

**The Student Success and Support Program
Plan
Bakersfield College**

1a. Introduction

“BC is both a center of learning and a center of hope. For over 100 years we have trained workers, teachers, and civic leaders of the community, helped students learn to think and learn how to learn, and how to be citizens.

We have done so with a commitment to equity, to meeting students where they are, whether academically prepared or not, and from all walks of life, including first-generation college students, undocumented immigrants, and dislocated workers.

Our Student Success and Support Program plan is quite simply a reaffirmation of this commitment”.

BC President Sonya Christian

We have a vision at Bakersfield College (BC) and that is that every student who comes to us will succeed and complete their educational goals. This report shares how we have taken that vision and deliberately re-structured our college culture, services, and curriculum to provide students with the tools, support, and academic foundation to succeed. BC is the primary gateway to higher education for a growing Hispanic student population that is increasingly high need and underprepared for college. It is necessary that we align our services in order that students are able to succeed and complete their educational goals.

Bakersfield College students are representative of the majority of those who live in California in that they are underprepared for college-level work. According to a new report from the Campaign for College Opportunity, “Working Hard, Left Behind”, the lack of a college education is the reason why poor working households do not earn enough to meaningfully better themselves. Despite working hard, many Californians are in low income employment because they lack the skills, training, and the formal education needed to advance. It is our mission to assist students in finding and developing their career pathways and helping them create meaningful and realistic educational pathways to meet their goals. If we are successful in doing this, students will be motivated to complete their plans by persisting in their education. They will attend all classes, complete assignments, and seek out financial aid, tutoring, counseling and advising, and other support services as well as participation in other activities that will help them complete their goals. If we are able to mentor every one of our students and help them find a meaningful career path and educational plan, then they will succeed and complete their goals whether it be a certificate, an associate degree, or transfer.

BC’s Student Success Vision Statement states the 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. To accomplish these goals and vision, students must be effectively oriented,

assessed, assisted with education planning before they ever step foot in a college classroom, and then provided with ongoing follow-up support throughout their college career. This document outlines how Bakersfield College plans to accomplish this task.

The SSSP is actually a synthesis of many Bakersfield College initiatives, and provides the framework to integrate the work of the Student Success Stewardship Team, the Achieving the Dream work, the Habits of Mind Program, the Data Coaches work, the Making It Happen Pathway to Equitable Student Success that includes the Multiple Measures Pilot, and faculty mentor program.

The goal of this Student Success and Support Program (SSSP) is to increase student access and success to Bakersfield College by providing an effective core, mandated SSSP services that will improve entering students' transition into college by providing a foundation for student achievement, and the successful completion of their educational and career goals. The core mandated matriculation services include orientation, assessment and placement, counseling, advising, and other educational planning services as well as follow-up for at-risk students.

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Section II. Student Success and Support Program Services

Ila. ORIENTATION

Introduction

Bakersfield College, located in the metropolitan city of Bakersfield, lies within Kern County, one of the largest and most diverse counties in the state of California. Kern County comprises the southern edge of the Central Valley of California and covers 8161.42 square miles ranging from the southern slope of the Coastal Range to the slopes of the eastern Sierra Nevadas into the Mojave desert.

The first matriculation step after applying for admission to the college is orientation. Orientation is 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). The purpose of orientation is to welcome new students into the Bakersfield College community. Students will have the opportunity to interact with current and new students who will become a part of their BC experience. It is here for the first time that students will get introduced to BC's Habits of Mind program, "It's POSSIBLE" 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 actually is the brand that Bakersfield College applies to all of its matriculation services so students are reminded that they can achieve success with their educational and career goals.

Orientation is required for all new students seeking to begin their educational experience at Bakersfield College. 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 the in person group orientation at their high school or community site, at the main BC campus or at the Delano Center, 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).

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;
- Be able to describe how to get and maintain priority registration and be in good standing with financial aid;
- Be able to utilize the prerequisite or co-requisite challenge process;

- Be able to locate information on available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- Be able to identify opportunities related to student engagement and involvement;
- Be able to locate the academic calendar, important timelines, registration and college fees;
- Be able to describe the Habits of Mind that can help a student be successful at BC (It's POSSIBLE); and
- Be able to locate available education planning services

Assessment of at least one of the above student learning outcomes will take place every semester. Analysis of assessment data will be used to make improvements in orientation.

Target student audience

The Bakersfield College target student audience annually consists of approximately 4,200 new college students, the majority of whom are recent high school graduates who come from metropolitan Bakersfield as well as many rural and small town areas. The students that BC serves are about 80% first generation college students who are also of low socio-economic status. Fall 2013 data show that 64% of BC students receive some form of financial aid. According to the latest Census Bureau Quick Facts, Kern County residents have median household incomes 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/Philipino/Pacific Islander students and 24% white students. Seventy percent (70%) of BC students report that their parents do not have a college degree. Kern County, according to the Census Bureau Quick Facts, has one of the lowest attainments of a Bachelor's degree or higher of any county in the state of California.

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.

Description of Orientation Services

Delivery methods

New student orientations are offered in groups at all feeder high school campuses. Two to three large group campus new student orientations are offered on the main Bakersfield College campus every semester and one large group new student orientation is offered at the Delano Center campus every semester.

Bakersfield College has an online orientation that is available twenty-four hours a day, seven days a week.

The main BC campus holds periodic one day events throughout the year where new students can complete all matriculation (admission, orientation, assessment/placement, counseling workshops and the creation of an abbreviated educational plan) and register for classes (“It’s POSSIBLE to Become a Renegade in One Day”).

New Student Orientation Activities

The group campus, high school site and online New Student 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. Approximately 80% of BC’s new students are considered first generation students. The college 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. 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 college terms that might be unfamiliar to new students such as priority registration, processes for registering and dropping courses, prerequisite, co-requisite and prerequisite challenge procedures and college fees and payment timelines. Discussions of the academic expectations of faculty and the consequences of not maintaining good progress are stated. Students must maintain at least average grades and complete at least 51% of the units they attempt. The 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.

The New Student Orientations consist of modules 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 Director of Outreach and Relations with Schools and the Faculty lead for orientation ensure that the information in both the in person orientations and online orientations are accurate and up-to-date.

Online Orientation

- **Technology used, commercial/in-house product**
- **(Name commercial product: COMEVO or Adept or will we create our own with the Moodle platform ?(I need more here, Sonya, Zav and Todd???)**

Describe product, where it is housed on Inside BC, etc. Describe rural areas, large square miles of county, low socio-economic status, transportation hardships, lack of an effective and

comprehensive mass transportation system. Percentage of courses that are online, degrees online. System platform.

Specify other issues, policies and procedures

- Students are required to register online for the in person group orientations held at the main BC campus and at the Delano Center campus. Online registration is through Inside BC, our online portal system. **(Steve?)**
- Group on campus orientations are held during the months of _____ and _____. High school site group orientations are held _____. Online orientations are available at all times. **(Steve?)**

Post Orientations

Bakersfield College offers specific student groups additional orientations depending upon their major and/or interest. These additional orientations are held throughout the summer, Week Zero (two weeks before the fall semester begins) and early in the fall and spring semesters. These orientations include the following:

- Orientations for college athletes
 - Orientations for Science, Technology, Engineering and Mathematics (STEM) majors
 - Orientations for Student Government Association officers
 - Orientations for Pre-Registered Nursing majors
 - Orientations for Communication Studies majors
 - Orientations for Financial Aid recipients
 - Orientations for Economic Opportunity Programs and Services (EOP&S) students
 - International Students Orientation
 - Hybrid math lab orientations
 - Student Success lab orientations
 - CalWORKS Orientation
 - Career and Technical Education majors orientations
-
- **Parent Orientation**
 - i. **Need to describe what, where, when, how we will reach out to parents, etc. (Steve and Marisa)**

College & high school district data

Bakersfield College is one of three colleges in the Kern Community College District. BC has approximately 41 feeder high schools with the majority of high schools in the Kern High School District (KHSD) which is California's largest 9th through 12th grade high school district in the state with more than 35,000 students. The KHSD encompasses about 3,500 square miles, about 43 percent of the total area of Kern County. Founded in 1893, the KHSD currently includes:

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

Other high schools that send students to Bakersfield College include: Tehachapi High School, 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, and McFarland High School. High schools that send students to BC from the extended service areas include Bakersfield Adult School, Nueva Continuation High School, Taft Union High School, Valley High School, Vista High Continuation and Vista West Continuation Schools.

A list of partnerships Bakersfield College has with colleges, high school districts, workforce agencies or other community partners.

ii. 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.

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.

iii. 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.

This summer, the Bakersfield College Counseling and Advising Center faculty, assisted by two high school counselors, are creating the curriculum and training handbook to train one high school counselor at each high school site to act as the student success and support liaison with the Counseling and Advising and Assessment/Placement Testing Centers at Bakersfield College.

Each high school counselor will be trained on BC's matriculation processes and will be provided with a monetary stipend for their work (see Budget spreadsheet).

iv. 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 feeder high schools to a daylong workshop. Workshop topics include timely updates on changes in matriculation, financial aid, concurrent enrollment as well as highlighting programs, associate degrees for transfer, and certificates. Career information is shared as well as demonstrations by current students enrolled in CTE programs. Current BC student panelists present their views on how high school staff can better prepare high school students for success at BC. Evaluations of the workshop are analyzed and changes made based on feedback.

v. Annual President's High School Principal Breakfast

Each spring semester feeder high school principals, vice-principals and head counselors are invited to a welcoming early morning breakfast event. The goals of this event are many but overall BC wants to create a venue for a two-way dialogue about how BC can better meet the needs of the high school students. Information is shared about changes in the curriculum and focus of BC and feedback is collected on how we can improve our services. From this event has come, among other things, changes in our assessment/placement re-test policies and a rigorous dual enrollment program. Feedback is collected and analyzed.

vi. 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 DR 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.

vii. 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.

viii. 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.

Other community partnerships

- ix. 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.
- x. Our DSPS Director sits on 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 Veteran's orientation program.
- xi. Many academic departments and career and technical programs at Bakersfield College have advisory groups whose membership consists of community and professional members. Examples of such collaborations include the Digital Arts Advisory Committee and the Panorama School District Teacher Group. Bakersfield College faculty and staff participate in local partnerships that include events like the High School History Teachers Conference. These partnerships ensure that the information we give students is pertinent, up-to-date and informative.

Identify staff providing orientation

- All current Counseling faculty and educational advisor staff will continue to participate in the matriculation pathway.
- Campus Assessment/Placement Center staff will continue to refer students to orientation.
- BC's Welcome Center will assist and advise new and continuing students with admission and registration processes and direct new students to orientation, test prep workshops, assessment/placement testing, counseling workshops and the creation of an initial abbreviated student educational plan.

Total Staff (Margaret create this in a table please)

- i. Steve Watkin, Director of Outreach and Relations with Schools-**need one sentence job description**
- ii. Marisa Marquez, Transfer Center Director and Counseling faculty member-**one sentence job description**
- iii. Educational Advisor (**who?**)-**job description**

- iv. Student Peer mentors (**how many**)-**job description**
- v. **Other Welcome Center staff?**
- vi. **High School Student Success Liaisons-description of activities and stipend**
- vii. **Orientation Materials, including online orientation licensing and software**
- viii. **IT Support**

Budget Plan, see Budget spreadsheet (Section IV)

IIb. Assessment

Introduction

Assessment is the process of gathering information about a student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and the need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or post-secondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance (Education Code section 78213).

The goal of assessment at Bakersfield College is to place students accurately and reliably in English, reading, mathematics, and English as a Second Language course levels in order that they both succeed in their courses and complete any remediation they might need as quickly as possible. Approximately 70% of incoming students to Bakersfield College place into pre-collegiate courses and success rates for completion of degrees and certificates is significantly lower for this population compared to those new students who enter BC who place at college-level. Because of this, BC reviewed and updated its Multiple Measures (MM) criteria, reviewed assessment practices, piloted assessment/placement testing at 17 area high schools, trained counselors and advisors on the new MM criteria, created an online Test Prep Workshop, and purchased a more sophisticated and diagnostic web-based test instrument.

Accurately placing students into higher levels of math and English are of critical importance to BC. For example, students who place 3 levels below transfer in math will encounter a staggering 3% chance of successfully attempting and passing a college-level math course. This rate increases slightly to 11% if students are placed 3 levels below transfer in English. Bakersfield College has utilized data to inform awareness that the use of multiple measures to accurately assess students' academic abilities (and subsequently, placement) will yield higher success rates by reducing students' unnecessary exposure to remediation courses for those who have the ability to succeed at higher levels.

Almost thirty-five percent (34.8%) of pre-collegiate level students at BC complete degrees or successfully transfer compared to a completion rate of 67.2% for students who place at college-level. If a college-level placed student is inaccurately placed below their level of ability either through poor test performance, a poor test instrument, clerical error and/or a lack of application of multiple measures criteria, this will negatively impact their probability of success and program completion or transfer.

Student Learning Outcomes?

(Sue Vaughn and Kathy Boner???)

Target student audience

- All new students who are not exempt who want to participate in priority registration are required to participate in assessment/placement testing. BC assessed approximately 8,500 students during the 2012-13 academic year.
- 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.
- Orientations, counselors and educational advisors and high school counselor Student Success liaisons communicate the importance of prepping for the assessment/placement tests and communicate important information about placement results and the length of time to achieve a degree and transfer information.
- Students can take their assessment/placement tests at their high school or on the main BC campus or the Delano Center. Students are accepted on a first come, first served basis at the BC and Delano campus test centers. On the high school campuses dates are set in advance, students messaged and those students who have filed an application to BC are scheduled for the test. Students are informed that the busiest times for assessment/placement are the eight weeks before each semester during the summer, fall and spring and between November 1 and mid-May.
- Assessment/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).
- Approximately eighty-eight percent (88%) of incoming new students to Bakersfield College participated in assessment/placement testing for Fall 2013.
- BC is moving to a web-based assessment instrument in Fall 2014 and will be providing on-site assessment/placement testing to all feeder 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.

Describe the methods by which assessment and placement services will be delivered.

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 Delano Center campus.
- At least one daytime service at all feeder and rural high school campus sites during the summer/fall admission period between November 1 and May 15.
- The main BC campus holds periodic one day events on campus throughout the year where new students can complete all matriculation (admission, orientation, assessment/placement, counseling and the creation of an abbreviated educational plan) and register for classes in one day (“It’s POSSIBLE

to Become a Renegade in One Day”.)

Describe at what point(s) in the student’s academic pathway assessment and placement are provided.

The BC Student Success communication and messaging plan encourages students to prepare for their placement tests by practicing either by attending a Test Prep Workshop on the main BC campus or the Delano Center campus or by going online at home and accessing our online Test Prep Workshop which is available to students once they have filed an admission form. 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.

Partnerships among colleges, with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement.

The BC Assessment/Placement Center partners with the Office of Outreach and Relations with Schools to provide assessment/placement tests to high school students at their high school site.

KCCD Collaboration

Students wishing to take courses at any Kern Community College District college, 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. All KCCD colleges use the web-based ACCUPLACER tests.

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.

High School Counselor Student Success Liaison Program

As mentioned earlier in this report, high school counselor Student Success liaisons at each high school site will message and encourage students once they have filed an admission form at a high school site workshop to prepare for their placement tests.

High school seniors will be messaged early in their senior year to practice and prepare for placement tests, encouraging student high school freshmen schedules to include four years of college prep or higher English and mathematics courses.

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. This year, high school seniors at 17 high schools were coached by counselors-in-training through the college and financial aid application and process. BC's Assessment/Placement Center piloted assessment/placement testing at these 17 high school sites. 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, shortening their pathway to college-level skills. 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 feeder high schools.

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 the 400+ 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.

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

Staff providing assessment services (number of positions, job titles, one-sentence statement of their role. (Margaret create a table)

- Sue Vaughn-Director of Enrollment Services: Manager responsible for Admissions, Records, registration, Assessment and Enrollment management.
- Kathy Boner-Assessment Program Coordinator: Oversees the day to day operations of the Assessment/Placement Center including scheduling all tests and staff.
- Juan Estrada-Assessment Assistant: Proctors, scores, and enters test scores into the Banner system.
- Genora McClanahan-Assessment Assistant: Proctors, scores, and enters test scores into the Banner system.
- Shelia Fuller-Assessment Assistant: Proctors, scores, and enters test scores into the Banner system.
- Krista Bird-Assessment Assistant: Proctors, scores, and enters test scores into the Banner system and assists with pretest reviews and practice of re-tests.
- Terri Lerner-Assessment Assistant: Proctors, scores, and enters test scores into the Banner system.
- High School Counselor Student Success liaisons stipends
- Janet Fulks- Faculty lead on Multiple Measures (% of salary)
- IT Technicians-Provide on-going technical support. (need (names, job description)
- Lisa Fitzgerald-District Researcher (% of salary)

Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For third-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.

Bakersfield College uses 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. Additionally, ACCUPLACER is used by the other two colleges in the

KCCD.

BC has implemented Multiple Measures for all four tests. ACCUPLACER can be customized to automatically apply the college's Multiple Measure criteria which are a requirement for all students under the new SSSP legislation. As ACCUPLACER is web-based, the college will not have the need to install or upgrade software and will allow BC to administer the placement tests easily to feeder high schools and in rural areas.

- Multiple Measures requirement. During the Spring semester 2014 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, 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 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. This revision will reduce the time for BC students who test below college-level to complete and get BC students to college-level as soon as possible.

Describe the college 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.

- Multi-College District- Bakersfield College accepts the placement scores from the colleges within the KCCD, i.e. Porterville and Cerro Coso Community College.
- 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.
- BC President, Dr. Sonya Christian and Dr. Janet Fulks, BC Microbiology professor currently sit on the Common Assessment pilot committee at the State Chancellor's office. It is hoped once a common assessment process is in place; BC will accept placement results from all other California Community Colleges.

Describe college policies and practices on:

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 pre-test performance.

I need this from Sue Vaughn, Kathy Boner and Kimberly Nickell. Test Prep Workshops, links to practice questions on assessment/placement website.

Re-Test Policy – 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 Development and Success to retest earlier than these 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 – How long are test scores, high schools grades, etc. accepted before the student is required to reassess.

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 are taken within two (2) years.

The following externally-administered third-party test results are accepted for placement:

- 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.
- 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.

- 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.

Budget spreadsheet

- See Budget Spreadsheet for staff costs and associated expense

The Future/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 successfully complete their educational and career goals.

IIc. COUNSELING, ADVISING, AND OTHER EDUCATION PLANNING SERVICES

Introduction

Counseling and advising new college students, especially first generation college students is vitally important to their success. In an October 2010 report by the Center for Public Education, National School Board Association, they found that there were three main predictors of college success: high school rigor evidenced by taking Advanced Placement or IB courses; the level of math completed in high school and meeting with a college academic advisor before students enter college. The strength of a college's academic advising program is an important factor in persistence and as members of the study concluded, "the lesson to colleges is clear: policies to encourage these (advising) relationships can go a long way toward making sure students are on a pace to earn a degree. " The research also showed that students who were low achievers in high school had only a 47% persistence rate but if they met with a counselor or advisor often, their persistence rose to 67%. At BC, students who placed into pre-collegiate courses had only a 34% chance of completing a degree or transferring compared to those students who placed into college-level courses (67%). But if those students who placed into pre-collegiate math and English completed all matriculation steps, had a comprehensive student educational plan and three additional college contacts for a total of 7 support service or advising contacts, their chances of completing a degree or transferring were as high as those students who placed into college-level. BC's Counseling and Advising Department knows that in order to better meet the needs of first time students, we need to meet with them before they register as well as multiple times throughout the year.

In January 2013, the RP Group published a multi-year study entitled, "Student Support (Re) Defined: Using Student Voices To Redefine Support," where students were asked what factors were the most important to their success, paying attention to what African American and Latinos cited as critical to their achievement. Students named six factors that were critical:

- Students have a goal and know how to achieve it;
- Students stay on track-keeping their eyes on the prize;
- Students feel somebody wants them to succeed as a student and helps them succeed;
- Students actively participate in class and are involved in extracurricular activities;
- Students feel that they are part of the college community; and
- Students' skills, talents, and abilities are recognized; they have opportunities to contribute on campus and feel that their contributions are appreciated.

Key findings of this three year study are that having direction is the "top driver of achievement and top success factor" and are "impacted significantly by counselors." Bakersfield College is committed to assisting every student with the selection of an educational and career goal and with mapping out a specific plan to reach those goals.

Student Learning Outcomes?

Kathy Rosellini, Alice Desilagua, Barbara Braid, Manny Mourtzanos need to develop

Target student audience

Bakersfield College is committed to providing counseling, advising and educational planning services to all new, returning, and continuing students. There were 4,197 new students to BC who enrolled for Fall 2013. Last Fall 2013, approximately ____ percent of students were provided counseling and/or advising services and 34% percent completed educational planning. **(Janet Fulks or Lisa Fitzgerald?)**

Describe these services and the service delivery methods and models used.

Bakersfield College currently has a headcount of over 18,000 students and fourteen full-time faculty counselors, ten (10) adjunct counselors and fifteen (15) FT educational advisors and one 19 hour/week educational advisor. The Counseling and Advising Center employs a variety of service delivery methods to assist students with counseling, advising as well as abbreviated and comprehensive educational planning that includes:

- Group Advising sessions that lead to the development of an abbreviated student educational plan (ASEP) at the feeder high schools, main BC campus, the Delano Center and in Arvin, California.
- Individual and drop in counseling appointments
- Drop-in educational advising
- Career and Major Workshops
- A variety of Transfer Assistance Workshops
- Educational Planning Workshops by major
- Student Development courses
- Visits to classrooms
- “Get an SEP” campaign (described below)
- Online “Ask a Counselor” email service (**need to develop by October**)

BC special programs such as Economic Opportunity Programs & Services (EOPS), Disabled Student Programs & Services (DSPS), CalWORKS, CARE, Science, Technology, Engineering & Mathematics majors (STEM), International Student Counselor, 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.

Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services.

High School Counselor Student Success Liaison Program

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 created a 3 unit dual enrollment 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. High school counselors and especially the high school 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. The high school 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 are bussed to BC for a half day orientation and abbreviated student educational plan counseling workshop. High school seniors were given presentations by student services and academic programs and campus tours.

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 educational 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.

Bakersfield College is part of the State Chancellor's Office Pilot Program on Portlets that includes an Educational Planning component.

When in the student's academic lifetime are counseling, advising and other educational planning services 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. Students are also assisted with the registration process in the Counseling and Advising Center as well as in the Welcome Center.

During their first semester, students are messaged to participate in career development activities, choose a major and career pathway and complete their comprehensive student educational plan. BC's Counseling and Advising department partners with the Habits of Mind faculty and staff group and the Student Government Association in a "Get an Ed Plan" campaign. Members of the Counseling and Advising Department share information at

Information booths during the first week of the semester and at 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.

Wait times during peak registration periods

(need to analyze SARS Grid information for advisor wait times during peak registration and explain same day appointment and drop in schedules for counselors/advisors-Bernadette)

Describe adequacy of student access to counseling and average wait time for drop in appointments

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 **(How much)** students, especially during peak times, 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 (defined as ????). This practice may often result in two hour waits, especially during the lunch hour.

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.

Types of assistance provided to help students develop an abbreviated student educational plan (ASEP) and the scope and content of that plan.

Abbreviated Student Educational Plan (ASEP) Group Workshops are offered at the following sites:

- i. High School site
- ii. BC
- iii. Delano
- iv. Arvin
- v. Paramount Academy

Content of Abbreviated Student Educational Plan (ASEP)

The content of the Abbreviated Student Educational 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 work hours per week.

Content of ASEP Group Workshop

ASEP Workshops are [presented by teams of counselors and educational 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, appropriate major and general education courses are suggested as well. By the end of the workshop, new students are prepared to register during the upcoming priority registration period.

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 liaisons refer to their completed ASEP's and assist students with the registration process.

Type of assistance provided to help students develop a comprehensive student education plan that identifies the student's educational goal, course of study, and the courses, service, and programs to be used to achieve them.

The comprehensive student educational plan (CSEP) form at BC is currently a two-sided 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 Mentor appointments
- CSEP Workshops by Major
- Athletic CSEP Workshops
- Communication Major Advising
- Individualized Counseling and Advising Appointments
- CTE/Allied Health Pathway Advising

Degree Works

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 inputted 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. It is hoped that 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.

Identify staff providing counseling, advising, and other education planning services (**Margaret Head-create a table please**)

Counseling faculty

- Bakersfield College has 14 full-time counseling faculty with 175 day contracts who work 38 hours a week. FT counseling faculty can work adjunct hours during semester breaks and summer.
- Generalist counselors (8.5 generalist counselors) are responsible for creating curriculum and teaching student development courses and workshops and seeing students on a drop in and 30 minute appointment basis.
 - 1.5 generalist counselors are assigned to the Delano Center.
- 1 Transfer Center Director and transfer counselor.
- 1 counselor is assigned to STEM majors and has additional duties other than counseling.
- 1 counselor directs the International Student Program.
- Adjunct Department of Rehabilitation counselor.
- General counseling faculty assist students with career development, choice of a major, provide assistance for probation and disqualified students and teach comprehensive educational planning workshops. Full-time counseling faculty are also responsible for overseeing follow up service projects for probation and disqualification students, career development, the SARS Early Alert system and online advising. BC has a full-time Transfer Center Director and counselor who assists with transfer workshops and transfer admission guarantees and acts as a liaison with 4-year college representatives

- EOPS/CalWorks/CARE: Two (2) Full-time counseling faculty and one PT educational advisor
- DSPS-One FT counseling faculty and one FT Veteran's Services Educational Advisor
- Arvin High School: One PT Counseling faculty
- IT Support: BC campus
- Degree Works District Support: Matt Jones:
- Michele Pena, Assistant Admissions and Records Director: Degree Works

Number of full-time equivalent counselors (total full-time and part-time counseling hours divided by 2080)= ____?

Academic and Paraprofessional Advising

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 educational 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 19 hour educational advisor in the Counseling and Advising Center.
- One FT educational advisor assists student athletes.
- One FT educational advisor assists Allied Health majors.
- Three FT educational advisors assist Career and Technical Education (CTE) majors.
- Two FT educational advisors work in the Financial Aid Department assisting students with financial aid appeals and educational 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 Delano Center.
- One FT EOPS educational advisor.

Identify technology tools used for education planning (third-party tools)

- b. Degree Works: degree audit and educational planning tools.
- c. ASSIST
- d. SARS Grid
- e. CSU Mentor
- f. UC Transfer Counselor website
 - i. UC Transfer Admission Planning Guide (TAP)
 - ii. UC Transfer Admission Guarantees (TAG's)
- g. Inside BC Counseling and Advising and Transfer Portal

- h. Career Café
- i. College Source
- j. ECOS
- k. O*Net
- l. Occupational Outlook Handbook
- m. Salary Surfer: State Chancellor's Office
- n. What to Do With a Major In websites

Budget Plan

Staff costs and associated expenses(see Budget IV)

IId. FOLLOW-UP FOR AT-RISK STUDENTS

Introduction

Bakersfield Colleges defines At-Risk students as those who:

- Place into pre-collegiate courses,
- Are undecided about their educational goal or have not declared a course of study,
- Are those on academic or progress probation
- Are those who are disqualified from attending BC.

Approximately seventy percent (70%) of new students at BC place into one or more levels of remediation. As of Fall 2013, the number of students who are undecided about their educational goal is approximately 3,075 students or 16.8% of the total student population. However, for the past three years, students who apply to BC must declare a major and general education pattern. These 3,075 students have been at the college for more than three years.

At the end of Spring 2014, BC has 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 is 506 students. Those that are making good progress to work their way off of any status is 540 students.

Follow-Up Services for At-Risk Pre-Collegiate Students

In order to meet the needs of At-Risk student populations, the Counseling and Advising Department, the Academic Development (Basic Skills) Department, English and Mathematics Departments, the Habits of Mind and Making It Happen (MIH) faculty mentors and staff work closely together to provide early support services and interventions. At-Risk new students in the orientation and at the Counseling ASEP workshops are:

- Directed to take a student development course in their first semester.
- Encouraged to participate in an Academic Development Summer Bridge Program.
- Directed to begin their math and English remediation their first semester.
- Enroll in Student Success study skills courses in such subjects as:
 - Notetaking
 - Time Management
 - Textbook Reading
 - Test Taking Strategies
 - Memory
 - Vocabulary
- Watch Student Success Habits of Mind “It’s POSSIBLE” videos.
- Participate in Peer tutoring 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 activities.

Pre-collegiate 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 pre-collegiate 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 experience ends with a lunch and graduation ceremony where students and their families celebrate that they will be attending college at BC.

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 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. 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 level
- Improve grammar skills
- 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. They can be referred to the lab in a variety of ways including SARS Alert, other referral forms, whole class tours and SS Lab orientations. The lab is run on an informal basis where students can drop in and get immediate assistance.

The SS 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-12:20 pm.

Academic Development faculty and other faculty groups offer no credit, short term workshops in Critical Academic Skills 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 tutors 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. What differentiates SI from traditional tutoring is the fact 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. The sessions are regularly scheduled, hour-long discussions that are held in the Supplemental Learning area 2 times per week per course. 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. 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.

Bakersfield College is piloting two early student success programs in the fall 2014 semester: Making It Happen Faculty and Staff mentors and the Classroom Intervention Pilot.

In Fall 2014, BC will work with a cohort of 400+ CalSOAP students where many/most students were placed into pre-collegiate math and/or English. The students will be designated and identified as a cohort called Making it Happen (MIH). They will be 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 mentor. Each mentor will be 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 400+ students successfully enter BC, identify their educational goals, and work as efficiently as possible to meet those goals.

These interventions include:

1. *Early enrollment in English and Math Courses*
The Counseling and Advising Department will assist students to enroll in the appropriate Math and English courses during their first semester.
2. *Early Completion of SEPs*
Students will complete both abbreviated and comprehensive SEPs. They will be aided by BC faculty and staff in Counseling and Advising as well as other academic areas.
3. *Early Classroom Interventions*
 - a. Faculty participating in the initiative will commit to participate in an early alert system related to academic performance of the students on the intervention assignment by

- i. entering diagnostic and descriptive information related to the student's performance in SARS Alert and on the SARS grid platform, and
 - ii. writing an *Action Plan* for each student that gives the student 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).
 - b. 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.
 - c. 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 Action Plan.
4. Regular Classroom Interventions

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.

Follow-Up Services for At-Risk Students Who Do Not Have an Educational Goal or Course of Study

The Bakersfield College application requires that all students must declare a 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 them with choosing an educational and career goal. These activities and resources include:

- A Student Development course on Career Development
- Major Workshops and Comprehensive SEP Workshops by Major
- 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, ECOS and the O'Net.
- BC's Career Center and online Virtual 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 learn how to make an informed career and major choice.
- One on one and drop in appointments with counseling faculty and educational advisors.
- Faculty office hour appointments.

Next Steps: Project FINISH

The Counseling and Advising Department at Bakersfield College will work with Admissions and Records to identify the current population of students who have been here longer than three years and do not have a declared major (3,075 students). Counseling and Advising faculty and staff will contact these students to complete career development and choice of major workshops. Once their major or goal is declared, students will be assisted by staff to create a comprehensive student educational plan.

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

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,
- Poor attendance,
- Lack of in class participation, and
- Do not turn in homework, as examples.

SARS Alert Program

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 and connect them with campus services that can provide appropriate interventions. Students are alerted whenever they are identified by faculty and staff as having one or more of the following concerns:

- Academic – Poor performance as well as attendance
- Behavioral – Poor study skills, time management, etc.
- Personal – Financial concerns, outside work conflicts, etc.
- Enrollment – Enrolled but never attended or stopped attending

Faculty are provided Flex training during opening day and during Flex Week 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. 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 therefore the system will automatically send the

student information about tutoring as well as send a notification to the Counseling and Tutoring Centers for intervention purposes.

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. 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. Students are also limited in units they can register for in upcoming semesters.

First semester academic or progress probation students are encouraged by the Counseling and Advising Program to attend “Project Succeed”, a 2-unit College Success course following their placement on probation. The course curriculum includes short lecture topics and individual and group activities on the transition from high school to college, student motivation, learning styles, time management, procrastination, managing resources effectively, managing stress, setting personal and academic goals, study skills, test anxiety, writing a research paper, career assessments, choosing a major, the decision-making process, and the completion of a comprehensive educational plan. Faculty are assisted by educational advisors and trained student peer mentors who are available to assist students to get back on track and off probation as soon as possible.

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.

How teaching faculty are involved or encouraged to monitor student progress & development:

- Those activities and projects that have been previously described in this report:
 - SARS Alert Program
 - SARS Alert Staff Development Workshops
 - Making It Happen Faculty and Staff Mentor Program
 - Faculty Classroom Intervention Project
 - Degree Works Staff Development training
 - 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)

Identify staff providing follow-up services (**Margaret develop in a table**)

- a. Grace Commiso- Alert Faculty Coordinator
- b. Cynthia Quintanilla-STEM Faculty Counselor and Week Zero Coordinator
- c. Kimberly Nickel-Student Success Lab Coordinator
- d. Kimberly Van Horne-Academic Development Faculty Chair
- e. All counselors
- f. All advisors in center
- g. Faculty and Staff Mentors: stipends
- h. Faculty intervention specialists: Stipends

Identify technology tools used for follow-up services (third-party tools)

- i. SARS Alert
- j. SARS Grid
- k. Degree Works
- l. Plato/Edmentum Software: Site License Agreement

Budget spreadsheet

- m. Staff costs and associated expenses

Section III. Policies & Professional Development

1. Exemption Policy-Provide a description of the 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.

2. Appeal Policies-Describe the college's (District) student appeal policies and procedures.

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.

4. Professional Development-Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.
 - a. Staff Development Coordinating Committee
 - i. SARS Early Alert FLEX Workshops on Opening Day
 - ii. Degree Works Training FLEX Workshop on Opening Day
 - iii. Student Educational Planning Training for Faculty and Staff
 - b. Faculty mentor Making It Happen Boot camps
 - c. Classroom Intervention Boot camps
 - d. Student Success Stewardship Conferences
 - e. Customer Service Training
 - f. Assessment Center and Counseling and Advising training on ACCUPLACER and new Multiple Measures (MM) criteria.

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. (Prima, Manny, Kate input for this one)

Relevance to College Strategic Plan and Student Success Agenda:

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
Developing an institutional culture in which data is frequently collected, reviewed, and assessed to inform and refine Bakersfield College’s student success priorities and resource

6. Coordination in Multi-College Districts-Describe how policies and Student Success and Support Program services are coordinated among colleges (Zav)

Section IV: SSSP Budget

See attached SSSP Spreadsheet

Section V: Attachments

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