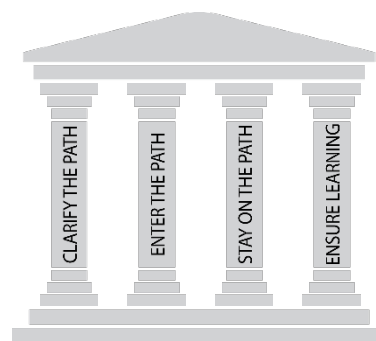


# BAKERSFIELD COLLEGE GUIDED PATHWAYS IMPLEMENTATION TEAM

## 2018-19 Work Plan

### 2018-19 Goals:

1. Institutionalize the Guided Pathways Implementation Team work and communication
2. Develop and publish maps for all programs of study in the Program Pathways Mapper
3. Improve systematic coordination with K-12 partners to improve alignment
4. Improve placement practices to become compliant with AB 705; establish a co-requisite support model for college-level English and math courses
5. Redesign the work of BC Educational Advisors to directly advance the momentum points
6. Address access, persistence, and completion barriers using systems-focused automation and analytics-driven enrollment management



### 2018-19 Outcomes

Increase the number and percentage of students who:

- Attempt 15 units in the first term
- Attempt 30 units in the first year
- Complete transfer-level math and English in the first year
- Complete 9 core pathway units in the first year

### **Goal #1: Institutionalize the cross-functional Guided Pathways Implementation Team in the feedback loop and decision making structure for all institutional projects**

| Action  | Leads                               |
|---|-------------------------------------|
| <b>1a:</b> Hold bi-weekly meetings for implementation team members; require a designee to attend in place of member if unable to be present   | Lesley Bonds<br>Corny Rodriguez     |
| <b>1b:</b> Create and maintain an institutional projects document that builds the GPIT into the campus constituency engagement mapping  | Lesley Bonds<br>Jessica Wojtysiak   |
| <b>1c:</b> Ensure all GPIT members provide regular reports to the shared governance body they represent as a member (i.e. Academic Senate, College Council, FCDC, Curriculum Committee, etc.) | Corny Rodriguez<br>Jennifer Johnson |
| <b>1d:</b> Establish a communication task force to focus on campus-wide GP messaging via Starfish focused on the GP momentum points   | Andrea Thorson<br>Grace Commiso     |
| <b>1e:</b> Coordinate efforts with the Budget Committee to strategically position BC for the proposed funding formula by improving student achievement and completion                         | Lesley Bonds<br>Nick Strobel        |

### Outcomes:

- Engage 120+ faculty, staff, and administrators at each Guided Pathways Institute
- Elevate the GPIT as leaders and resources in campus-wide guided pathways work by ensuring a defined role in reviewing, providing feedback, and approving institutional documents, such as Integrated Planning, Strategic Directions, grants and awards, etc.
- Engage Completion Coaching Communities in dissemination of timely key messaging of GP momentum points on a weekly basis through Starfish CONNECT; automate when possible
- Increase number and percent of students enrolled in 15 units per term
- Increase number and percent of students successfully completing English & math

## CLARIFY THE PATH

**Goal #2: Improve systematic coordination with four-year transfer partners to develop maps from BC to the CSU; publish all maps in the Pathways Program Mapper**

| Action  | Leads                               |
|---|-------------------------------------|
| <b>2a:</b> Utilize the Transfer Task Force to address transferability across all pathways, with a particular focus on UC STEM pathways in 2018-19 | Khushnur Dadabhoy<br>Stephen Waller |
| <b>2b:</b> Hold ongoing BC-CSUB faculty meetings to refine four-year maps; invite KHSD counselors to promote Kern Promise and Finish in 4         | Khushnur Dadabhoy                   |
| <b>2c:</b> Develop a joint application for high school students with guaranteed acceptance to CSU Bakersfield upon completion of BC degree        | Khushnur Dadabhoy                   |
| <b>2d:</b> Expand the Pathways Program Mapper to house an extended 4-year map to CSU Bakersfield and other transfer partners                      | Craig Hayward                       |

### Outcomes

- 100% of programs will be fully mapped and made accessible through the Guided Pathways Program Mapper tool under development by Concentric Sky
- By 2020, all Kern High School District student may submit a single application to Bakersfield College and CSU Bakersfield with guaranteed transfer upon completion of a qualifying program of study (Kern Promise)

## ENTER THE PATH

**Goal #3: Improve systematic coordination with K-12 partners to: 1) expand and refine dual enrollment offerings; 2) improve priority registration assignments; and 3) enhance data sharing agreements**

| Action   | Leads                                      |
|--|--|
| <b>3a:</b> Improve coordination and communication with high school partners by improving/increasing data sharing between the entities, providing professional development opportunities, and developing a joint prepared career and educational pathway material that clarify pathways | Steven Watkin<br>Anna Laven<br>Ashlea Ward |
| <b>3b:</b> Expand dual enrollment to ensure all students in the Kern High School District and other surrounding area high schools have access to enroll in 6 transferable units in their junior and senior year by leveraging technology solutions via the RIDE Project                | Steven Watkin<br>Anna Laven<br>Abel Guzman |
| <b>3c:</b> Improve online academic support services in the high schools by implementing the Online Education Initiative  | Bill Moseley<br>Maria Wright               |
| <b>3d:</b> Embed Job Placement/Soft Skills CDCPs in dual enrollment pathways   | Tony Cordova                               |

### Outcomes

- Graduating seniors from the Kern High School District will have had the opportunity to enroll in 12 total transferable college units during their junior and senior years
- Reduce excess unit attainment to fewer than 79 college-level units
- Reduce time to transfer while improving transfer numbers and rates
- Reduce time to completion while improving number of completion of certificates or associates degrees that prepare students for in-demand jobs
- Increase number of credentials or certificates

**Goal #4: Improve efficiency and accuracy of student placement in compliance with AB 705; establish a co-requisite support model for college-level English and math courses**

| Action  | Leads                            |
|---|----------------------------------|
| <b>4a:</b> Develop campus-wide implementation plan for AB 705 mandate via cross-functional AB705 task force   | Andrea Thorson<br>Steven Waller  |
| <b>4b:</b> Invest in professional development for faculty and administrators on effective academic support in transfer-level English and math   | Instructional<br>Leadership      |
| <b>4c:</b> Review English B53 minimum qualifications; assign those with English minimum qualifications to teach English B1A to open more sections, reduce waitlists, and improve completion in the first year | Andrea Thorson<br>David Moton    |
| <b>4e:</b> Investigate an alternative pre-requisite pathway into English B1A focused on study skills  | Andrea Thorson<br>Billie Jo Rice |

**Outcomes:**

- Increase student placement in transfer level math and English
- Implement AB 705 mandate for all incoming students by fall 2019
- Identify and implement an effective academic support model for students in transfer-level English and math
- Decrease waitlists for English B1A and Psych B5
- Increase completion of college-level math and English in the first year
- Reduce excess unit attainment to fewer than 79 college-level units

**STAY ON THE PATH**

**Goal #5: Redesign the work of BC Educational Advisors to directly advance the momentum points utilizing technology tools like Starfish CONNECT and Analytics, as well as a research data warehouse**

| Action  | Leads  |
|---|--|
| <b>5a:</b> Organize and implement an institute model with evolving focus, pre- and post- assignments, and a product outcome for educational advisors  | Grace Commiso<br>Khushnur Dadabhoy<br>Tony Cordova |
| <b>5b:</b> Create Starfish handbooks and tutorials for faculty and staff training purposes; publish the resources   | Andrea Thorson                                     |
| <b>5c:</b> Establish a process to auto-award local/transfer degrees and certificates; create report in collaboration with Hobson's to identify eligible students  | Michelle Pena                                      |
| <b>5d:</b> Increase availability, accuracy, and timeliness of data to support decisions, proposals, evaluations, and success interventions through the development of a fully-functional, in-house data warehouse | Craig Hayward<br>Michelle Pena                     |
| <b>5e:</b> Ensure appropriate math course by pathway is defined on the ASEP and CSEP (i.e. Tech Math, Psych B5, Math B22, and Math B4a); ensure enrollment  | Grace Commiso<br>Tony Cordova                      |

**Outcomes:**

- Improve certificate/degree attainment and reduce excess unit attainment as a result of improved enrollment management and ability to meet in-time student demand for courses in their pathways
- All completion coaches will actively use Starfish to deliver pathway-specific nudges
- Reduce excess unit attainment to fewer than 79 units
- Increase abbreviated SEP for FTIC students by 41% to 71% in 3 years
- Increase abbreviated and comprehensive SEP for FTIC students from 27% to 50% in 3 years
- Improve participation rates in Academic Support Services from 20.8% to 40% in 3 years
- Increase completion of certificates and degrees
- Host 3 educational advisor institutes annually from 2018-20

**Goal #6: Address access, persistence, and completion barriers using systems-focused automation and analytics-driven enrollment management**

| Action  | Leads                         |
|---|-------------------------------|
| <b>6a:</b> Explore systems solutions to year-long scheduling and block registration with a focus on English and math          | Rodriguez, Pena               |
| <b>6b:</b> Automate a priority registration appeal process to allow students “at the gate” to access critical gateway courses | SALT (Dadabhoy, Pena, Watkin) |
| <b>6c:</b> Double the number of sections offered of Math B4 to open transfer pathway in education                             | Waller, Rice                  |

**Outcomes:**

- Increase number and percent of students enrolled in 15 units per term
- Increase number and percent of students completing English & math in the first year
- Decrease waitlists for English B1A and Psych B5

**Membership**

|                       |  |
|-----------------------|--|
| Chairs                | Corny Rodriguez, Dean of Instruction, EODAC Chair<br>Lesley Bonds, Director of Student Success & Equity<br>Jessica Wojtyasiak, Faculty – Academic Development, AIQ Chair |
| Curriculum Leads      | Billie Jo Rice, Dean of Instruction, Curriculum & Assessment Chair<br>Jennifer Johnson, Department Chair – Nursing, Curriculum Chair                                     |
| Counseling Leads      | Grace Commiso, Dean of Counseling & Student Success<br>Brynn Schock, Counselor   |
| Data Leads            | Craig Hayward, Dean of Institutional Effectiveness, AIQ<br>Amber Hroch, Institutional Researcher<br>Dan Hall, Director of Student Success Technologies                   |
| Senate & Budget Leads | Steven Holmes, Faculty – Political Science, Academic Senate<br>President, Budget Committee<br>Nick Strobel, Faculty – Physical Sciences, Budget Committee                |

## Tentative Meeting Schedule

*Bi-weekly, 2<sup>nd</sup> and 4<sup>th</sup> Tuesday, 1pm-3pm*

| FALL 2018    |  |
|--------------|--|
| <b>8.28</b>  | Goal #1: Review of Work Plan and Expectations (Bonds & Rodriguez)<br>Goal #1: Institutional Projects Document (Wojtysiak)<br>Accreditation: ISER QFE, Data Prelude (Wojtysiak & Hayward)   |
| <b>9.11</b>  | Goal #5: Educational Advisor Redesign Work Plan (Commiso, Dadabhoy, Cordova)<br>Goal #1: Communication Plan Updates (Thorson & Commiso)<br>Completion Community: Personal & Career Exploration (Commiso)<br>Accreditation: ISER Standards I & II (Strobel & Johnson) |
| <b>9.25</b>  | Goal #1: Funding Formula Positioning (Strobel)<br>Goal #2: Program Mapper Update (Hayward, Menchaca, Schock)<br>Completion Community: Public Safety (McCrow)<br>Accreditation: ISER Standards III & IV (Bonds & Strobel)   |
| <b>10.9</b>  | Goal #3: Dual Enrollment Update (Watkin)<br>Goal #1: Communication Plan Updates (Thorson)<br>Goal #2: Education Pathway (Rice, Wojtysiak)<br>Completion Community: Business (Mourtzanos)   |
| <b>10.23</b> | Goal #4: AB 705 Task Force Update (Thorson & Waller)<br>Goal #5: Ed Advisor Redesign Update (Commiso, Dadabhoy, Cordova)<br>Completion Community: Health Sciences (Gard)   |
| <b>11.13</b> | Goal #4: AB 705 Co-Requisite Update (Thorson & Waller)<br>Goal #1: State of Guided Pathways Report (Bonds & Rodriguez)<br>Completion Community: Social & Behavioral Sciences (Rodriguez)   |
| <b>11.27</b> | Goal #1: State of Guided Pathways Report (Bonds & Rodriguez)<br>Goal #2: Spring semester work plan (Bonds & Rodriguez)   |
| SPRING 2019  |  |
| <b>1.29</b>  | Goal #1: Review of Spring 2018 Work Plan and Expectations (Bonds, Rodriguez)<br>Goal #1: Institutional Projects Document (Wojtysiak)<br>Goal #2: Education Pathway (Rice, Wojtysiak)   |
| <b>2.12</b>  | Goal #4: AB 705 Task Force Update (Thorson, Waller)<br>Goal #1: Communication Plan Updates (Thorson, Commiso)<br>Goal #2: Program Mapper Update (Hayward, Menchaca, Schock)  |
| <b>2.26</b>  | Goal #4: AB 705 Co-Requisite Update (Thorson, Waller)<br>Completion Community: Ag, Culinary Arts & Nutrition (Rodriguez)   |
| <b>3.12</b>  | Completion Community: STEM (Waller)  |
| <b>3.26</b>  | Completion Community: Arts, Humanities & Communication (Thorson)   |
| <b>4.9</b>   | Goal #1: State of Guided Pathways Report Update (Bonds & Rodriguez)<br>Completion Community: Industrial & Transportation Technology (Bresso)   |
| <b>4.23</b>  | Goal #1: State of Guided Pathways Report Update (Bonds & Rodriguez)<br>Goal #2: Spring semester work plan (Bonds & Rodriguez)  |