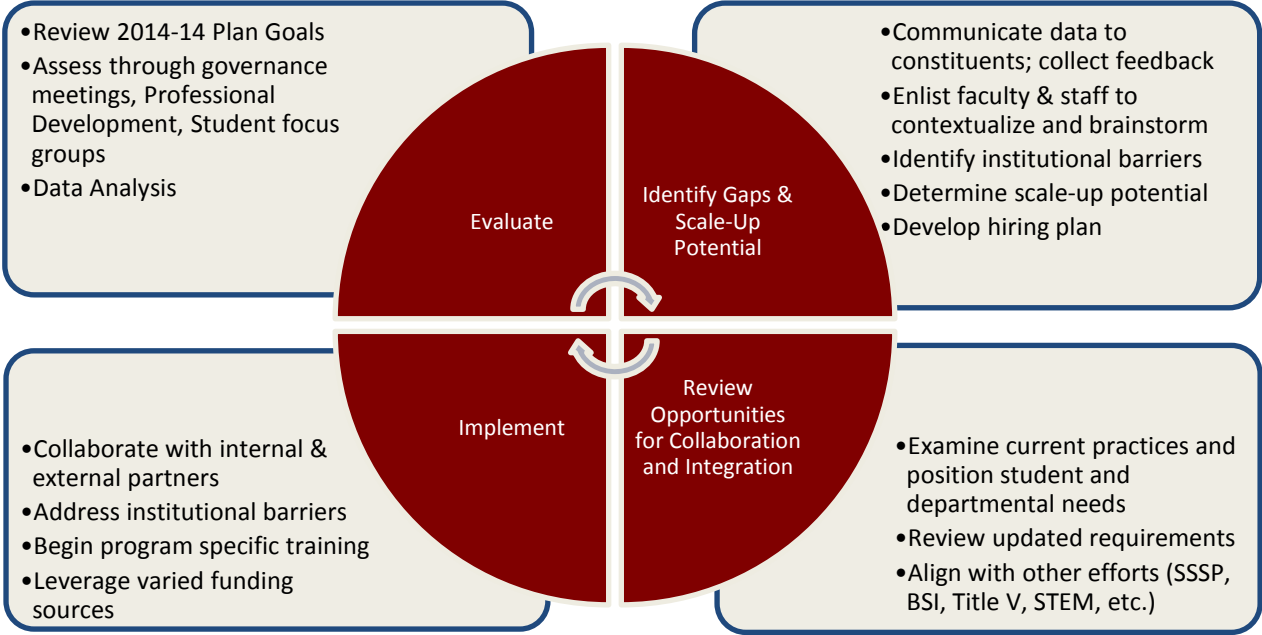


Planning Process and Collaboration

The planning process for updating the 2015-2018 Student Equity Plan has been robust, engaged many constituents, and has made the integration of Equity with other institutional initiatives a central priority.

With the overall vision of student success and completion in mind, Bakersfield College’s considerations in making adjustments have been comprehensive:



Bakersfield College began 2015-2018 Student Equity Plan planning with an ongoing, real-time evaluation of 2014-2015 activities. Throughout 2014-2015, Bakersfield College engaged in data analysis, governance committee discussions, targeted professional development, and feedback collection. In early spring 2015, Equity and Inclusion staff led several student focus groups to evaluate services and held several data workshops to examine specific topics relevant to disproportionately impacted student populations. Among the workshops were the following: Student Services (re)Defined with Dr. Darla Cooper, an annual campus-wide Equity Summit, and faculty-focused equity seminars.

In May 2015, Bakersfield College held the first of several student focus groups to collect feedback and identify institutional barriers. These focus groups engaged students from varied target student populations, including African American males, Hispanic/Latino students, Veteran students, and foster youth. In addition, through the Achieve the Dream data coaching sessions, students were interviewed by the faculty, staff, and administrators regarding equity interventions as integral success

factors. Bakersfield College has sought insight from community leaders through annual summits with Hispanic/Latino and African American groups, and received feedback from high school counselors and administrators to inform activity implementation and enhance targeted outreach to improve access at local high schools.

In the summer of 2015, Bakersfield College collected individual feedback from individual faculty and staff members on campus responsible for activities aligned with the 2014-2017 Student Equity Plan, including: African American Male Mentoring Program (AAMMP), Achieving Success Through Excellence and Persistence (ASTEP), student veteran orientation, the foster youth summer bridge, student support services like Supplemental Instruction, and outreach. Further, the inaugural campus-wide Professional Development Summer Institute gave the Director of Equity and Inclusion and the co-chair of the Equal Opportunity and Diversity Advisory Committee an opportunity to share data and request feedback related to the indicators.

In July 2015, the President convened a task force of administrative and faculty leaders to consider student success and equity on a large scale to ensure integration and collaboration among leaders of Equity, SSSP, Title V, and BSI. This group provided leadership, oversight, and approval of recommended changes. Members included the following:

- Sonya Christian, President
- Anthony Culpepper, Vice President, Finance and Administrative Services
- Zav Dadabhoy, Vice President, Student Affairs
- Janet Fulks, Dean of Student Success and Precollegiate Studies
- Odella Johnson, Director of Equity & Inclusion
- Bryan Hirayama, Co-Chair, Equal Opportunity and Diversity Advisory Committee
- Lesley Bonds, Student Success Program Manager

Between August and November, administrative leaders held regular meetings to share planning concepts and gather feedback from on-site and local community partners, including the Kern Community Foundation, high school counselors and administrators, Taft College, and California State University Bakersfield. The Director of Equity & Inclusion convened other stakeholders on a weekly basis to write, review, and recommend changes to the 2015-2018 Student Equity Plan. Additionally, the Director of Equity and Inclusion maintained regular communication with other college governance and committee groups, including College Council, Academic Senate, President's Cabinet, Student Affairs Leadership Team, Administrative Council, and Student Success Stewardship Team to ensure an inclusive, diverse, and representative development process.

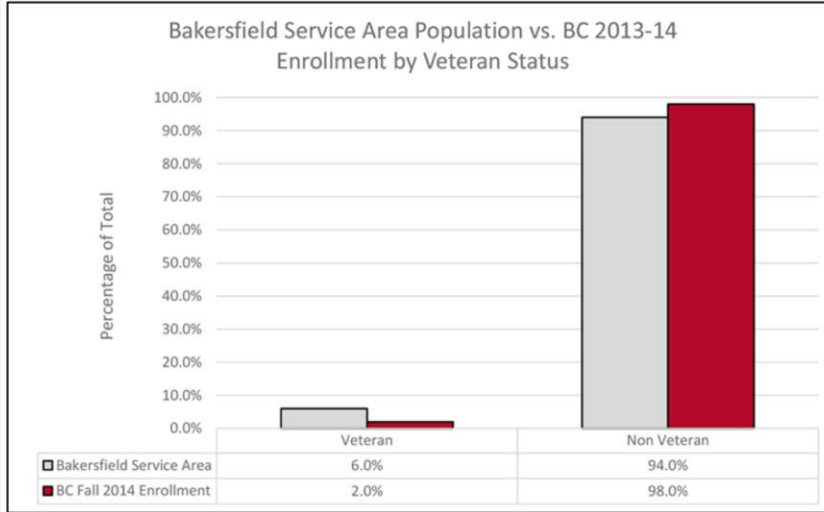
In December 2015, the following college and district governance groups reviewed and approved the plan on the following dates:

Academic Senate	December 2, 2015
College Council	December 3, 2015
Board of Trustees	December 17, 2015

Success Indicators

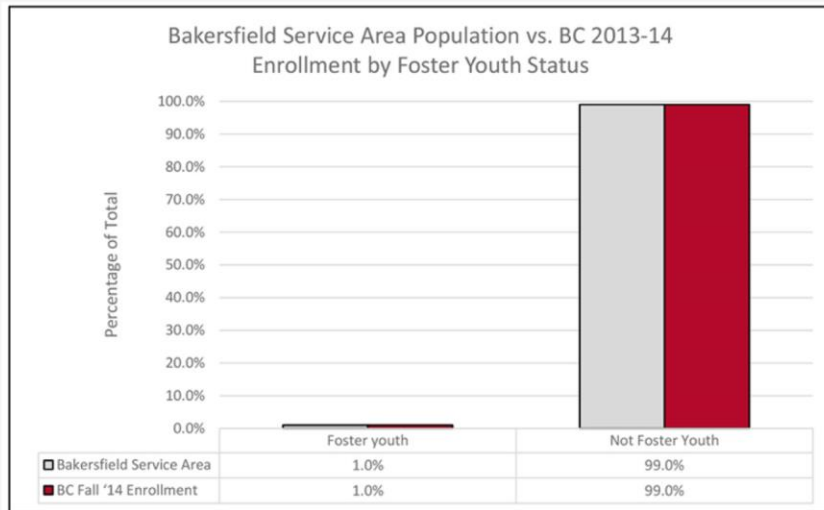
CAMPUS BASED RESEARCH

Evidence suggests that white and Asian students are served in greater numbers at the local four-year university and although efforts have been made, college-age American Indians and Alaskan Native populations are so small in our area that efforts would not serve as large a disproportionately impacted group of students as targeting African American students. The only group that Bakersfield College will target is the African American group with a goal of increasing the percentage from 4% to 5% over three years. This would require the college to enroll about 25% more African American students.



U.S. Census, American Fact Finder; CCCCO Data Mart

Bakersfield College will increase the percentage of veterans at Bakersfield College by 0.5% from 2% to 2.5%. This will increase the number of veterans by 25%, from 363 to 419.



U.S. Census, American Fact Finder; CCCCO Data Mart

Bakersfield College will continue outreach to and work with foster youth, Bakersfield College will not be including foster youth as a target group for the access indicator.

PRIMARY RESOURCES

- AAMMP
- ACDV
- ASTEP
- Bridge Programs
- CalSOAP
- Counseling
- EOP&S
- Equity and Inclusion
- Hispanic Initiatives and Interventions
- MIH
- MESA
- Outreach
- Student Educational Planning
- Student and Parent Orientation
- Student Success Center
- Translation Services

BUDGET

\$315,640

ACTIVITY

Review and evaluate the College's outreach plan to ensure effectiveness for targeted populations. Augment as necessary.

Develop collaborative recruitment activities to increase yield from targeted populations by providing matriculation services, financial assistance and early engagement.

Increase participation in pre-college workshops and bridge activities. Coordinate with Outreach and Student Academic Support Services as part of completion communities.

Increase outreach and college awareness information for target groups by using multiple means of communication, such as Equity TV

A. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

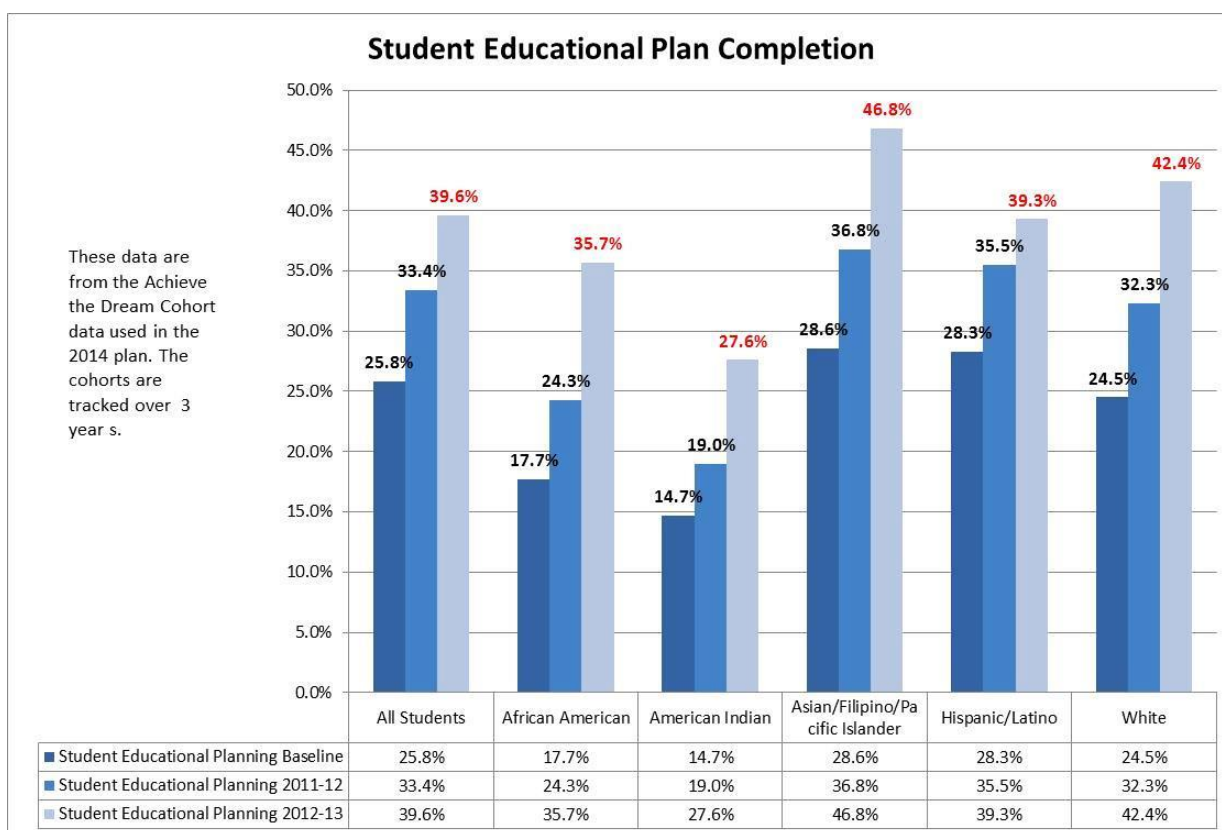
Overview

2014-2015: In the 2014-2015 Equity Plan, Bakersfield College focused on quality access as indicated by registered student completion of educational plans. Bakersfield College was growing in enrollment in all categories, but the college data showed that registration in a course is not sustainable or quality access; rather, access to a counselor to develop a plan was directly related to success. Students with access to complete Student Educational Plans (SEPs) **in the first term** were likely to persist (74.2% with SEPs first semester versus those without SEPs), succeed in coursework (74.9% versus 53.9%), and twice as likely to successfully complete college (25.8% compared to 11.2%). Unfortunately, Bakersfield College found disproportionate access to educational planning, thus driving an integrated SSSP goal. Targets were set to increase educational plan completion for African American and American Indian students as shown below.

Table 1: 2014-2015 Equity Plan Access Target

Target: Increase the percentage of African American and American Indian students completing SEPs			
Population	Baseline Data	2015-2016	2017-2018
African American	32,756	6%	2,239
American Indian	2,668	0%	224

These targets are iterative and re-evaluated annually.



Graph 1 Source: CCCCCO Data Mart

As shown above, the goals set last year have been exceeded through efforts at the high schools to reach underserved students, hiring of counselors and educational advisors, and providing specialized student services through the Office of Equity and Inclusion. Using the 80% Proportionality Index, the only students currently disproportionately impacted (index would be less than 32%) are the American Indians, which are a very small population (only five in 2012-2013).

2015-2016

Bakersfield College decided to define access in two ways in the 2015-2016 Equity Plan.

- Access as percentage of the population in the service area.
- Access in terms of SEPs completed. This is the definition the college used last year. For this year’s plan Bakersfield College has set a baseline for SEP completions to 60% for all groups.

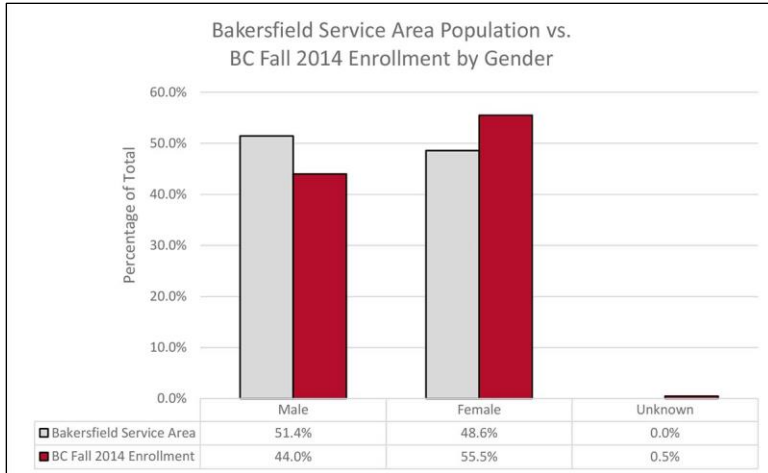
Table 2: 2015-2016 Equity Plan Access Target

Target Group	Target	Timeline
African American	Increase the percentage from 4% to 5% (enroll about 25% more African American students)	2015-2018
Veterans	Increase the percentage of veterans at Bakersfield College by 25% from 2% to 2.5% (increase from 363 to 419)	

Supplemental Target: Maintaining strong connections with Hispanic/Latino students to support access to higher education remains a priority for Bakersfield College’s, although Hispanic/Latino students comprise 60% of the student population compared to 55% in the service area. Bakersfield College will continue to focus on access for Hispanic/Latino students, particularly through the Rural Initiatives, to maintain a consistent higher education option for this important population in the area. Also, Bakersfield College will continue our overarching focus regarding education planning, striving for a 60% of total student enrollment completing a Student Education Plan.

Gender, Ethnicity, Economic Status, and Special Populations

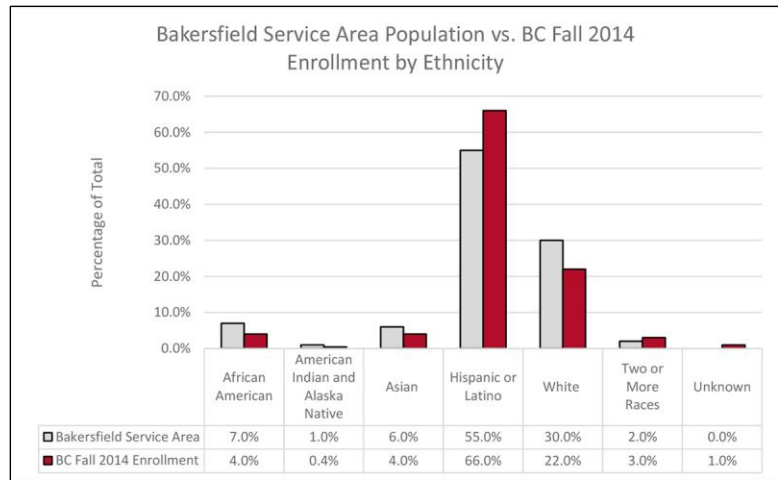
The graphs in this section reflect Access data for the Bakersfield service area, which comprises the following cities: Arvin, Bakersfield, Delano, Lamont, Shafter, and Wasco. There are instances where the total population for the Bakersfield service area in one graph does not match total population in another graph because population data are determined based on data available for certain characteristics and demographics. Data on veterans focus only on population age 18 and over. Data on foster youth focus only on children under the age of 18. Economically disadvantaged status is defined as living at 150% of poverty level for the Bakersfield service area, and as BOGFW recipient for Bakersfield College students. Because financial aid data will not be available until mid to end of November 2015, 2013-2014 data were used to compare economic status of Bakersfield College students to the Bakersfield service area.



Graph 2 Source: U.S. Census, American Fact Finder; CCCCCO Data Mart

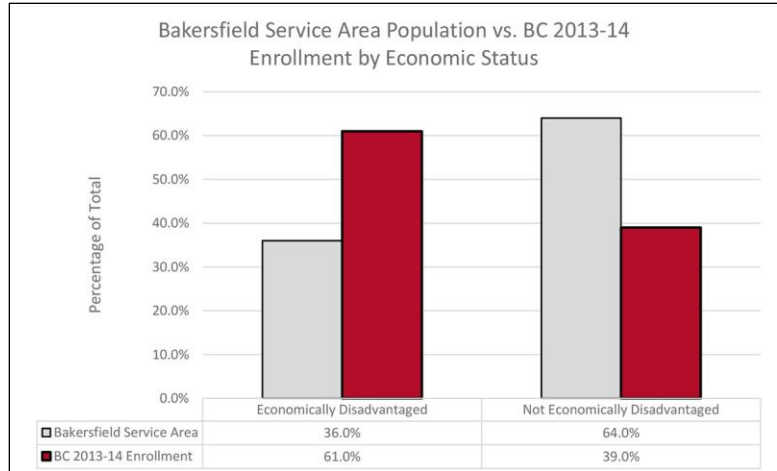
Conclusion: The graph to the left indicates that the population of male students at Bakersfield College is at 44% compared to 51% in the service area. Bakersfield College has identified males and specifically minority males in course completion as well as degree and transfer completion.

Conclusion: The graph to the right indicates that four (white, African American, Asian, and American Indian) of the nine groups have an enrollment percentage less than that of the service area. Evidence suggests that white and Asian students are served in greater numbers at the local four year university, and although efforts have been made, college-age American Indians and Alaska Native populations are so small in our area that efforts would not serve as large a disproportionately impacted group of students as targeting African American students. The only group that Bakersfield College will target is the African American group with a goal of increasing the percentage from 4% to 5% over three years. This would require the college to enroll about 25% more African American students.

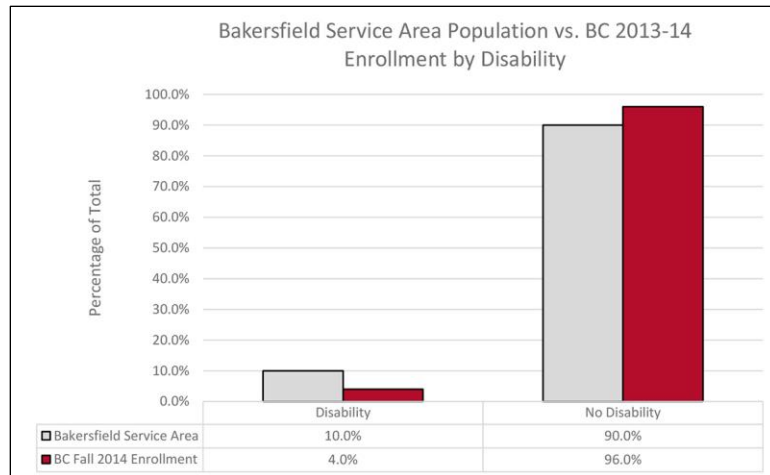


Graph 3 Source: U.S. Census, American Fact Finder; CCCCCO Data Mart

Conclusion: The graph to the right¹ indicates that 61% of Bakersfield College’s 2013-2014 enrollment was comprised of economically disadvantaged students^{2 3} compared to only 36% in the service area. Even though the non-economically disadvantaged percentage is substantially less, Bakersfield College decided not to target this group specifically in its Equity Plan.



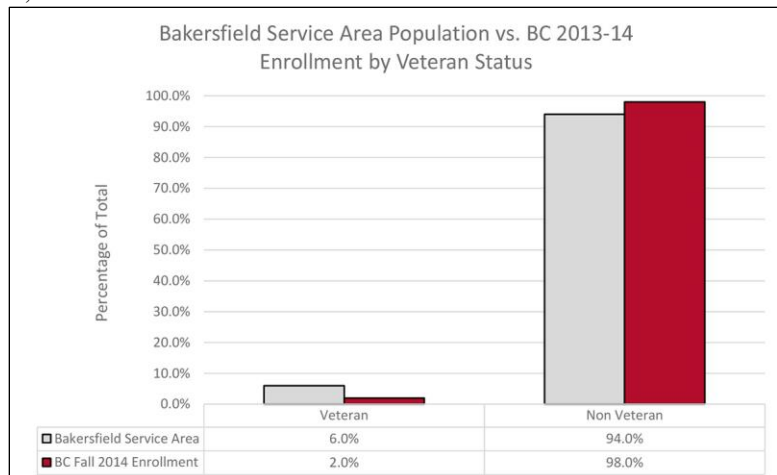
Graph 4 Source: U.S. Census, American Fact Finder; CCCCCO Data Mart



Graph 5 Source: U.S. Census, American Fact Finder; CCCCCO Data Mart

Conclusion: As shown in the graph to the left, Bakersfield College is revitalizing the Disabled Students Programs and Services area that was greatly reduced in the recent economic downturn. New employees and better testing should encourage increase in this area. This difference in enrollment indicates work can be done in this area; however, Bakersfield College will not be including Disabled Students Programs and Services as a target group for the access indicator.

Conclusion: Bakersfield College has hired an educational advisor for veterans and created multiple community events. As shown in the graph to the right, this difference in enrollment indicates work can be done in this area. However, many of the veterans in the region are not college-going age, and many are employed. Bakersfield College will target veterans for the access



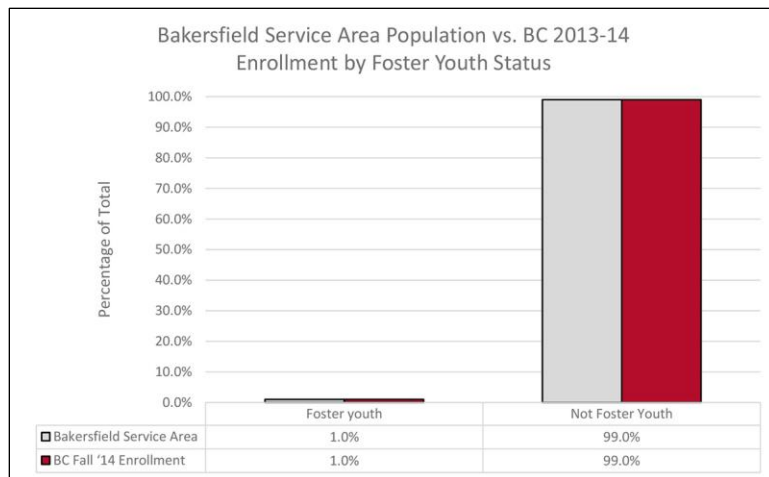
Graph 6 Source: U.S. Census, American Fact Finder; CCCCCO Data Mart

¹ Bakersfield College used the 2013-2014 annual data because the 2014-2015 data for financial aid is not available.

² Economically disadvantaged for Bakersfield service area is defined as being at 150% of poverty level.

³ Economically disadvantaged for Bakersfield College is defined as being on BOGFW.

indicator. Bakersfield College will increase the percentage of veterans at Bakersfield College by 25% from 2% to 2.5%. This will increase the number of veterans by 25%, from 363 to 419.



Conclusion: As the graph to the left illustrates, foster youth comprise only 1% of the overall college enrollments. While Bakersfield College will continue outreach to and work with foster youth, Bakersfield College will not be including foster youth as a target group for the access indicator.

Graph 7 Source: U.S. Census, American Fact Finder; CCCCCO Data Mart

Goals and Activities

Increase the access and enrollment rate for Hispanic/Latino, African American, and veteran students. Bakersfield College has allocated **\$315,640** for the activities in this section.

Table 3: 2015-2016 Equity Plan Access Target Activity Matrix

Activity	Budget Category	Accountability
<p>1.1 General High School Outreach</p> <p>Review and evaluate the College's outreach plan to ensure effectiveness for targeted populations. Augment as necessary.</p> <p>Incorporate peers in recruitment.</p> <p>Enhance open house and information activities for targeted populations (e.g. It's Possible and Vet Fest).</p> <p><i>Budget: \$78,196</i></p>	<p>Outreach</p> <p>Student Services and Categoricals</p> <p>Student Equity Coordination and Planning</p>	<p>Director of Outreach</p> <p>Director of SSSP</p> <p>Director of Financial Aid</p> <p>Dean of Student Success</p>
<p>1.2 Targeted Recruitment and Yield</p> <p>Develop collaborative recruitment activities to increase yield from targeted populations by providing matriculation services, financial assistance, and early engagement.</p> <p>Align orientation to targeted groups, to maximize yield.</p> <p><i>Budget: \$10,000</i></p>	<p>Outreach</p> <p>Student Services/Categoricals</p>	<p>Director of Outreach</p> <p>Director of Rural Initiatives</p> <p>Director of Financial Aid</p> <p>Faculty Lead, Veterans</p>
<p>1.3 Student Academic Support/College Readiness</p>	<p>Outreach</p>	<p>Director of Outreach</p>

<p>Increase participation in pre-college workshops and bridge activities. Coordinate with Outreach and Student Academic Support Services as part of completion communities.</p> <p>Enroll target students in first-semester Student Development course (Renegade 101) to facilitate transition and student success.</p> <p>Provide early academic planning and advising – prior to senior year to ensure college readiness and preparation.</p> <p><i>Budget: \$113,244</i></p>	<p>Student Services/Categoricals</p>	<p>Dean of Student Success</p> <p>Chair, Academic Development</p>
<p>1.4 Community Outreach</p> <p>Increase outreach and college awareness information for target groups by using multiple means of communication, such as Equity TV.</p> <p><i>Budget: \$14,200</i></p>	<p>Professional Development</p> <p>Outreach</p> <p>Student Services and Categoricals</p>	<p>Director of Equity and Inclusion</p> <p>Director, Marketing and PR</p> <p>Director of Outreach</p> <p>Faculty Lead, Veterans</p>

Evaluation of Activities

To evaluate the impact of the activities designed to improve access for the targeted groups, Bakersfield College will use both quantitative and qualitative measures. Quantitative measures may include strategies such as student surveys on the impact/effectiveness of outreach events/workshops in increasing awareness among students from targeted groups, and surveys of faculty and staff participating. The college is seeking integration with information systems and MIS data points to establish more effective tracking systems to yield data regarding: the number of students from targeted groups attending outreach events; number of students from targeted groups participating in pre-college workshops; percentage of students from targeted groups who apply and then enroll (yield); enrollment and success in bridge programs, summer workshops, and Renegade 101 among students from targeted groups; number of faculty, staff, and community members participating in outreach events; and the number of high school seniors from targeted groups who participate in early advising. Qualitative measures may include focus group reviews, and feedback from high school counselors and principals.

Those responsible for each activity will begin by meeting with the newly hired institutional researcher to develop a detailed evaluation plan that outlines methodology and the timeline for data collection. The newly hired institutional researcher will review this evaluation plan and work with the RP Group (consultants) to further develop and finalize this evaluation plan. Then, each semester, those responsible for each activity will be required to collect the data identified in their evaluation plan and submit a summary report of the findings to the Student Success and Equity Committee for their review no later than 60 days after the conclusion of each semester.

CAMPUS BASED RESEARCH

Asian and White students rank higher than Hispanic/Latino and African American students. In terms of special populations, Foster Youth have also experienced disproportionate impact in terms of course completion. Therefore, Bakersfield College has identified the three aforementioned target groups given disparate course success rates when compared to peer ethnic/special population groups and will direct initiatives designed to close achievement gaps.

Target Group	Target	Timeline
African American	Increase the course success rate of African American students by 3%, from 51.8% to 54.8%. This would require an increase in the number of African American student course completions by 5.8%, from 2,177 to 2,327.	2015-2018
Hispanic	Increase the course success rate of Hispanic students by 1%, from 66.7% to 67.7%. This would require an increase in the number of Hispanic student course completions by 1.5%, from 45,729 to 46,409	
Foster Youth	Increase the course success rate of Foster Youth by 3%, from 49.2% to 52.2%. This would require an increase in the number of Foster Youth course completions by 6%, from 720 to 773.	

Table: 2015-2016 Equity Plan Course Completion Target

PRIMARY RESOURCES

- AAMMP
- Accelerated and Compressed Coursework
- ACDV
- ASTEP
- Athletics Support
- Bridges
- CAS Workshops
- Childcare
- Counseling
- DSP&S
- EOP&S
- Financial Aid
- Habits of Mind (HoM)
- Math Lab
- SARs ALERT
- Student Success Lab
- Student Education Plan Multiple Measures Assessment and Placement
- Prerequisites
- Supplemental Instruction
- Veteran Services

BUDGET

\$359,360

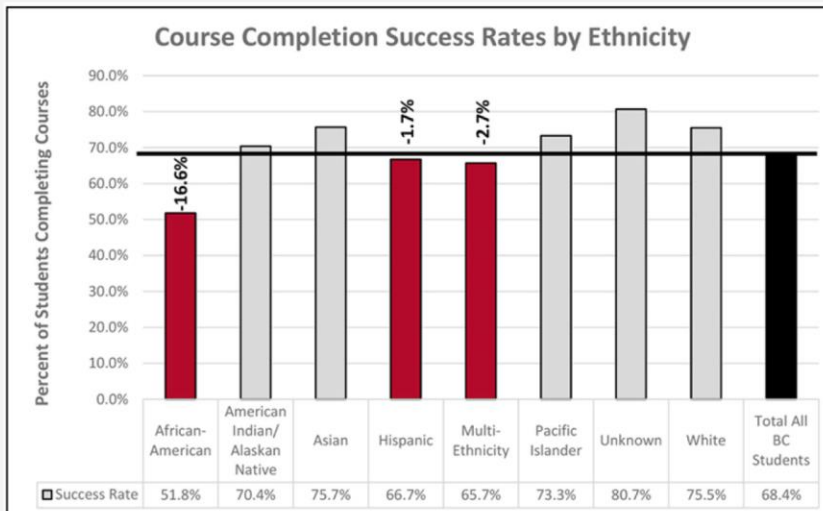
ACTIVITY

Expand academic support services such as Supplemental Instruction (SI) sections for college level gateway courses.

Connect disproportionately impacted targeted groups to advising and academic support services and monitor to ensure participation.

Increase student contact and follow-up via peer education programs such as SI, Ambassadors, etc.

Establish institutional research office and conduct ongoing research to provide better data and understanding of continued institutional barriers to success.



Source: CCCC Scorecard

The graph above indicates that 3 of the 8 groups have course success rates that are below the average—African American (16.6%), Hispanic (1.7%) and Multi-Ethnicity (2.7%). The college will target the African-American and Hispanic groups.

B. Course Completion

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

Overview

2014-2015: In the 2014-2015 Equity Plan Bakersfield College focused on African American successful course completion through student tutors, such as the math tutor, and supplemental instruction. Focus groups, student panels, and individual interviews in the Office of Equity and Inclusion identified additional success barriers such as access to textbooks, access to computers to complete homework, transportation difficulties, and the need to have both group and one-on-one tutoring. Although not specifically identified in CCCCO Data Mart, these barriers were evident when course success was disaggregated by course type and course delivery where the preponderance of African American students were half as likely to succeed in distance education course work and were nearly twice as likely to be placed into a remedial/basic skills course. Last year's target was set for African American course success as below:

Table 4: 2014-2015 Equity Plan Course Completion Target

Target: Increase the course completion and success rates among African American students.				
Population	Baseline Data	2015-2016	2017-2018	These targets are iterative and re-evaluated annually.
African American	50.5%	51%	52%	

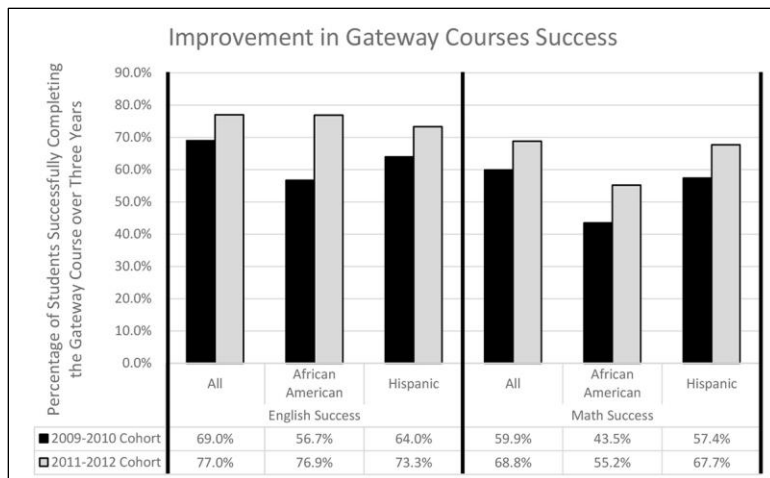
This year's data indicated that efforts through implementation of educational tutors, use of peer mentors, and doubling access to supplemental instruction moved the success rate beyond the 2015-2016 target rate established last year. African American students succeeded at a rate of 51.8% in 2014-2015, nearly meeting the 2017-2018 target. In fact, the CCCCO Data Mart indicated that African American students in non-distance education modalities succeeded at 55.3%, but in distance education courses, the success rate was only 24.8%. Lack of success was primarily from lack of retention, pointing to areas where Bakersfield College can focus attention to improve success. Even though Bakersfield College has made great progress towards the indicated target, there is still an achievement gap of 16.6%, a gap that must be addressed through further efforts and analysis.

An intermediate Indicator B target from the 2014-2015 plan discussed maintaining high persistence rates. Baseline persistence rates were approximately 72% for the 6-year CCCCO Scorecard cohort. The 2014-2015 Scorecard data indicated a slight decline to 70.8%. In an attempt to take the pulse on persistence more closely, annual CCCCO Data Mart course persistence data was used. For the 2014-2015 academic year, the overall course retention was 86.4% (of 103,752 enrollments, 89,610 were retained in courses with a 68.4% average course success rate). This compares with a 2013-2014 retention rate of 87.5%; however, of only 99,259 enrollments, 86,836 were retained. While more students were served and the "through-put" was higher, additional analysis of retention strategies were examined as described in this year's plan.

Additionally, the 2014-2015 plan identified a target to "Increase the 30-Unit Milestone attainment among under-prepared students from a baseline of 60.6% to 61% in 2015-2016 and 62% in 2017-2018 and the Hispanic/Latino 30-Unit attainment from 60.3% to 60.8% in 2015-2016 and 62% in 2017-2018." In 2014-2015, this CCCCO Scorecard target declined to 58.3%, however this six-year cohort is difficult to monitor on an annual basis. Additionally, overall persistence rates for most

groups declined. From preliminary data on implementation of multiple measures placement, accelerated courses, and compressed courses, Bakersfield College anticipates facilitating retention rate increases as well as attainment of more significant course units beyond basic skills. This hypothesis is supported by the increase in gateway course completion as indicated in the graph below taken from the Achieving the Dream (ATD) three-year cohort data:

The African American achievement gap in gateway English (Freshman Composition/English 1A) has closed considerably from 13.3% to only 0.1%, and the Hispanic/Latino achievement gap has closed from 5% to 3.7%. While this intermediate course completion goal has shown a much more equitable outcome for these ethnicities, the math gateway course (Intermediate Algebra) displayed a decreased achievement gap for African American students from 16.4% to 13.6%, and for



Graph 8 Source: CCCCCO Data Mart

Hispanic/Latino students from 2.5% to 1.1%. Although improving, the African American students success rate shows continued disproportionate impact in math. The plan below describes specific strategies to meet this gap integrating the BSI grant and a new US Department of Education Title V grant, which target math and Supplemental Instruction and Tutoring.

2015-2016

Bakersfield College has focused its Course Completion indicator efforts to address the following population groups:

Table 5: 2015-2016 Equity Plan Course Completion Target

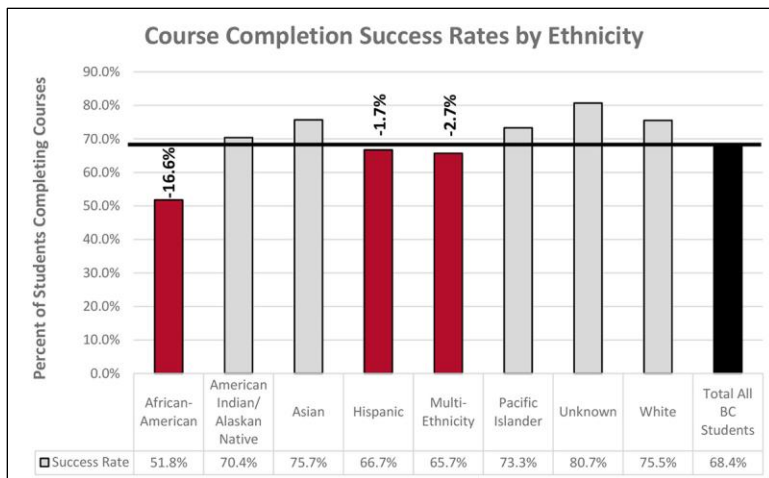
Target Group	Target	Timeline
African American	Increase the course success rate of African American students by 3%, from 51.8% to 54.8%. This would require an increase in the number of African American student course completions by 5.8%, from 2,177 to 2,327.	2015-2018
Hispanic	Increase the course success rate of Hispanic/Latino students by 1%, from 66.7% to 67.7%. This would require an increase in the number of Hispanic/Latino student course completions by 1.5%, from 45,729 to 46,409	
Foster Youth	Increase the course success rate of foster youth by 3%, from 49.2% to 52.2%. This would require an increase in the number of foster youth course completions by 6%, from 720 to 773.	

Successful completion of college-level courses is necessary to attain a degree or certificate, or to prepare to transfer to a four-year institution. Although there have been fluctuations in the Bakersfield College course completion success rates from year to year, overall success ranking for the various ethnic groups have remained similar. Specifically, Asian and white students rank higher than Hispanic/Latino and African American students. In terms of special populations, foster youth

have also experienced disproportionate impact in terms of course completion. Therefore, Bakersfield College has identified the three aforementioned target groups given disparate course success rates when compared to peer ethnic/special population groups and will direct initiatives designed to close achievement gaps.

Ethnicity

The graph to the right describes course success rates for 2014-2015. Using the Percentage Point Gap Methodology to measure disproportionate impact and the overall success rate of 68.4% as a reference point for the target populations, the gaps for disproportionately impacted African American students and Hispanic/Latino students are 16.6% and 1.7% respectively.

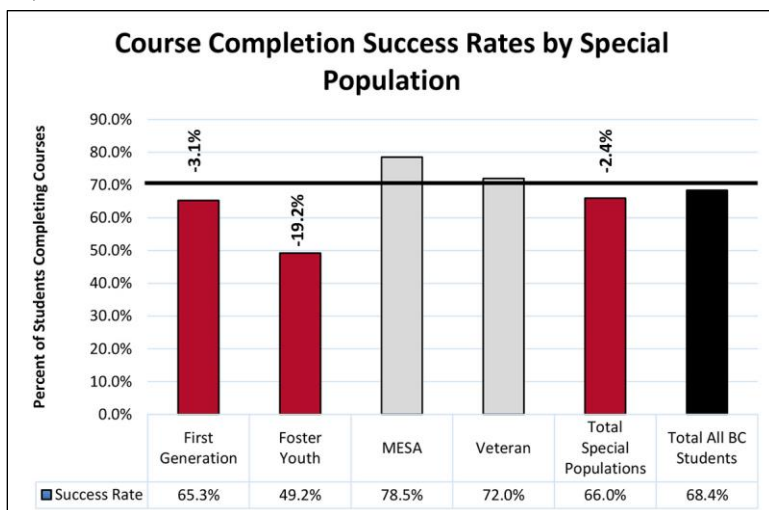


Graph 9 Source: CCCC Scorecard

Conclusion: The graph indicates that three of the eight groups have course success rates that are below the average: African American (16.6%), Hispanic/Latino (1.7%), and Multi-Ethnicity (2.7%). The college will target the African American and Hispanic/Latino groups to increase the course success rate of African American students by 3%, from 51.8% to 54.8%. This would require an increase the African American student course completion by 5.8%, from 2,177 to 2,327. Increase the course success rate of Hispanic/Latino students by 1%, from 66.7% to 67.7%. This would require an increase in the number of Hispanic/Latino student course completions by 1.5%, from 45,729 to 46,409.

Special Populations

The graph to the right describes course success rates for 2014-2015 for special populations. Using the Percentage Point Gap Methodology to measure disproportionate impact and the overall success rate of 68.4% for all Bakersfield College students as a reference point for the target populations, the gaps for disproportionately impacted first generation students and foster youth students are 3.1% and 19.2% respectively.



Graph 10 Source: U.S. Census, American Fact Finder; CCCC Data Mart

Conclusion: Increase the course success rate of foster youth by 6%, from 49.2% to 55.2%. This would require an increase in the number of foster youth course completions by 6%, from 720 to 773.

Goals and Activities

Increase the course completion rate for Hispanic/Latino, African American, and foster youth students. Bakersfield College has allocated **\$359,360** for the activities in this section.

Table 6: 2015-2016 Equity Plan Course Completion Target Activity Matrix

Activity	Budget Category	Accountability
<p>2.1 Academic Support Services</p> <p>Expand academic support services such as Supplemental Instruction (SI) sections for college level gateway courses.</p> <p>Expand peer education in Academic Support Services such as Tutoring Center, Math Lab, Student Success Lab, and SI, through enhanced coordination.</p> <p>Develop tracking process so targeted groups are effectively served.</p> <p>Enhance advising, early alert, and follow-up process. Coordinate with student academic services to ensure student participation.</p> <p><i>Budget: \$133,266</i></p>	<p>Student Services and Categoricals</p> <p>Outreach</p> <p>Student Equity Coordination and Planning</p> <p>Instructional Support</p> <p>Direct Student Support</p>	<p>Director of Academic Support Services</p> <p>Institutional Researcher</p> <p>Dean of Student Success</p>
<p>2.2 Student Learning and Engagement</p> <p>Connect disproportionately impacted targeted groups to advising and academic support services and monitor to ensure participation.</p> <p>Increase opportunities for students to complete and/or review progress in educational plans through milestone reviews and programs such as the “48+” activities.</p> <p>Increase student use of advising and Academic Support Services.</p> <p>Increase student contact and follow-up via peer education programs such as SI, Ambassadors, etc.</p> <p>Examine pedagogy and curricular redesign to increase target group success.</p> <p><i>Budget: \$221,589</i></p>	<p>Instructional Support</p> <p>Student Services/Categoricals</p> <p>Outreach</p> <p>Student Equity Coordination and Planning</p>	<p>Director of Outreach</p> <p>Dean of Student Success</p> <p>Director of SSSP</p>
<p>2.3 Further Research</p> <p>Establish institutional research office and</p>	<p>Professional Development</p>	<p>Institutional Researcher</p>

<p>conduct ongoing research to provide better data and understanding of continued institutional barriers to success.</p> <p><i>Budget: \$4,504</i></p>		
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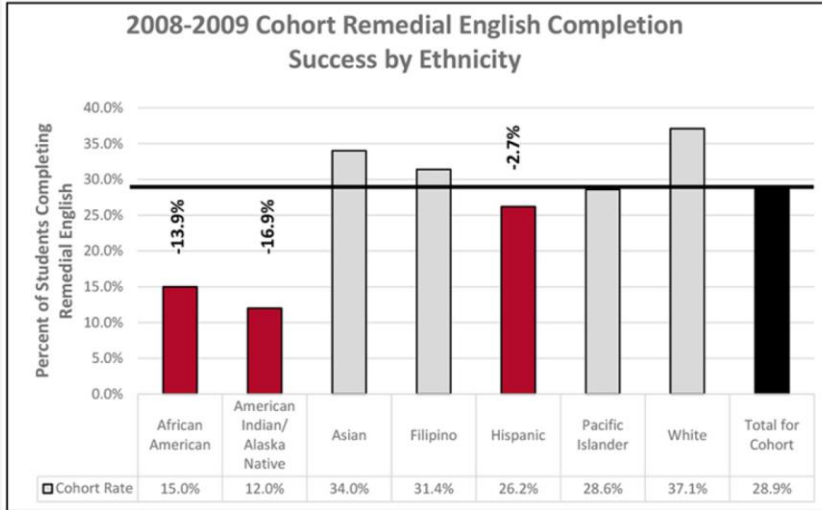
Evaluation of Activities

To evaluate the impact of the activities designed to increase course completion rates among the targeted groups, Bakersfield College will use both quantitative and qualitative measures. Quantitative measures may include: surveys of students enrolled in classes with supplemental instruction and/or using other academic support services about their perceived impact of these services on their success and the reasons why students do not use these services; the number of students from targeted groups participating in academic support services such as supplemental instruction, tutoring, and attendance at study hall; and, comparing success rates of students from targeted groups who use these academic support services to students from targeted groups who do not. Qualitative measures may include focus groups, cross departmental team meetings, and completion team meetings, to gauge progress through pathways, etc.

Those responsible for each activity will begin by meeting with the newly hired institutional researcher to develop a detailed evaluation plan that outlines methodology and the timeline for data collection. The newly hired institutional researcher will review this evaluation plan and work with the RP Group (consultants) to further develop and finalize this evaluation plan. Then, each semester, those responsible for each activity will be required to collect the data identified in their evaluation plan and submit a summary report of the findings to the Student Success and Equity Committee for their review no later than 60 days after the conclusion of each semester.

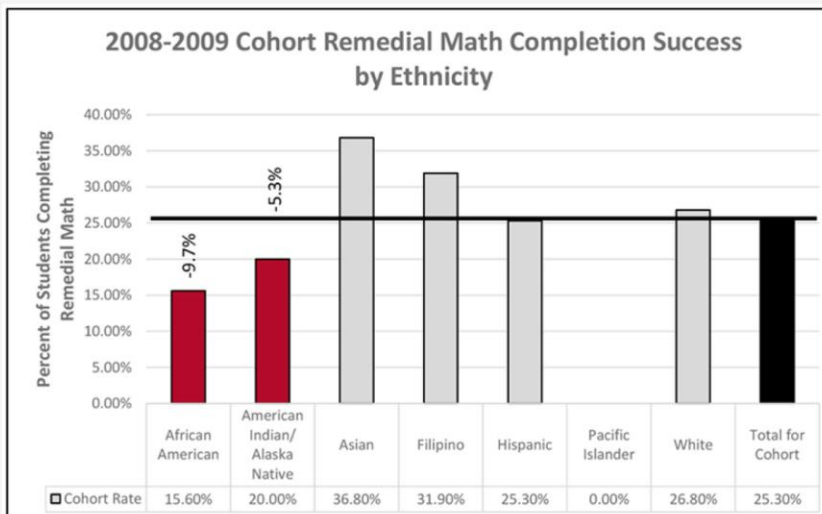
CAMPUS BASED RESEARCH

Bakersfield College has focused its ESL and Basic Skills indicator efforts to improve success rates for populations experiencing gaps from the overall student success rates. Since these success rates are for six-year cohorts, Bakersfield College is targeting at remediating half of each gap within three year for the 2012-2013 cohort.



Source: CCCCO Scorecard

With regard to English completion by ethnicity, the total success rate of 28.9% was chosen as the reference for the Percentage Point Gap Methodology to measure disproportionate impact. For the disproportionately impacted groups, there is a 13.9% gap for African American students, 16.9% for American Indian/Alaska Native, and 2.7% for Hispanic students.



Source: CCCCO Scorecard

With regard to math completion by ethnicity, the total success rate of 25.3% was chosen as the reference using the Percentage Point Gap Methodology to measure disproportionate impact. There is a 9.7% gap for African American students and 5.3% for American Indian/Alaska Native.

PRIMARY RESOURCES

- ACDV
- AAMMP
- Accelerated and Compressed Coursework
- ASTEP
- Assessment and Placement
- Athletics Support
- At-Risk Intervention
- Bridge Program
- CAS Workshops
- DSP&S
- Equity and Inclusion Program
- HoM
- Hispanic Initiatives
- MIH
- Professional Development
- SARS-Alert
- Student Educational Planning
- Student Success Center
- Supplemental Instruction Writing Center

BUDGET

\$646,703

ACTIVITY

Expand peer education in academic support services such as Tutoring Center, Math Lab, Student Success Lab, SI through enhanced coordination.

Increase opportunities for students to complete and/or review progress in educational plans through milestone reviews and programs such as the “48+” activities.

Increase student use of advising and Academic Support Services.

Establish institutional research office and conduct ongoing research to provide better data and understanding of continued institutional barriers to success.

C. ESL and Basic Skills Completion

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

Overview

2014-2015: In the 2014-2015 Equity Plan, Bakersfield College reported the six-year cohort success rates for students starting ESL courses in 2003-2004 through 2007-2008. Overall, only 31% of all students taking ESL courses were successful in completing the ESL pathway. Success rates in ESL courses for the 2007-2008 cohorts were lower for Hispanic/Latino students (26.9%), white students (13.3%), male students (25.3%), Disabled Students Programs and Services students (21.5%), and students aged 40 or older (28.6%) were disproportionately impacted. The following improvement targets were established:

Table 7: 2014-2015 Equity Plan ESL and Basic Skills Completion Target, ESL Cohort Success

Target: Increase ESL cohort success for all ESL students and for DSPS students.				
Population	Baseline Data	2015-2016	2017-2018	These targets are iterative and re-evaluated annually.
DSPS	21.5%	22%	22.5%	
Overall ESL Success	31.1%	32%	32.5%	

In last year's report, the Remedial English indicator data was detailed for six-year cohorts of students completing all remedial English courses, regardless of placement. Some individual course improvement was reported, but overall success rates for all populations were low. African American students, DSPS students, economically disadvantaged students, and students 40-years and older were founded to be disproportionately impacted. Thus, improvement targets were established for these populations as noted in the table below.

Table 8: 2014-2015 Equity Plan ESL and Basic Skills Completion Target, Remedial English Cohort Success

Target: Increase remedial English cohort success in African American, DSPS, and economically disadvantaged groups				
Population	Baseline Data	2015-2016	2017-2018	These targets are iterative and re-evaluated annually.
African American	16.7%	17.3%	17.8%	
DSPS	21.5% (5 years)	22%	22.5%	
Economically Disadvantaged	26.6% (5 years)	27%	27.5%	
40 and older	25.4%	25.9%	26.4%	

In the 2014-2015 report, the overall success rate for remedial mathematics was found to be 21.4%, the lowest of the basic skills. Although African American students were found to be the only population disproportionately impacted in completing remedial mathematics, the very low success rate for all groups led to establishing improvement targets for African American students and the overall student population as summarized in the table below.

Table 9: 2014-2015 Equity Plan ESL and Basic Skills Completion Target, Remedial Math Cohort

Target: Increase remedial math cohort success in African American and all students.				
Population	Baseline Data	2015-2016	2017-2018	These targets are iterative and re-evaluated annually.
African American	12.5%	13%	13.5%	
Overall	21.4%	21.9%	23%	

2015-2016

Bakersfield College has focused its ESL and Basic Skills indicator efforts to improve success rates for populations experiencing gaps from the overall student success rates. Since these success rates are for six-year cohorts, Bakersfield College is targeting at remediating half of each gap within three year for the 2012-2013 cohort. Explanation of success gaps are given in detail below.

Table 10: 2012-2013 Cohort Success Over Three Years Target

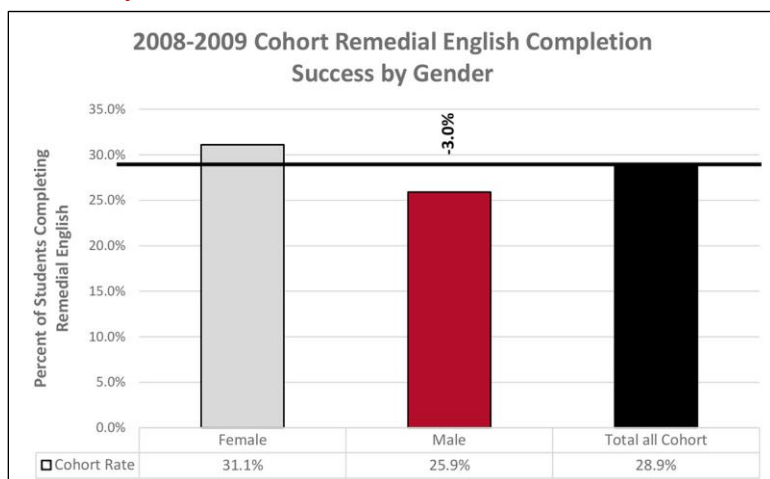
Target Group	English	ESL	Mathematics
Male Students	27.4%	28.4%	23.3%
African American	29.1%	27.4%	20.4%
Hispanic	27.6%	29.0%	-

Note: Additionally, Bakersfield College is targeting the disproportionately impacted foster youth success rates in Basic Skills by 2% within three years. Students in the American Indian/Pacific Islander group were not identified due to low representation in the target group.

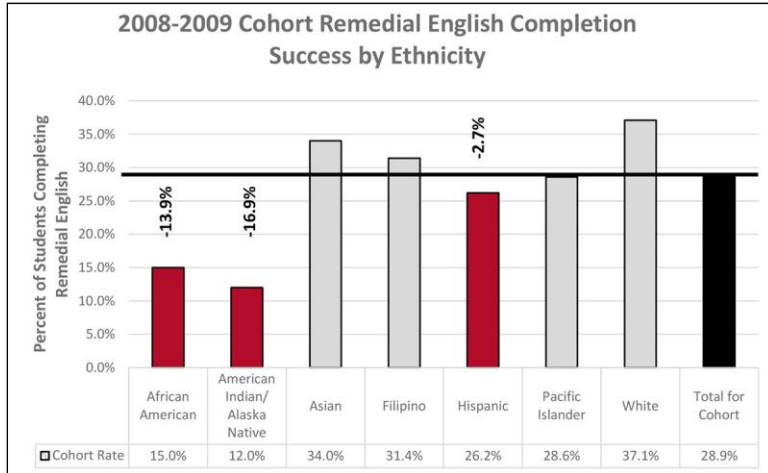
Bakersfield College is committed to successful outcomes for its students, especially those hailing from disproportionate populations. The college integrates Basic Skills curricular pathways by increasing access to supplemental instruction and English lab participation. Bakersfield College focuses its Basic Skills completion initiatives to serve its Hispanic/Latino, African American, and foster youth students.

Basic Skills Success by Gender and Ethnicity

Using the Percentage Point Gap Methodology to measure disproportionate impact, the graph to the right indicates that compared to the total 28.9% cohort completion rate as the reference, disproportionately impacted male students in the 2008-2009 cohort have a 3.0% gap. To close the gap would have required 31 more basic skills English completions from male students. Since successful completion was determined over six years, it would be reasonable to decrease half of this gap by 1.5% in the first three-year period. Thus, for the 2012-2013 cohort, Bakersfield College is targeting a 27.4% three-year completion rate for male students in remedial English.



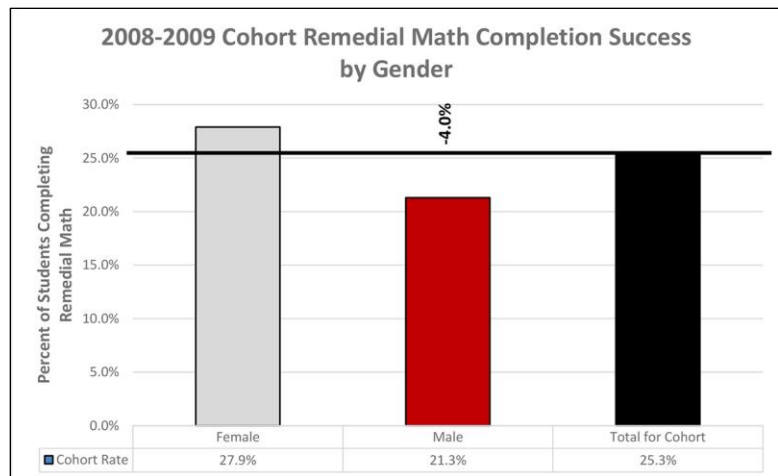
Graph 11 Source: CCCCC Scorecard



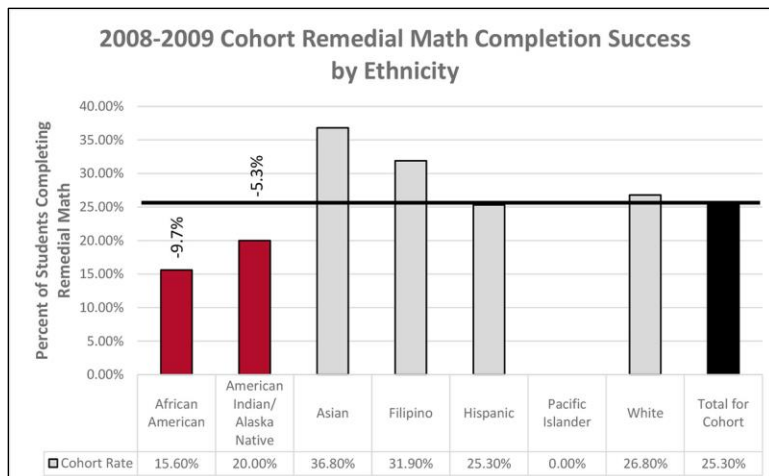
Graph 12 Source: CCCC Scorecard

completions for African American students, four for American Indian/Alaska Native, and 35 for Hispanic/Latino students. To close half of the gap in half of the success timeframe, Bakersfield College is targeting a 21.9% success rate for African American students and 27.6% for Hispanic/Latino students in remedial English in the 2012-2013 cohort over three years.

Using the Percentage Point Gap Methodology to measure disproportionate impact, the graph to the right indicates that compared to the total 25.3% cohort completion rate as the reference, disproportionately impacted male students in the 2008-2009 cohort have a 4.0% gap in remedial math completion.



Graph 13 Source: CCCC Scorecard



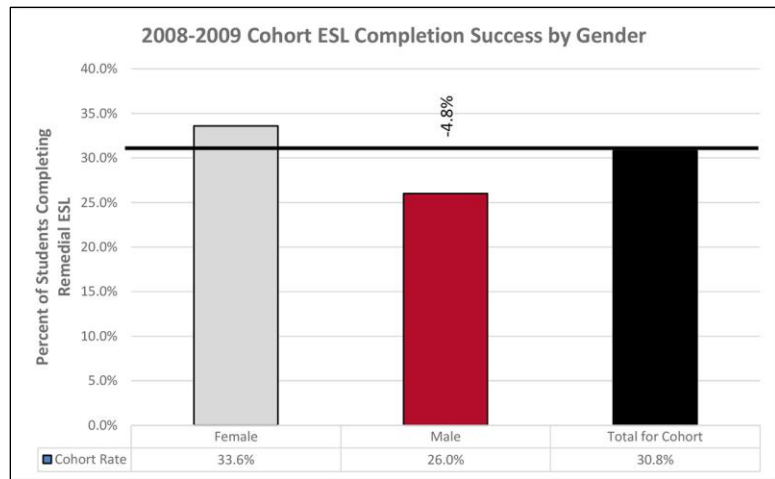
Graph 14 Source: CCCC Scorecard

With regard to English completion by ethnicity, the total success rate of 28.9% was chosen as the reference for the Percentage Point Gap Methodology to measure disproportionate impact. For the disproportionately impacted groups, there is a 13.9% gap for African American students, 16.9% for American Indian/Alaska Native, and 2.7% for Hispanic/Latino students, as shown in the graph to the left. To close the gap would require 23 more basic skills English

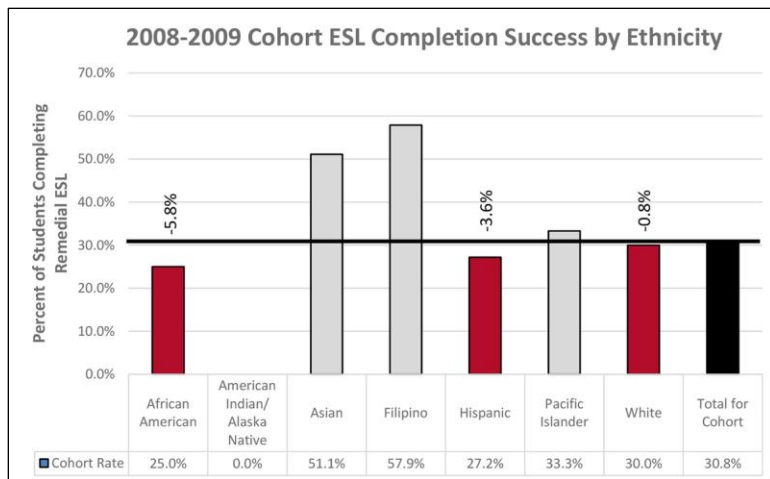
students in the 2008-2009 cohort have a 4.0% gap in remedial math completion. To close the gap would have required 39 more remedial math completions from male students. To decrease half of this gap by 2.0% in the first three-year period, for the 2012-2013 cohort, Bakersfield College is targeting a 23.3% three-year completion rate for male students in remedial math. Since only one to nine Pacific Islander students are part of the cohort each year, their success rate is not considered.

With regard to math completion by ethnicity, the total success rate of 25.3% was chosen as the reference using the Percentage Point Gap Methodology to measure disproportionate impact. There is a 9.7% gap for African American students, and 5.3% for American Indian/Alaska Native. To close the gaps would require 16 more basic skills math completions for African American students and two for American Indian/Alaska Native students. Since only one to nine Pacific Islander students are part of the cohort each year, their success rate is not considered. To close half of the gap in half of the success timeframe, Bakersfield College is targeting a 20.4% success rate for African American students in remedial math in the 2012-2013 cohort over three years.

Using the Percentage Point Gap Methodology to measure disproportionate impact, the graph to the right indicates that compared to the total 20.8% cohort completion rate for ESL as the reference, male students in the 2008-2009 cohort have a 4.8% gap. To close the gap would have required ten more ESL completions from male students over six years. Thus, for the 2012-2013 cohort, Bakersfield College is targeting a 28.4% three-year completion rate for male students in remedial ESL, closing half the gap in half of the six-year cohort completion timespan.



Graph 15 Source: CCCC Scorecard



Graph 16 Source: CCCC Scorecard

With regard to ESL completion by ethnicity, the total success rate of 30.8% was chosen as the reference using the Percentage Point Gap Methodology to measure disproportionate impact. As the chart to the left shows, there is a 5.8% gap for African American students, but this is a difference of only one student not being successful. Similarly, only the one student made a difference in lowering the white student success rate. The largest population in the ESL pathway, Hispanic/Latino

students, had a 3.6% lower success rate, representing 15 students more needing to be successful to reach the reference success rate. Populations that trend annually with less than ten students in ESL are not considered. Bakersfield College is targeting improving the ESL 2012-2013 six-year cohort success rates over three years to 27.4% for African American students and 29.0% for Hispanic/Latino students. Overall, impacting the success rates of a few students may have a large impact on the success rates for ESL completion.

Foster Youth Completion of Basic Skills Courses – English and Math

The foster youth success rate in Basic Skills English courses indicates a disproportionate impact. There are difficulties with the source of these data, but currently it appears that foster youth are not succeeding. For this reason, Bakersfield College has identified them for intensive services and support. The foster youth success rate represented in the tables below have been troubling to Bakersfield College. As the English table indicates, none of the 25 students whom were in developmental English during the 2009-2010 cohort successfully completed the course. In terms of math, the overall success rate is also very low. Bakersfield College recognizes that the data itself may not be capturing the complete scope of Foster Youth success within Basic Skills. For this reason, Bakersfield College will engage in further research and analysis in addition to targeted interventions.

BC Element 1 - Completion of Developmental Courses within 3 Years										
English	2009-10 Cohort		2010-11 Cohort		2011-12 Cohort		2012-13 Cohort		4 Cohorts Combined	
	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate
Placed in Developmental English	2,877	21.3%	2,680	20.9%	2,290	24.9%	2,209	24.0%	10,056	22.6%
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)										
Foster Youth										
Foster Youth	25	0.0%	18	0.0%	19	21.1%	36	0.0%	98	4.1%
Not a Foster Youth	2,852	21.5%	2,662	21.0%	2,271	24.9%	2,173	24.4%	9,958	22.8%
Veteran										
Veteran	21	19.0%	19	20.3%	8	12.5%	17	41.2%	65	26.2%
Not a Veteran	2,856	21.3%	2,661	20.8%	2,282	24.9%	2,192	23.9%	9,991	22.6%

Graph 17 Source: *Achieving the Dream*

BC Element 1 - Completion of Developmental Courses within 3 Years										
Math	2009-10 Cohort		2010-11 Cohort		2011-12 Cohort		2012-13 Cohort		4 Cohorts Combined	
	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate
Placed in Developmental Math	2,736	19.1%	2,732	20.6%	2,528	23.3%	2,541	24.1%	10,537	21.7%
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)										
Foster Youth										
Foster Youth	24	12.5%	18	5.6%	24	4.2%	37	2.7%	103	5.8%
Not a Foster Youth	2,712	19.1%	2,714	20.7%	2,504	23.5%	2,504	24.4%	10,434	21.9%
Veteran										
Veteran	29	27.6%	20	40.0%	10	30.0%	18	22.2%	77	29.9%
Not a Veteran	2,707	19.0%	2,712	20.4%	2,518	23.3%	2,523	24.1%	10,460	21.6%

Graph 18 Source: *Achieving the Dream*

Goals and Activities

Improve Basic Skills course success rates for Hispanic/Latino, African American, and Foster Youth students. Bakersfield College has allocated **\$646,703** for the activities in this section.

Table 11: 2015-2016 Equity Plan ESL and Basic Skills Target Activity Matrix

<i>Activity</i>	<i>Budget Category</i>	<i>Accountability</i>
3.1 Academic Support Services	Outreach	Director of Academic Support Services
Expand academic support services such as Supplemental Instruction (SI) sections for Basic Skills courses.	Student Services and Category	Program Manager, Equity and Inclusion
Expand peer education in academic support services such as Tutoring Center, Math Lab, Student Success Lab, and SI through enhanced coordination.	Student Equity Coordination	Institutional Researcher
Develop tracking process so targeted groups are effectively served.	Instructional Support	Dean of Student Success
Enhance advising, early alert, and follow-up	Direct Student Support	

<p>process. Coordinate with student academic services to ensure student participation.</p> <p><i>Budget: \$122,891</i></p>		
<p>3.2 Student Learning and Engagement</p> <p>Connect disproportionately impacted targeted groups to advising and academic support services and monitor to ensure participation.</p> <p>Increase opportunities for students to complete and/or review progress in educational plans through milestone reviews and programs such as the “48+” activities.</p> <p>Increase student use of advising and Academic Support Services.</p> <p>Increase student contact and follow-up via peer-education programs such as SI, Ambassadors, etc.</p> <p><i>Budget: \$523,811</i></p>	<p>Instructional Support</p> <p>Outreach</p> <p>Student Services and Categoricals</p> <p>Student Equity Coordination and Planning</p> <p>Professional Development</p> <p>Research and Evaluation</p>	<p>Director of Outreach</p> <p>Dean of Student Success</p> <p>Director of SSSP</p>
<p>3.3 Further Research</p> <p>Establish institutional research office and conduct ongoing research to provide better data and understanding of continued institutional barriers to success.</p> <p><i>Budget: \$0</i></p>		<p>Institutional Researcher</p>

Evaluation of Activities

To evaluate the impact of the activities designed to increase ESL and basic skills completion rates among the targeted groups, Bakersfield College will use both quantitative and qualitative measures. Quantitative measures may include: surveys of students enrolled in Basic Skills classes with supplemental instruction and/or using other academic support services about their perceived impact of these services on their success and the reasons why students do not use these services; the number of basic skills students from targeted groups participating in academic support services such as Supplemental Instruction, tutoring, and attendance at study hall; and, comparing success rates of students from targeted groups in Basic Skills courses who use these academic support services to students from targeted groups who do not. Qualitative measures may include focus groups, cross departmental team meetings, and completion team meetings, to gauge progress through pathways, etc.

Those responsible for each activity will begin by meeting with the newly hired institutional researcher to develop a detailed evaluation plan that outlines methodology and the timeline for data collection. The newly hired institutional researcher will review this evaluation plan and work with the RP Group (consultants) to further develop and finalize this evaluation plan. Then, each semester,

those responsible for each activity will be required to collect the data identified in their evaluation plan and submit a summary report of the findings to the Student Success and Equity Committee for their review no later than 60 days after the conclusion of each semester.

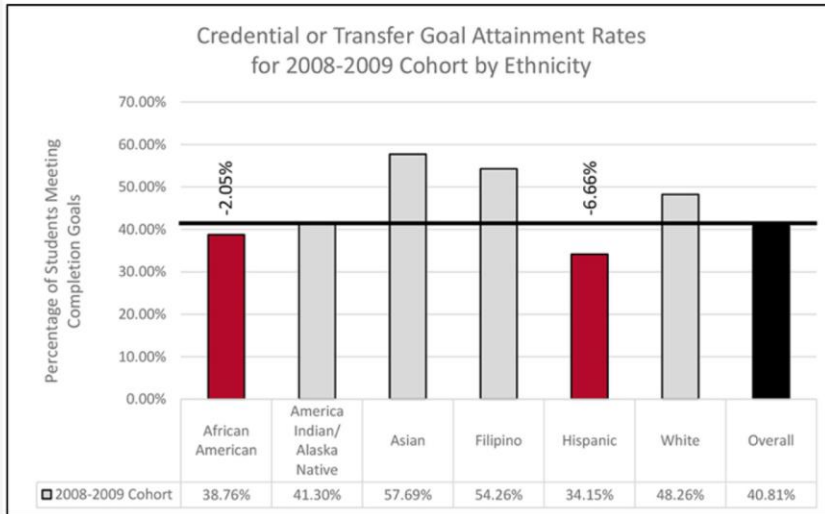
CAMPUS BASED RESEARCH

Data from the CCCC Scorecard for last year’s cohort showed improvement over the previous Equity baseline but indicated that the focus on degree and certificate completion may require a greater intervention with the **college-prepared** African American students that decreased 5.56% over last year’s completion cohort. Significantly, although the under-prepared decreased in overall outcomes last year, **under-prepared** African American students increased. Bakersfield College believes this is due in part to the work on remedial pathway success.

Table: 2015-2016 Equity Plan Degree and Certificate Completion Target

Ethnicity	Target	Timeline
African American	Increase the 6-year African American cohort rate by 2% within three years.	2015-2018
Hispanic/Latino	Increase the 6-year Hispanic/Latino cohort rate by 2% within three years.	

This section provides data and analysis regarding successful degree and certificate completion for Hispanic/Latino and African American students.



Source: CCCC Data Mart Scorecard

Using the Percentage Point Gap Methodology to measure disproportionate impact, the chart above demonstrates disproportionate impact for the two largest ethnic groups: African American and Hispanic/Latino students. Goal attainment rates were determined over three years for the 2008-2009 cohort of students based on their intended goals. The overall rate of 40.81% for all students in the cohort was used as the reference rate.

PRIMARY RESOURCES

- Advising and Counseling
- AAMMP
- ASTEP
- ADT
- DegreeWORKS
- Financial Aid
- HoM
- Hispanic Initiatives
- Job Placement
- MESA
- Professional Development
- Scholarships
- STEM Student Educational Planning
- Veterans Services

BUDGET

\$43,723

ACTIVITY

Develop effective, automated prompts through a communications strategy using a variety of media to guide students through progression milestones and to completion.

Increase efforts at pivotal degree and certificate points (15, 30, and 48+ units) to meet and exceed educational outcomes.

Initiate special recognition “moments” through completion communities to “nudge” students towards completion and degree and certificate attainment.

Promote faculty and student engagement inside and outside of the classroom

Continue to develop the completion communities’ model for guided pathways to completion.

D. Degree and Certificate Completion

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

Overview

2014-2015: As indicated in last year’s analysis, while Bakersfield College has concerns about our Hispanic/Latino students completing courses and remedial pathways, Bakersfield College focused its Degree and Certificate Completion indicator efforts to address the following population groups:

Table 12: 2014-2015 Equity Plan Degree and Certificate Completion Target

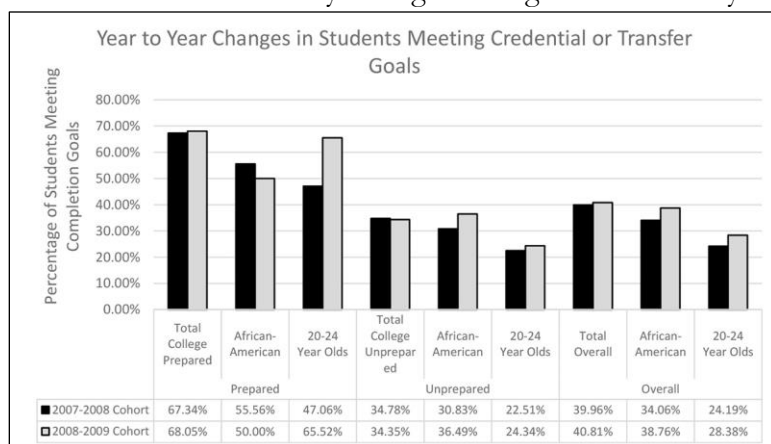
Targets: Increase the degree/certificate rates among African Americans by 1% annually. Increase the rate of degrees and certificates for 20-24 year olds by 1% annually.			
Population	Baseline Data	2015-2016	2017-2018
African American	76	77	79
20-24 year olds	922	931	950

These targets are iterative and re-evaluated annually.

The targets above were not met in the latest 2014-2015 Degrees and Certificates report, where significantly fewer African American Students received Degrees and Certificates (76 in 2013-2014 compared to only 54 in 2014-2015). The numbers for 20-24 year olds completing degrees or certificates changed significantly in the college data reported with a baseline reported of 805 for 2013-2014 not 922 as recorded in the report.⁴ In 2014-2015 767 students completed degrees and certificates in the 20-24 year old age group.

This equity metric references only degrees and certificates whereas the CCCCO Scorecard references all higher level outcomes, including transfer. The transfer number to California State Universities for 2014-2015 was increased by 196 students and an additional eight over 2013-2014 transferred to in-state private and out-of-state colleges. These students may have transferred without degrees or certificates. None-the-less, the Bakersfield College focus on Structured Pathways with the American Association of Community Colleges during the next three years will focus on making structural

changes to increase both completion and transfer.



Graph 19 Source: CCCCO Data Mart

Data from the CCCCO Scorecard for last year’s cohort showed improvement over the previous Equity baseline, but indicated that the focus on degree and certificate completion may require a greater intervention with the **college-prepared** African American students that decreased 5.56% over last year’s completion cohort.

⁴ Bakersfield College is not sure where the discrepancy originated. Because Data Mart does not disaggregate awards by age or ethnicity, Bakersfield College has used the districtwide report from DataOnDemand DOD which appears to have changed significantly.

Significantly, although the **under-prepared** decreased in overall outcomes last year, **under-prepared** African American students increased. Bakersfield College believes this is due in part to the work on remedial pathway success.

See the graph above for overall success in meeting the students' intended completion goals (certificates, degrees, and transfer). Success rates were determined for the 2007-2008 cohort by 2012-2013 and for the 2008-2009 cohort by 2013-2014.

2015-2016

Bakersfield College has focused its Degree and Certificate Completion indicator efforts to address the following population groups:

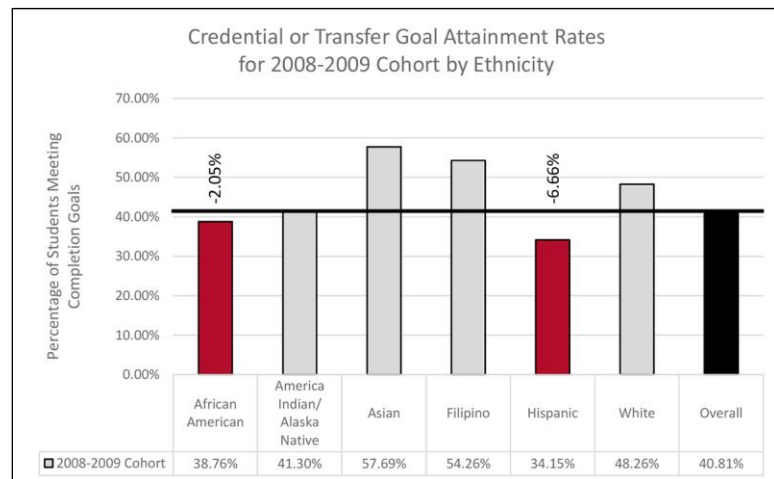
Table 13: 2015-2016 Equity Plan Degree and Certificate Completion Target

<i>Ethnicity</i>	<i>Target</i>	<i>Timeline</i>
African American	Increase the 6-year African American cohort rate by 2% within three years.	2015-2018
Hispanic/Latino	Increase the 6-year Hispanic/Latino cohort rate by 2% within three years.	

This section provides data and analysis regarding successful degree and certificate completion for Hispanic/Latino and African American students.

Ethnicity

Using the Percentage Point Gap Methodology to measure disproportionate impact, the chart below demonstrates disproportionate impact for the two largest ethnic groups: African American and Hispanic/Latino students. Goal attainment rates were determined over three years for the 2008-2009 cohort of students based on their intended goals. The overall rate of 40.81% for all students in the cohort was used as the reference rate.



Graph 20 Source: CCCC Data Mart Scorecard

Goals and Activities

Increase degree and certificate completion rates for Hispanic/Latino and African American students. Bakersfield College has allocated **\$42,723** for the activities in this section.

Table 14: 2015-2016 Equity Plan Degree and Certificate Completion Target Activity Matrix

<i>Activity</i>	<i>Budget Category</i>	<i>Accountability</i>
4.1 Milestone Completion “Nudges”	Outreach	Dean of Student Success
Develop effective, automated prompts through a communications strategy using a variety of media to guide students through	Student Services and Categoryals	Director of Academic Support Services

<p>progression milestones and to completion.</p> <p>Increase efforts at pivotal degree and certificate points (15, 30, and 48+ units) to meet and exceed educational outcomes.</p> <p>Initiate special recognition “moments” through completion communities to “nudge” students towards completion and degree and certificate attainment.</p> <p><i>Budget: \$43,723</i></p>		<p>Program Manager, Student Success and Peer Education</p> <p>Institutional Researcher</p> <p>Director of Marketing and Public Relations</p>
<p>4.2 Student Engagement</p> <p>Promote faculty and student engagement inside and outside of the classroom</p> <p>Continue to develop the Completion Communities model for guided pathways to completion.</p> <p>Promote guided pathways model to increase degree completion for all students with emphasis for targeted groups.</p> <p>Provide opportunities for targeted groups to learn about four-year colleges and universities.</p> <p><i>Budget: \$0</i></p>		<p>Transfer Counselor</p> <p>Dean of Student Success</p> <p>Director of SSSP</p> <p>Director of Financial Aid</p> <p>Director, Delano Campus</p> <p>Program Manager, EOP&S</p>

Evaluation of Activities

To evaluate the impact of the activities designed to increase degree and certificate completion rates among the targeted groups, Bakersfield College will use both quantitative and qualitative measures. Quantitative measures may include strategies such as: the number of students from targeted groups who receive milestone completion nudges; percentage of students from targeted groups who receive the nudges who contact college for more information or assistance; percentage of students from targeted groups who receive the nudges and persist to the next semester; number and percentage of first-time students from targeted groups who are placed within guided pathways model; first-semester success rate among students from targeted groups placed on guided pathways; percentage of students from targeted groups on guided pathways who are retained to their second semester; and number of students from targeted groups who utilize transfer services and/or participate in transfer activities (e.g., campus visits, transfer center). Qualitative measures may include student and faculty engagement surveys; surveys of students who receive milestone completion nudges about their perceived impact on their success and degree/certificate completion; surveys of students on guided pathways about their perceived impact on their success and degree/certificate completion; surveys of students utilizing transfer services or participating in transfer activities about their satisfaction and perceived impact on success and degree/certificate completion; and, surveys of faculty and staff participating in professional development about their experience and the potential impact on their work with students. Qualitative measures may also include focus groups, cross departmental

meetings, and completion team meetings, to gauge progress through pathways, etc.

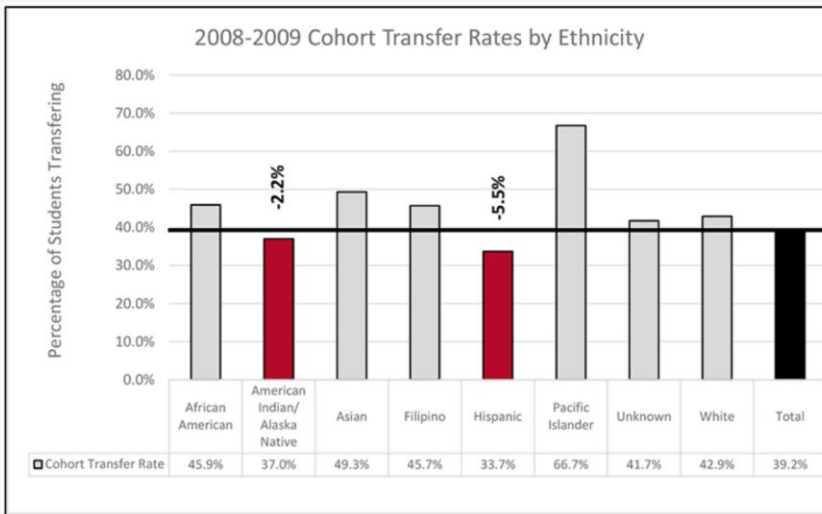
Those responsible for each activity will begin by meeting with the newly hired institutional researcher to develop a detailed evaluation plan that outlines methodology and the timeline for data collection. The newly hired institutional researcher will review this evaluation plan and work with the RP Group (consultants) to further develop and finalize this evaluation plan. Then, each semester, those responsible for each activity will be required to collect the data identified in their evaluation plan and submit a summary report of the findings to the Student Success and Equity Committee for their review no later than 60 days after the conclusion of each semester.

Transfer data that was recently analyzed reveals a trend meeting strategic directions, MIH, BSI and Title V goals. This very high level goal is to reduce the time to transfer. In an institution composed of primarily underserved students, that are first generation where most are placed into remedial pathways, this goal represents a multiplicity of interventions working for many students.

Table 12: 2015-2016 Equity Plan Transfer Target

<i>Ethnicity</i>	<i>Target</i>	<i>Timeline</i>
Hispanic	Attain transfer rate of 39.1% for 2012-2013 cohort.	2015-2018
American Indian/Alaska Native	Attain transfer rate of 39.1% for 2012-2013 cohort.	

Bakersfield College has focused its Transfer student success indicator efforts on improving the transfer rates (not the total students transferred) for the following population groups.



Source: CCCCO Data Mart Scorecard

In terms of transferred preparedness (completion of 60 UC/CSU transferable units with a 2.0 GPA or better) for the 2008-2009 cohort group, source data indicated Hispanic students experienced a 5.5% transfer rate gap compared to the total rate of 39.2% as reference using the Percentage Point Gap Methodology to measure disproportionate impact. American Indian/Alaska Native students experienced a smaller gap of 2.2%, but this represented a difference of only one student not transferring. To reduce these gaps in half over three years, Bakersfield College is targeting a 36.5% transfer rate for Hispanic students and 39.1% for American Indian/Alaska Native students for the 2012-2013 cohort.

PRIMARY RESOURCES

- ACDV
- Advising and Counseling Services
- AAMMP
- ASTEP
- ADT
- Athletics Support
- Degree Works
- Equity and Inclusion Programs
- Financial Aid
- Hispanic Initiatives and Interventions
- MESA
- Professional Development
- Scholarships
- STEM
- Student Educational Planning
- Transfer Center
- Veterans Services
- Work Study
- Writing Center

BUDGET

\$42,724

ACTIVITY

Develop effective, automated prompts through a communications strategy using a variety of media to guide students through progression milestones and to completion.

Develop a Transfer Center concept at the college and develop transfer activities through events, and partnerships with transfer institutions.

Enhance Transfer Accelerated Pathways (TAP), Outreach, Rural Initiatives, and parent orientations to provide transfer-related information to students and parents.

Develop and promote the completion communities' model for guided pathways to completion.

E. Transfer

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six years).

Overview

2014-2015: In last year’s Equity Plan, the college decided to increase the transfer percentage by 1% each year.

Table 15: 2014-2015 Equity Plan Transfer Target

Targets: Increase the number of students <i>that transfer</i> by 1% annually.			
Population	Baseline Data	2015-2016	2017-2018
Transfer to any institution	1,010	1,020	1,040

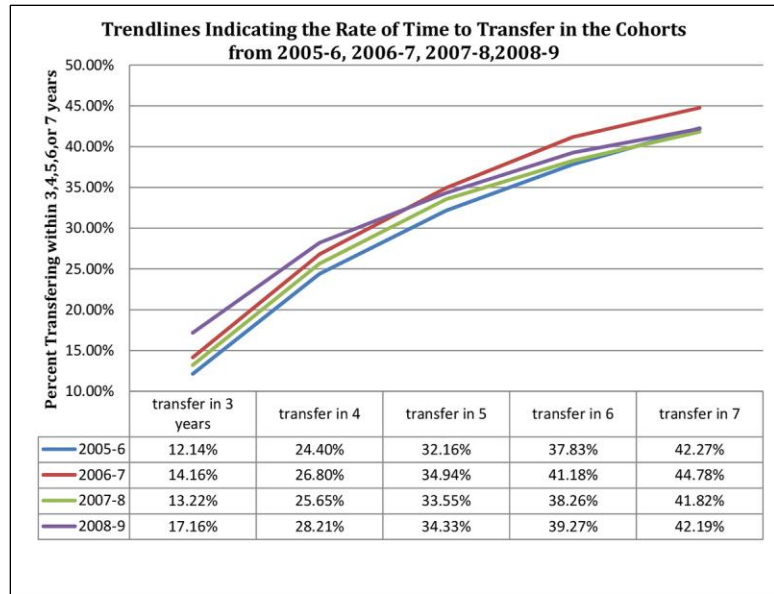
These targets are iterative and re-evaluated annually.

The Data Mart data comparing last year’s finishing cohort to this year’s finishing Scorecard cohort shows a 1% increase. The total numbers below differ from the numbers above that include transfer to out-of-state and instate privates, which cannot be disaggregated by ethnicity. This table shows that Bakersfield College has increased transfer percentages for all ethnicities except white students.

Table 16: Bakersfield College Total – Six Years to Transfer

Ethnicity	Cohort Year 2007-2008 (finishing 2013-2014)			Cohort Year 2008-2009 (finishing 2014-2015)			Change between 2007 and 2008 Cohorts
	Cohort Total	Number Transferred	Percent Transferred	Cohort Total	Number Transferred	Percent Transferred	
African American	55	23	41.82%	85	39	45.88%	4.06%
American Indian/ Alaska Native	21	4	19.05%	27	10	37.04%	17.99%
Asian/Filipino	118	55	46.61%	145	69	47.59%	0.98%
Hispanic	677	202	29.84%	816	275	33.70%	3.86%
Pacific Islander	13	8	61.54%	3	2	66.67%	5.13%
Unknown	194	66	34.02%	139	58	41.73%	7.71%
White, Non-Hispanic	579	276	47.67%	667	286	42.88%	-4.79%
Total Cohort	1,657	634	38.26%	1,882	739	39.27%	1.00%

Transfer data that was recently analyzed reveals a trend meeting strategic directions, MIH, BSI, and Title V goals. This very high-level goal is to reduce the time to transfer. In an institution composed of primarily underserved students, that are first generation where most are placed into remedial pathways, this goal represents a multiplicity of interventions working for many students. The graph to the right displays the transfer rate change from four Scorecard six year cohorts. It is clear that the trend in the latest cohort is that more are transferring sooner. The goal is to see a high number at the right of the graph and a lower percent at the left of the graph.



Graph 21 Source: CCCCCO Data Mart Scorecard

2015-2016

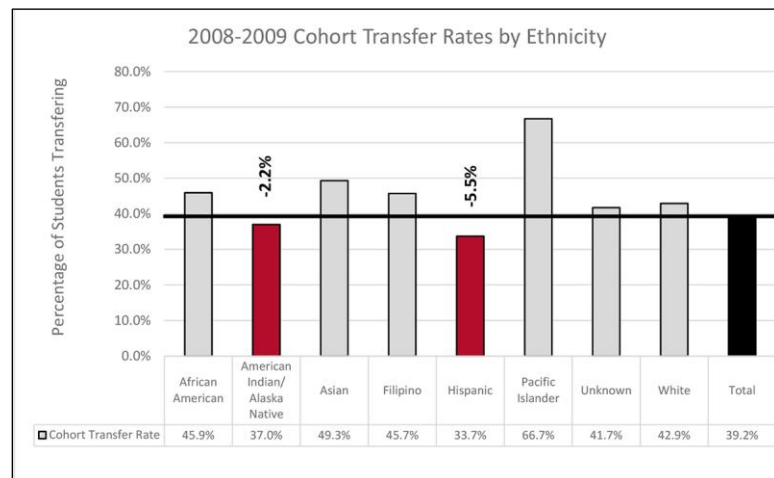
Bakersfield College has focused its transfer student success indicator efforts on improving the transfer rates (not the total students transferred) for the following population groups:

Table 18: 2015-2016 Equity Plan Transfer Target

Ethnicity	Target	Timeline
Hispanic/Latino	Attain transfer rate of 39.1% for 2012-2013 cohort.	2015-2018

Supplemental Target: Bakersfield College is maintaining an overarching goal to increase transfer across all student demographics.

The chart to the right provides data analysis regarding successful transfer to a four-year university institution by ethnicity, with specific emphasis on Hispanic/Latino students. In terms of transferred preparedness (completion of 60 UC/CSU transferable units with a 2.0 GPA or better) for the 2008-2009 cohort group, source data indicated Hispanic/Latino students experienced a 5.5% transfer rate gap compared to the total rate of 39.2% as reference using the Percentage Point Gap Methodology to measure



Graph 22 Source: CCCCCO Data Mart

disproportionate impact. American Indian/Alaska Native students experienced a smaller gap of 2.2%, but this represented a difference of only one student not transferring. To reduce these gaps in half over three years, Bakersfield College is targeting a 36.5% transfer rate for Hispanic/Latino students and 39.1% for American Indian/Alaska Native students for the 2012-2013 cohort.

Goals and Activities

Increase transfer rates for Hispanic/Latino students. Bakersfield College has allocated **\$42,724** for the activities in this section.

Table 18: 2015-2016 Equity Plan Transfer Target Activity Matrix

Activity	Budget Category	Accountability
<p>5.1 Transfer Attainment “Nudge”</p> <p>Develop effective, automated prompts through a communications strategy using a variety of media to guide students through progression milestones and to completion.</p> <p>Enhance special recognition events that celebrate completion achievements—especially for targeted groups/communities.</p> <p><i>Budget: \$42,724</i></p>	<p>Outreach</p> <p>Student Services and Categoricals</p>	<p>Dean of Student Success</p> <p>Director of Outreach</p> <p>Director of Academic Support Services</p> <p>Director of SSSP</p> <p>Director of Marketing and Public Relations</p>
<p>5.2 Transfer Activities</p> <p>Develop a Transfer Center concept at the college and develop transfer activities through events, and partnerships with transfer institutions.</p> <p>Enhance Transfer Accelerated Pathways (TAP), Outreach, Rural Initiatives, and parent orientations to provide transfer-related information to students and parents.</p> <p><i>Budget: \$0</i></p>		<p>Program Manager, Equity and Inclusion</p> <p>Counselor, Equity and Inclusion</p>
<p>5.3 Student Engagement</p> <p>Promote faculty and student engagement inside and outside of the classroom</p> <p>Develop and promote the completion communities’ model for guided pathways to completion.</p> <p>Provide opportunities for targeted groups to learn about four-year colleges and universities.</p> <p><i>Budget: \$0</i></p>		<p>Transfer Counselor</p> <p>Dean of Student Success</p> <p>Chair, Counseling</p> <p>Director, Delano Campus</p> <p>Director of Financial Aid</p>

Evaluation of Activity

To evaluate the impact of the activities designed to increase transfer rates among the targeted groups Bakersfield College will use both quantitative and qualitative measures. Quantitative measures may include strategies such as: the number of students from targeted groups who receive milestone completion nudges; percentage of students from targeted groups who receive the nudges who contact college for more information or assistance; percentage of students from targeted groups who receive the nudges and persist to the next semester; number of students from targeted groups and their parents attending transfer events; and number of students from targeted groups who utilize transfer services and/or participate in transfer activities (e.g., campus visits, transfer center). Quantitative measures may include student and faculty engagement surveys; surveys of students who receive milestone completion nudges about their perceived impact on their success and transfer; surveys of students and parents attending transfer events about their transfer awareness; surveys of students utilizing transfer services and/or participating in transfer activities about their satisfaction and perceived impact on success and degree/certificate completion; and, surveys of faculty and staff participating in professional development about their experience and the potential impact on their work with students. Those responsible for each activity will begin by meeting with the newly-hired researcher to develop a detailed evaluation plan that outlines methodology and timeline for data collection. Then, each semester, those responsible for each activity will be required to collect the data identified in their evaluation plan and submit a summary report of the findings to the Student Success and Equity Committee for their review no later than 60 days after the conclusion of each semester. Qualitative measures may also include focus groups, cross departmental team meetings, and completion team meetings, to gauge progress through pathways, etc.

Those responsible for each activity will begin by meeting with the newly hired institutional researcher to develop a detailed evaluation plan that outlines methodology and the timeline for data collection. The newly hired institutional researcher will review this evaluation plan and work with the RP Group (consultants) to further develop and finalize this evaluation plan. Then, each semester, those responsible for each activity will be required to collect the data identified in their evaluation plan and submit a summary report of the findings to the Student Success and Equity Committee for their review no later than 60 days after the conclusion of each semester.

F. Other Collegewide Initiatives Affecting Several Indicators

These activities overlap and address multiple indicators in Bakersfield College’s 2015-2018 Student Equity Plan. Their impact is relevant across programs and services at Bakersfield College.

Because of the diverse expenditure requirements and limitations, Bakersfield College innovatively integrates these plans to cover gaps in expenses, services, and resources. For example, Equity and Inclusion covers the expenses of some follow-up services like Supplemental Instruction to ensure intentional integration of equity in all practices and improve reporting of metrics relevant to the Student Equity Plan. As a result, Bakersfield College has been able to improve access to follow-up services while tracking student completion data by disproportionately impacted student population.

Table 19: Bakersfield College Funding Source Matrix

Funding	Main Features	Funding purposes	Current Uses
BSI	Most flexible; Smallest amount; Longest history; Useable over multiple years; No penalties	Anything related to ESL & Basic Skills education Links Funding to Basic Skills Tracker metrics	Habits of Mind, Supplemental Instruction, Curricular Change, Professional Development, Publications, Office materials & postage, research, iPads, data coaches; Writing center
SSSP	Covers only SS core services and referral to follow-up; Based upon documenting services in MIS data	Student services related to outreach, orientation, assessment and placement, counseling and education planning	Personnel, outreach at high schools for onsite core services, assessment, placement, counseling, Making it Happen, computers, data coaches, research, publications, professional dev.
Equity	Covers specific costs related to identified student populations with achievement gaps for specific metrics.	EC 78216(b)(4): Links funding to Scorecard; EC 78216(c)(7): Delineates plan requirements & links to mitigation of disproportionate impacts on student access and achievement.	Supplemental instruction, outreach, community engagement, professional development, work with specific target populations, peer advisor, professional development, direct student services
Title V	Federal grant with payout over 5 years. Flexible spending to be focused on scale up of basic skills delivery.	Scale up services to Hispanic/Latino student population. Focus on basic skills delivery, particularly in math alignment and course acceleration.	Basic Skills Math curriculum review and development; Jumpstart Math program, high school outreach and early interventions; professional development, educational advising
College Futures Grant	Covers specific costs related to dual enrollment; focus on implementation. No staffing costs.	Implementation and delivery of transferable pathway dual/ concurrent enrollment courses in local high schools.	Funding Pending

Bakersfield College examines metrics for these plans in a matrix and data is publicly available on the Renegade Scorecard to provide accountability and oversight through program review and the

Strategic Directions. Bakersfield College uses the district research department and our contracted researchers to examine equity practices.

Goals and Activities

Increase access, course completion, ESL and Basic Skills success, degree and certificate completion, and transfer rates for African American and Hispanic/Latino students. Bakersfield College has allocated **\$681,777** for the activities in this section.

Table 20: 2015-2016 Equity Plan Other Collegewide Initiatives Target Activity Matrix

Activity	Budget Category	Accountability
<p>6.1 Coordination of Equity Plan</p> <p>Oversight, program support and evaluations</p> <p>Budget coordination (new)</p> <p>Campus-based institutional research coordination (new)</p> <p>Enhance communication platforms to students and parents (including bilingual materials)</p> <p><i>Budget: \$562,565</i></p>	<p>Student Equity Coordination and Planning</p> <p>Research and Evaluation</p> <p>Outreach</p> <p>Student Services and Categoricals</p> <p>Professional Development</p>	<p>Director of Equity and Inclusion</p> <p>Vice Presidents</p>
<p>6.2 Professional Development</p> <p>Attend AACC structured pathways institutes and trainings to develop and implement guided pathways to completion for target groups</p> <p>Attend Achieving the Dream (ATD) conference to strengthen access-to-completion model.</p> <p>Engage faculty, staff, and community members on the challenges impacting target groups, and encourage their involvement in outreach. (Examples include Social Justice Institute, Latino Leaders Breakfast, Building Bridges Conference, etc.)</p> <p>Increase “classroom interventionists” to initiate early alerts and interventions</p> <p>Increase faculty engagement in Social Justice Institute to foster faculty capstone projects.</p> <p>Invite scholar researchers to campus to promote best-practice and insights on the challenges impacting target groups.</p>	<p>Professional Development</p> <p>Student Services and Categoricals</p>	<p>Program Manager, Equity and Inclusion</p> <p>Vice Presidents</p> <p>Director of SSSP</p> <p>Program Manager, Professional Development</p>

<i>Budget: \$70,259</i>		
6.3 Pathways & Completion Communities Assign and track target cohorts of students through structured pathways based on AACCC pathways project (See Appendix #) Increase dual/concurrent enrollment course offerings in rural high schools to start pathways to completion earlier in a student's academic career. <i>Budget: \$48,953</i>	Outreach Student Services and Categoricals	Program Manager, Equity and Inclusion Vice Presidents Deans of Instruction Program Manager, Dual Enrollment Director of Delano Campus

Evaluation of Indicator

To evaluate the impact of the college-wide initiatives that cross several goals, Bakersfield College will use both quantitative and qualitative measures. Quantitative measures may include: student and faculty engagement surveys; surveys of students, faculty, and staff impacted by these activities; focus groups, cross departmental team meetings; and, completion team meetings to gauge progress through pathways, etc. The overall measure of effectiveness in these activities will gauge the effectiveness of the 2015-2018 Student Equity Plan, and the operations of the new department of Equity and Inclusion that serves in a coordinating role for the implementation of this plan. As a department within the college, the Office of Equity and Inclusion shall participate in regular Program Reviews, and shall be evaluated by the supervisor of the program (the Vice President of Student Affairs) and the Student Success and Equity Committee.

Those responsible for each activity will begin by meeting with the newly hired institutional researcher to develop a detailed evaluation plan that outlines methodology and the timeline for data collection. The newly hired institutional researcher will review this evaluation plan and work with the RP Group (consultants) to further develop and finalize this evaluation plan. Then, each semester, those responsible for each activity will be required to collect the data identified in their evaluation plan and submit a summary report of the findings to the Student Success and Equity Committee for their review no later than 60 days after the conclusion of each semester.

Summary Budget

Bakersfield College’s overall budget, including academic positions, classified and non-academic positions, and supplies/materials/services/expenses, totals \$2,088,925.

Bakersfield College’s planned expenditures for academic positions include:

Table 21: Bakersfield College Equity Plan Expenditures – Academic

Position/Activity	Salary/Stipend	Benefits	Total
ASTEP Faculty Lead	\$23,200	-	\$23,200
ASTEP Faculty Lead (Stipend)	\$2,100	-	\$2,100
Counselor, Equity	\$73,904	\$25,598	\$99,503
Counselor, EOPS	\$73,904	\$26,400	\$100,304
Jump Start – Math Faculty	\$20,000	-	\$20,000
Pre-Supplemental Instruction	\$2,000	-	\$2,000
Social Justice Institute Faculty Lead	\$12,600	-	\$12,600
Student Voices Project Faculty Lead	\$608	-	\$608
Summer Bridge – Faculty	\$7,798	-	\$7,798
Veterans Faculty Lead	\$20,000	-	\$20,000
Total	\$236,114	\$51,999	\$288,113

Bakersfield College’s planned expenditures for classified and non-academic positions include:

Table 22: Bakersfield College Equity Plan Expenditures – Classified and Non-Academic

Position/Activity	Salary/Stipend	Benefits	Total
Budget Analyst	\$27,189	\$11,973	\$39,162
Department Assistant III, Equity	\$35,836	\$22,793	\$58,629
Director, Equity and Inclusion	\$111,930	\$31,358	\$143,288
Director, Student Academic Support	\$87,440	\$27,793	\$115,233
Educational Advisor, Equity	\$55,893	\$29,553	\$85,446
Educational Advisor, Financial Aid & Outreach	\$27,946	\$14,776	\$42,722
Educational Advisor, Pre-Collegiate	\$55,893	\$29,553	\$85,446
Educational Advisor, Rural Initiative	\$66,438	\$29,597	\$96,035
Graphics Designer	\$38,592	\$23,406	\$61,998
Institutional Researcher	\$37,138	\$14,149	\$51,287
Institutional Research Analyst	\$25,927	\$11,695	\$37,622
Multi-Media Specialist	\$25,200	\$0	\$25,200
Peer Educators	\$122,522	\$0	\$122,522
Program Manager, Dual Enrollment	\$33,987	\$14,966	\$48,953
Program Manager, EOPS	\$67,974	\$29,932	\$97,906
Program Manager, Equity	\$67,974	\$29,932	\$97,906
Program Manager, Peer Education	\$67,974	\$29,933	\$97,907
Program Manager, Professional Development	\$33,987	\$14,966	\$48,953
Program Manager, Rural Initiative	\$67,974	\$29,932	\$97,906

Supplemental Instruction Leaders	\$169,023	\$0	\$169,023
Tutor, Math	\$26,646	\$20,750	\$47,396
Total	\$1,253,483	\$417,057	\$1,670,540

Bakersfield College’s planned expenditures for supplies, materials, services, and expenses include:

Table 23: Bakersfield College Equity Plan Expenditures – Supplies, Materials, Services, and Expenses

Category	Amount
Instructional Supplies and Materials	\$4,000
Non-Instructional Supplies and Materials	\$7,000
Non-Instructional Consulting Services	\$10,000
Guest Lecturers and Speakers	\$13,302
Student Travel	\$2,000
Employee Travel	\$14,000
Food/Meetings	\$14,000
Short Term Rental – Vehicles and Equipment	\$840
Printing and Duplicating	\$7,900
Miscellaneous Services and Expenses	\$57,231
Total	\$130,273