:</td>
</tr>
<tr>
<td>Signature:</td>
</tr>
<tr>
<td>Department:</td>
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<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

- **Option 3:** Retesting after 2 months of original test:
  All students may retake their placement test once after two months of taking the original test.

<table>
<thead>
<tr>
<th>NOTES / AUTHORIZATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name/Title:</td>
</tr>
<tr>
<td>Signature:</td>
</tr>
<tr>
<td>Department:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

Students with special circumstances may submit a written request to the Dean of Student Development and Success to retake earlier than these guidelines. The Dean may waive or modify these guidelines in special circumstances.
# Attachment H

## Abbreviated Student Educational Plan Form

### Bakersfield College

**Course Placement & Abbreviated Educational Plan**

<table>
<thead>
<tr>
<th>Placement Level</th>
<th>00</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
</tr>
</thead>
</table>

#### MATH

- **ACDV B77** (formerly ACDV 71)
- **MATH B50** (formerly MATH 6A)
- **MATH B70** (formerly MATH 70)
- **MATH B2, B4A, B1A, B1B, B22, B23 PSYC B5** (satisfies one)
- **MATH B5A**

**Accelerated Courses**

- **ACDV B72** (4 units)
- **LRNC B530** (10 units)

#### READING

- **ACDV B201a**
  - Need to retest
- **ACDV B62**
- **ACDV B50**

**Accelerated Courses**

- **ACDV B61** (4 units)

#### ENGLISH

- **ACDV B201b**
  - Need to retest
- **ACDV B65** (formerly ACDV 65)
- **ENGL B60**
- **ENGL B50**
- **ENGL B1A**

**Accelerated Courses**

- **ENGL B53** (4 units)
- **LRNC B502** (6 units)
- **LRNC B510** (8 units)

#### READING, ENGLISH AS A SECOND LANGUAGE RECOMMENDATIONS

- **ENSL B61**
- **ENSL B51**
- **ENSL B52**
- **ENSL B51**
- **LRNC 508** (7 units)

#### ENGLISH WRITING AS A SECOND LANGUAGE RECOMMENDATIONS

- **ENSL B70**
- **ENSL B60**
- **ENSL B50**
- **ENGL B1A**
- **LRNC B505** (8 units)
- **LRNC B507** (8 units)

#### ENGLISH LISTENING AS A SECOND LANGUAGE RECOMMENDATIONS

- **ENSL 71CD**
- **ENSL 21A/22**

---

*Fulltime student = minimum 12 units

**Accelerated Courses (LRNC Learning Communities):** these are rigorous courses designed for motivated students who will commit to coming to every class, completing all assignments, and will make learning tasks, if needed. If a student fails to pass an accelerated course, then it is recommended that they repeat it to complete the non-accelerated pathway.

### AbbreviatedStudentEducationPlan

**CLASSES**

<table>
<thead>
<tr>
<th>SUMMER Yr.</th>
<th>FALL Yr.</th>
<th>SPRING Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Math:</td>
<td></td>
<td></td>
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<tr>
<td>2. Reading:</td>
<td></td>
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<tr>
<td>3. English:</td>
<td></td>
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<tr>
<td>4. Ed Fleming:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Study Skills: ACDV Series</td>
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<td></td>
</tr>
<tr>
<td>6. General Education:</td>
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<td></td>
</tr>
<tr>
<td>7. Major Course:</td>
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<tr>
<td>8. Elective Course:</td>
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</tr>
</tbody>
</table>

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*Updated 3/20/2014*
# Bakersfield College Comprehensive Student Education Plan (SEP)

**ID#:**

**Name:**

**Catalog Year:**

**Major:**

**Career Goal:**

**Work Hours/Week:**

**Department Prepared by:**

## Educational Goal
- [ ] Certificate
- [ ] AA/AS Degree
- [ ] Transfer To
- [ ] Other

## Information Given
- [ ] Graduation Requirements
- [ ] Major/Certificate
- [ ] General Education Pattern
  - [ ] ICETC
  - [ ] CSUC
  - [ ] BC
- [ ] Transfer courses from other colleges

## Placement Course Level
- [ ] English
- [ ] Reading
- [ ] Math
- [ ] AP/IB

## Referrals
- [ ] Admissions
- [ ] CTE
- [ ] Counseling
- [ ] DSFS
- [ ] E & I Planning
- [ ] EOPS
- [ ] Financial Aid
- [ ] Health Care
- [ ] Job Placement
- [ ] Int’l Serv. Ctr.
- [ ] Learning Ctr.
- [ ] Placement
- [ ] Transfer Cts.
- [ ] Transcript Eval.
- [ ] Tutoring Ctr.
- [ ] Veterans
- [ ] Writing Ctr.
- [ ] www.asist.org
- [ ] Other

## Comments/Task/Assignments

## Counselor/Advisor/Faculty Name (Print)

## Counselor/Advisor/Faculty Signature

## Student Signature

<table>
<thead>
<tr>
<th>Term</th>
<th>Units</th>
<th>Term</th>
<th>Units</th>
<th>Term</th>
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**Total**

Course selection is subject to change and it is the responsibility of the student to know all the prerequisites of the courses listed on the SEP. 3-14 ev
RESOURCES

- Senate Bill 1456
- California Code of Regulations, Online
- Student Success and Support Program Student Equity Plan
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills web site