Bakersfield College

Student Equity Plan 2014-2015

DIVERSITY

EQUITY

ANALYSIS

COMPLETION

IMPROVEMENT

ACHIEVEMENT

District: Kern Community College District   College: Bakersfield College

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College President: Sonya Christian

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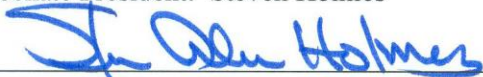
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Student Equity Coordinator:

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Contributing Committees and Work Groups:

- o Academic Senate
- o College Council
- o Data Coaches
- o Educational Administrators' Council
- o Equal Opportunity and Diversity Advisory Committee (EODAC)
- o Equity and Inclusion Program
- o Making it Happen Program
- o President's Cabinet
- o Student Affairs Leadership Team (SALT)
- o Student Equity Work Group
- o Student Success Stewardship Team

Bakersfield College Equity Plan was unanimously adopted by the KCCD Board of Trustees on December 18, 2014

Executive Summary

1. EXECUTIVE SUMMARY

Bakersfield College (BC) has been serving its community for the last 100 years by providing quality high educational experiences to its residents. The college served 23,288 students in 2012-2013 students of which 5,496 were first-time college students. The majority are recent high school graduates that come from 41 service-area high schools in metropolitan Bakersfield as well as rural areas where the bachelor's degree per population is less than 1/10 the state average. Over 80 % of the students are underprepared and about 80% are first generation students. BC's majority student population is Hispanic, the college is an HSI and the percentage of Hispanic students is growing rapidly each year. The student population is diverse and representative of many ethnicities, socioeconomic groups and a wide variety of cultures and needs. The Bakersfield College Student Equity Plan is guided by the College's Mission statement, Vision, Core Values, Strategic Goals and Achieving the Dream Principles.

Mission

Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Vision

Building upon more than 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves.

Core Values alignment with Diversity/Equity:

We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

Bakersfield College
Core Values

Learning

We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.

Integrity

We continue to develop and follow an ethical and moral consciousness which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement.

Wellness

We believe health and wellness to be integral and foundational elements, and we understand that a holistic education improves all aspects of the individual and the society including the mind, body, and spirit; through education, we will positively impact the health of the natural environment and the global community.

Diversity

We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

Community

We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff; in our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.

Sustainability

We recognize our responsibility for continuing and maintaining this institution which has been shaped by over 100 years of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our fiscal, human, and environmental resources into the future.

BAKERSFIELD COLLEGE
1913 — 2013

Students first: We affirm our focus on our students and their success.

Bakersfield College is committed to providing equitable support and services for all students and is making a concerted effort to assist any underserved student populations that have been disproportionately impacted. Identification of these needs is accomplished through meeting the ACCJC's Accreditation Standard I.B.6., which requires, "The institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identified performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluate the efficacy of those strategies."

The college has consciously and strategically hosted dialog, both internally among all employee groups and externally with the community at large, to foster awareness and bring change to the college and how the institution understands, values, and integrates equity. This increased transparency on campus is facilitated through professional development, committee work, special project and task force work teams addressing issues of diversity and equity, and other intentional interventions that are paired with outreach efforts to inform and collaborate with the members of the community. Bakersfield College is looking to raise awareness, literacy, and visibility of the college's dedication to equity and other diversity issues.

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Through participation in the 'Achieving the Dream' initiative[i1], Bakersfield College implemented a student-centered model of institutional improvement, "eliminating achievement gaps among student groups, including students of color and low income students while improving outcomes for all students. When an achievement gap exists, institutions engage faculty, staff, and administration in developing and implementing strategic changes that ensure pedagogy and services are tailored to students' unique needs. Colleges establish an educational environment where all students have the best opportunities to succeed. A commitment to equity ensures that institutions focus on achieving high rates of success and completion for all students, especially those who have traditionally faced the most significant barriers to achievement." (www.AchievingTheDream.org)

To provide oversight and accountability for the Student Equity Plan, Bakersfield College has created an Equity and Inclusion Program that oversees the evaluation of data, assessment of disproportionate impact, education regarding equity and diversity and integrates planning and activities at BC to address gaps when identified. Bakersfield College has a variety of interventions, programs, services, and initiatives to address the achievement gaps in student success and completion, especially among African American students who have experienced significant disproportionate impact.

A.   Methodology

In order to capture data, discuss conclusions, address achievement gaps and strategies to ensure student equity in all educational programs and services, Bakersfield College participants collaborated in extensive training, work sessions and discussions. A major goal of the Student Equity Plan is to integrate and leverage resources, whether people, funding, college or community, with those in the SSSP and BSI plans.

The Student Equity Plan is the result of collaborative work by several groups: the Student Equity Plan Workgroup Leads[2], the BC Academic Senate's Equal Opportunity and Diversity Advisory Committee (EODAC), the Equity and Inclusion Program[3], the Interim Dean of Student Success and Precollegiate, Making it Happen Program leads[4], and the BC Data Coaches. Data was retrieved and analyzed through many sources, the local MIS Kern Community College District Institutional Research Office, California Community College Chancellor's Office (CCCCO) DataMart and Data on Demand, Basic Skills Tracker, Transfer Velocity and CSU and UC data sources related to transfer. In order to place these data in context and better understand potential interventions, CCSSE[5] data was examined and student focus groups were used to better understand placement, student services and STEM/MESA interventions. Additional data sites used to understand the context of the data included the A Degree with A Guarantee[6], C-ID[7], and CCCCO Curriculum Inventory.

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[1] Achieve the Dream (ATD) is a student-centered model of institutional improvement that focuses on Equity as one of its 5 principles http://achievingthedream.org/
[2] Student Equity Plan Work Group Leads: Primavera Arvizu, Bryan Hirayama, Victoria Coffee, Emmanuel Mourtzanos
[3] Equity and Inclusion Program Director Odella Johnson and Assistant Director Diane Beaza
[4] Dean of Student Success and Precollegiate Janet Fulks and MIH program lead Kendra Self
[5] Community College Survey of Student Engagement (CCSSE) http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm
[6] A Degree with A Guarantee http://adegreewithaguarantee.com/
[7] C-ID Course Identification Numbering System https://c-id.net/

Data was reviewed and initial conclusions examined throughout the 2014 spring and summer terms. Several training sessions were attended by representatives of the Student Equity Plan Workgroup and administration in order to address the key priorities and requirements of the plan; this included training provided by the CCCCO and ASCCC at a variety of venues and webinars. In fall 2014, additional reviewers and work groups examined the content of the plan in order to complete and integrate the work. The plan was submitted to the college governance committees (i.e. College Council, Academic Senate, President's Cabinet, District-wide Consultation Council, District-wide Vice President's Committee, and other committees) for input and approval. The final plan was submitted to the Board of Trustees in November and sent for approval at the December 18, 2014 Board meeting. One effective component of the methodology was an Equity Summit[8] (Achieving the Dream through Equity and Diversity) held at BC April 3, 2014, that included key nationally acclaimed speaker, Kati Haycock of The Education Trust and college-wide examination of equity data to identify gaps and concerns. Panels and focus groups examined issues related to the data as identified by the BC Equity Workgroup leads and EODAC committee. The college's Achieving the Dream national coaches[9] examined and commented on BC's data and interventions. This campus-wide involvement shifted the planning process from a culture of evidence to a culture of inquiry and action. Eventually the goal is to increase institutional research capacity and generate data for college leadership, faculty and staff to evaluate their own practices with regards to equity and diversity.

The California State Chancellor's Office has provided two suggested methodologies to measure disproportionate impact; Proportionality Index and 80-Percent Index. Both indexes were used throughout the plan and allowed the college to reveal disproportionate impact within the success indicators and among the services provided by Bakersfield College.

80-Percent Index states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered a disproportionate impact.

The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist. Although the 80-Percent Index represents a standard for evaluating disproportional impact, in some cases it may mask inconsistencies in practices and services that potentially impact students. It is with this knowledge and understanding that additional college benchmarks will be used to examine success and disproportionate impact.

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[8] See website details at https://www.bakersfieldcollege.edu/conference/atd
[9] John Nixon (Leadership Coach Achieving the Dream) and Ron Head (Data Coach)

The Student Equity Plan will be reviewed on an annual basis through a program review process (For evaluation details please see the Evaluation potion of the document.).

B.   Student Equity Indicators and Target Groups

Student equity indicators and target groups are embedded into the plan along with goals, objectives and activities to meet those targets. There were limitations in the analysis. In some cases the student populations were very small and were included in the college's comprehensive review, but the ability to use that data in making conclusions or determining strategies was limited by small numbers or volatile trends over multi-year studies. Occasionally those student groups were not referenced in charts or narratives in order to clarify actions that were being planned. Another limitation was the use of differing terms. Local Kern Community College District (KCCD) MIS and CCCCO DataMart terms are often different. For example, some data were aggregated in different ways e.g. for students 40 and older, but in other cases for students 50 and older. Some student populations were aggregated using varying terms e.g. Latino versus Hispanic, White versus White Non-Hispanic and Native American versus American Indian. In most cases the term referenced was derived from the data source and not used for any other reason than clarity.

Equity Indicators

> **Access**: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate. Disproportionate impact related to access at the institution may be the result of practices relating to admissions, assessment and placement, orientation, counseling and advising, follow-up or prerequisites.

> **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.

> **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.

> **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.

> **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.

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Target Groups

To assess equity BC analyzed a variety of data including the following groups if available:
   1. Gender ;
   1. Ethnicity;
   2. Age;
   3. Disability status;
   4. Economically disadvantaged;
   5. Veterans; and
   6. Foster youth (very little available)

Upon reviewing the student equity data, the following observations and analysis were made concerning the groups identified with the greatest disproportionate impact:

   • African American Students (particularly males)
   • Age groups 20 to 24, 25 to 39 and 40 and older
   • Disabled Students Programs and Services (DSP&S)
   • Economically Disadvantaged Students
   • Hispanic Students
   • Male Students
   • Native American Students
   • Non-Traditional Students
   • Pacific Islander Students

Bakersfield College will develop in its analysis of services and instruction and the impacts on student populations. This work will enable evaluation of the effectiveness of interventions, and will be an iterative process with goals, activities and objectives that will change over the years in order to continuously improve the quality of services provided. Examples of some of the significantly disproportionately impacted groups are highlighted below with current initiatives and recommended activities addressing the impacted groups.

The next portion of the executive summary highlights some of the groups that were disproportionately impacted in multiple indicators. It includes a brief data overview and a short explanation of the activities or programs that were newly constructed or scaled-up to address the issues based upon local data indicators and/or published research. The granular information and data analyses follow the executive summary with other details included as appendices.

African American Students:

Pipeline Proportionality Index - African American
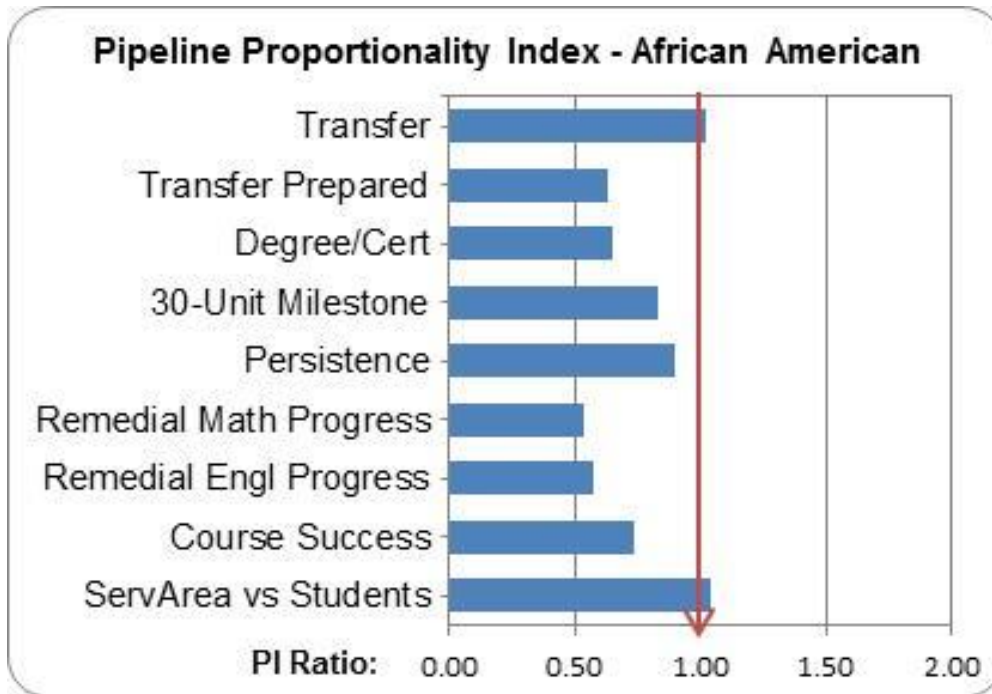
Above: African American students are disproportionately impacted in course success, English and Math remedial success, 30-unit milestone, degree/certificated and transfer preparation as compared to the proportionality index of 1.0.

African American Student Initiatives/Recommendations:

African-American Success Through Excellence and Perseverance (ASTEP) is a new academic and community-mentoring program that focuses on African-American students, but will accept any motivated student. ASTEP is a learning community designed to promote graduation and transfer and to increase academic success. ASTEP addresses students' needs through academic and personal support and a curriculum focused on culture and issues facing the African-American community. ASTEP seeks to educate the whole student - body, mind, and spirit. Students are full participants in their learning and are expected to succeed. Students also invest and participate in their community. ASTEP aims to develop students into leaders and role models. ASTEP is also a member of the state-wide UMOJA (Unity) Community. AT least once a semester, students meet with an ASTEP counselor and a Bakersfield College mentor and/or a community mentor and participate in at least one ASTEP club activity a semester as well. The program connects the community, family, education and the student experience.

The benefits of students being a part of ASTEP are the following:
- Individual and group tutoring
- ASTEP Counselor
- Field Trips
- Community Service
- Academic Excellence Celebrations

- Blocked Classes
- Book Loan Program
- Bakersfield College and Community Mentor
- Priority Registration

African American Male Mentoring Project (AAMMP): provides student focused activities to improve the quality of life while synchronously enhancing and advancing educational opportunities for African-American males by increasing their participation in the college experience, improving retention rates, enhancing academic productivity and addressing graduation and transfer rates. Members participate in community outreach activities, mentor youth, develop accountability, and personal and professional growth.

Overall, the African American and Hispanic Initiative goals/recommendations are to focus on in-reach and outreach. Engagement with the community is critical and of importance to keep dialogue open as well as reaching out. On-Campus touch points are critical with the development of a student before college and once the student is on campus. Identifying the touch points and resources for students is vital as well.

Disabled Students:

Disabled Student Programs &" Services (DSPS) assists the college in providing equal access to educational opportunities for students with disabilities. DSPS provides reasonable accommodations to students with documented physical, communication, psychological, developmental, and learning disabilities that are enrolled in classes through Bakersfield College. The department provides accommodations and support services which may include, liaison with California State Department of Rehabilitation and other community resources. Examples of accommodations include: test taking assistance, special equipment, mobility assistance, note taking, assistive computer technology, special classes, sign language interpreters, written materials in alternate format, and learning disability assessment. These services are intended to prepare and support students to participate on an equal basis with their non-disabled peers.
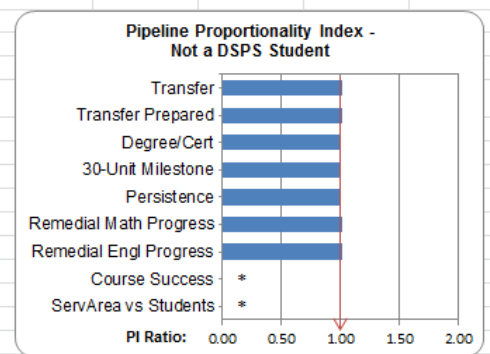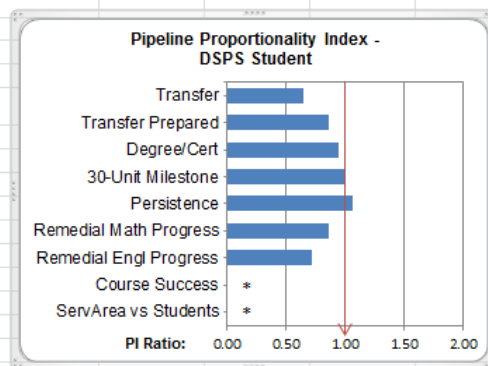
Proportionality Index	ServArea vs. Student Pop	Course Success	Remedial Progress		Persistence (1st 3 Terms)	30-Unit Milestone	Degree/Cert Completion	Transfer Prepared	Transfer
			English	Math					
DSPS Student	*	*	0.72	0.86	1.06	0.99	0.94	0.86	0.64
Not a DSPS Student	*	*	1.02	1.01	1.00	1.00	1.00	1.01	1.02

' Information is not currently available for these metrics.

Above: Students with disabilities are less likely to successfully complete their remedial courses, get their degree, or transfer when compared to their non-disabled peers. Proportionality index (value = 1) indicates non-disabled students.

Students with disabilities are discussed throughout the student success indicators because they are one of the significantly disproportionately impacted groups on campus. They may persist at a rate about the same as their non-disabled peers, and attain their degrees at only slightly lesser rates. As this plan discusses, students with disabilities complete their math, English, and ESL classes at lower rates and are disproportionately impacted in remedial English success. They also are less likely to be transfer prepared and to transfer than other student groups.

DSP&S Student Initiatives/Recommendations:

- Implement a chapter of the Delta Alpha Pi Honor Society of Students with Disabilities on campus. The Honor Society, founded in East Strasberg, Pennsylvania, provides students with disabilities with positive role models and inspires students to aim higher in their goals and course completions. Furthermore, many students involved in the Honor Society will be transferring, further motivating student peers.
- Provide specialized orientations for high school students with disabilities. During the spring semester, DSPS will host groups of students from area high schools for specialized orientations, assessment, and campus tours. Orientations include all of the same information as a standard orientation, plus information on working with DSPS.
- Increase access to course materials through the use of assistive technology. Technology exists today that mitigates many functional limitations for people with disabilities. Provide individual and class instruction in the use of assistive technology will increase access to course materials as well as increase student independence.
- Participate in coordinating job fairs, particularly those specific to people with disabilities; DSPS will help coordinate on- and off-campus career activities and events.
- Conduct outreach to campus and community-based resources in order to strengthen on- and off-campus supports for students with disabilities. Outreach sites include, but are not limited to: The Health Center, Assessment Center, Tutoring Center, BC Veterans Center, Center for the Blind and Visually Impaired, Kern Independent Living Center, Kern Vet Center, and the California Department of Rehabilitation. Special effort will made to reach out to veterans' organizations on- and off-campus to inform Wounded Warriors about DSPS programs and services.
- Provide intensive educational assessments to students to determine Specific Learning Disability. Students experiencing unknown difficulties in their classes can request an in-depth assessment of their educational and family histories, aptitudes and abilities, in order to determine if a Learning Disability exists. Students identified with Learning Disabilities will be prescribed accommodations, while students who do not have learning disabilities will be referred to appropriate campus and community resources.

Hispanic Students:

Pipeline Proportionality Index - Hispanic

Category	PI Ratio (approx)
Transfer	~0.75
Transfer Prepared	~0.90
Degree/Cert	~0.90
30-Unit Milestone	~0.95
Persistence	~1.00
Remedial Math Progress	~0.95
Remedial Engl Progress	~0.90
Course Success	~0.95
ServArea vs Students	~1.10

PI Ratio scale: 0.00 0.50 1.00 1.50 2.00
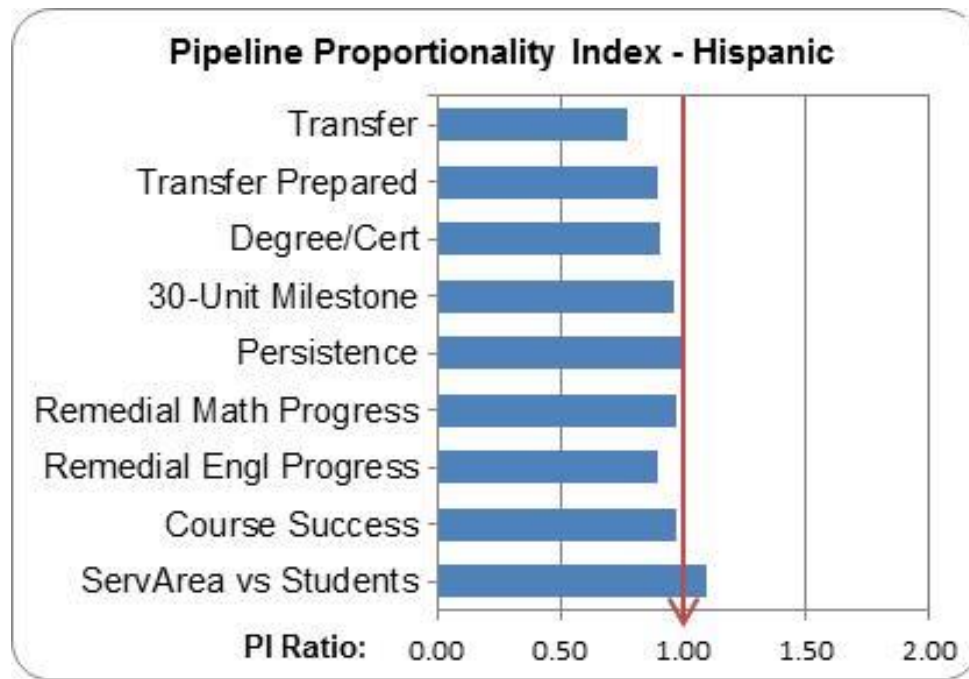
Above: Hispanic students are impacted with regards to remedial English progress, degrees and certificates, transfer preparation and transfer as compared to the proportionality index of 1.0

Hispanic Student Initiatives/Recommendations:

The Middle School Readiness Math/Science Enrichment Project (MSR-MSEP) is designed to provide academic and support services for 32 students entering their first year of middle school. Bakersfield College and Bakersfield City School District (BCSD) Migrant Education, Region 21, will work with BCSD middle school students to successfully achieve set objectives and desired outcomes. Currently, there is a need to promote student readiness through counseling and exposure to math and science enrichment activities in order to assure student success as they transition from elementary to middle school. Program objectives include:

- Students will make a successful transition from a self-contained elementary classroom setting to a departmentalized middle school schedule.
- Students will complete State content standard aligned diagnostic assessment in order to be placed in an appropriate instructional level.
- Students will review grade-level mathematical and science concepts prior to being introduced to new learning.

Los Padrinos is a group of Bakersfield College faculty, classified, administrators and community members supporting increased Hispanic student success through mentorships and parent involvement. Under the auspices of Los Padrinos, Bakersfield College will recruit first generation incoming high school seniors with undecided majors for the pilot program. Cohorts at Bakersfield College's main campus and the Delano Center will be included as part of the pilot program.

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The program will include coordinated scheduling of cohort or learning community style classes with a purpose to establish a sense of community and belonging, thereby creating engagement, and retention. Included in the program will be the following:

- Latino Mentoring Program
- Outreach
- Parent Orientations: Spanish and English
- College Readiness/Summer Bridge Component
- Outreach in rural communities
- Activities to Engage and connect our students to BC, such cultural and achievement recognition activities. In addition connecting with the business community and connecting the business community with our students.

C.   Goals/Outcomes - Three Year Implementation Plan

Year 1 Goals:

I.   Create a variety of workgroups and resources (composed of all impacted groups including but not limited to Administrators, Classified Employees, Faculty, Students, and Community members and partners) dedicated to understanding the problems revealed through the data to create meaningful and strategic interventions.

II.   Develop a college cultural competency program (as influenced by other bodies such as ASCCC (in development at the state level)). This may include more conscious efforts for transparency in the community about the college's mission and dedication to equity.

III.   Conduct research (quantitative research through further disaggregated analysis and qualitative research such as focus groups among others) to understand issues regarding equity (specifically looking at data across the indicators for achievement gaps, disproportionate impact, and disparities) among services and resources.

IV.   Identifying how categorical and college-based programs:
    A.   Address equity within their area,
    B.   Use data in their decision making processes,
    C.   Map their goals, objectives, and activities in relationship to Disproportionately Impacted Groups,
    D.   Identify how categorical and college-based programs work to successfully implement and utilize practices which support equity and inclusion.

V.   Embed equity within the mission of the college.

VI.   Establish and continue professional development, college-wide discussion and activities, and other efforts to increase literacy and promote change regarding equity.

VII.   Develop specific interventions for each of the indicators to carry out in year two of the Student Equity Plan.

VIII. Assess current college processes (program, specific governance groups, taskforces, and work team, special initiatives, students and interventions, and other efforts) to measure effectiveness, then review and evaluate how those support/hinder implementation.

IX.   Conduct further research and analyze the additional sub-groups added by the State Chancellor's Office identified in the Student Equity Plan Template:
    A. Unknown ethnicity,
    B. More than one ethnicity,
    C. Current or former foster youth,
    D. Veterans.

X. Identify resources (programs, specific governance groups, taskforces, and work teams, special initiatives, students and interventions, and other efforts) that address equity to improve all internal and external processes related to student success.
    A. AAMMP
    B. ASTEP
    C. Athletics
    D. Habits of Mind
    E. Making it Happen
    F. Bridge Program
    G. Financial Aid
    H. Equity Summit
    I. Categorical Groups
XI. Assessment of Individual Programs designed for equity efforts

Year 2 Goals: Complete Implementation of Activities and Evaluate Effectiveness
XII. Continue to increase the cultural competency through Professional Development Activities
XIII. Continue areas requiring further study and research identified in the plan
XIV. Implement and scale-up interventions
XV.   Assess all interventions and activities over the calendar year in Year 2.
XVI. Student Outreach/Early Intervention: Visit local high schools (Indicator A: Access)
XVII.   Complete Annual Program Review on Equity Plan

Year 3 Goals:
XVIII. Evaluate the effectiveness of the activities and objectives designed to address the disproportionately impacted groups
XIX. Begin to implement revised or new goals based on the research and data analysis
XX. Complete Annual Program Review

*Specific Student Success Indicators Goals***:**
The targets for each indicator will be evaluated and iteratively examined each year in order to assure continuously quality improvement. BC will consider applying the same algorithm and targets introduced by Executive Vice Chancellor Patrick Perry regarding equity and cohorts in order to align with statewide targets.

Access
- Increase the number of African American and American Indian students completing Comprehensive Student Educational Plans (SEP).
- Monitor ongoing changes in access for all student groups, particularly where data collection has changed or is new or unavailable.

Course Completion
- Increase African American course completion.
- Maintain high persistence rates for all groups.
- Increase the 30-Unit Milestone attainment in Under-prepared and Hispanic student groups.

ESL and Basic Skills Completion
- Increase remedial English cohort success for students over 40, African American, DSPS and Economically Disadvantaged beginning with 2013-14 cohort.
- Increase overall ESL and DSPS ESL cohort success rates beginning with 2013-14 cohort.
- Increase remedial Math cohort success for African American, and overall student success beginning with 2013-14 cohort.

- Research remedial Math success for students over 40 and DSPS students.

Degree and Certificate Completion
- Increase the number of African Americans and 20-24 year olds achieving degrees/certificates.

Transfer
- Increase total transfer numbers (which will affect the Hispanic student majority the most) by 1% annually.

Activities and Actions

Activities and actions are specified under each of the indicators with the person specified to take responsibility for that role. In general the activities can be categorized into the following areas:

- ➢ Increased outreach and collaboration.
- ➢ Structured matriculation components such as orientation and student ed plans.
- ➢ Identifying barriers.
- ➢ Scaling-up current interventions that are working but not directed to specific groups
- ➢ Individualizing, publicizing and promoting interventions.
- ➢ Curricular improvements.
- ➢ Evaluation of activities and outcomes.
- ➢ Professional development.

Main Contact- Director of Equity and Inclusion Odella Johnson
 email ojohnson@bakersfieldcollege.ed   phone 662 395-4661

The following administrators, faculty or committees are responsible to see various activities carried out as specified in the specific areas for each indicator: Professional Development Committee, Equal Opportunity and Diversity Advisory Committee (EODAC), Director Equity and Inclusion, Research Analyst for Equity and Inclusion, Dean of Student Success and Precollegiate, Dean of Counseling, Executive VP of Instruction, VP of Student Affairs, Academic Development Chair.
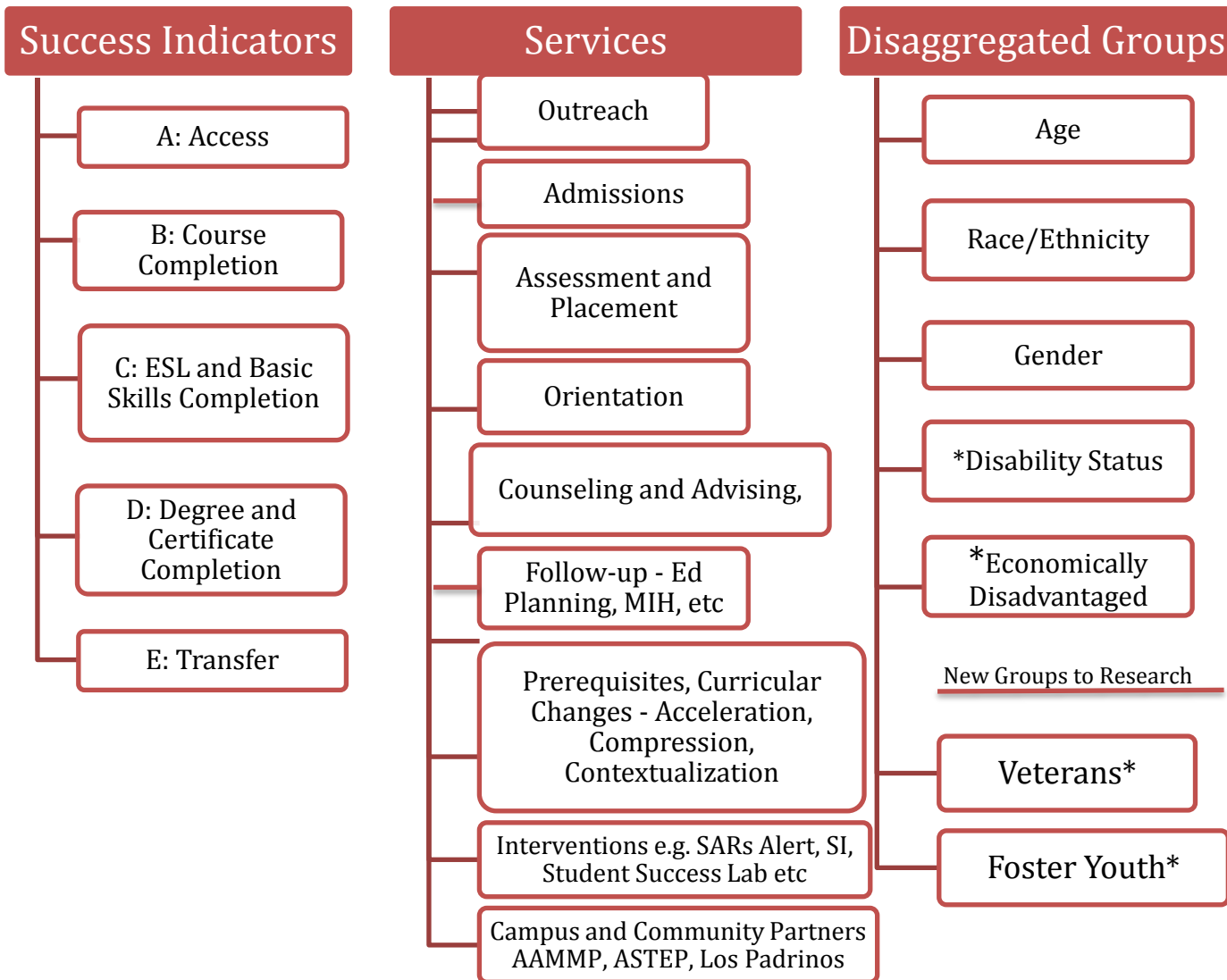
Campus-Based Research

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

1.   Overview

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. The percentage is frequently calculated as a participation rate.

The Economic Modeling Specialists International (EMSI) was used for service area population and the internal reporting system (ODS) was used for student population. Students enrolled in at least one course at census were counted in the student population.

Currently BC is unable to compare participation rates for economically disadvantaged and disabled students and BC has future plans to examine Veteran and foster youth participation rates.

2.   Campus Based Research/Data Analysis Findings

Based on examination of the data for Indicator A: Access, the following conclusions were made:

Gender

Among the service area population compared to the student population tracked within the five cohort groups, males have been disproportionately impacted. Bakersfield College is underrepresented by the student male population. There is one data point that demonstrates evidence of adverse impact for male students:

1) The percentage of male students within the service area compared to the student population. For example, from 2008 to 2012 the percentages of males within the service area are over 50% compared to the student population which ranges from 40 to 46%.

The proportionality index compares the percentage of the disaggregated subgroup in the initial cohort to its own percentage in the resultant outcome group. The trend is evident for at least five (5) consecutive years (cohort group 2008-2012) compared to higher percentage group in the service area. BC will continue to watch monitor this trend and compare it to statewide rates.

Overall, the Bakersfield College male student representation for cohort years 2012-2013 and 2013-2014 aligns with the state average of approximately 45.9%. Additionally, from the College and Review report, looking at 2011-2012 the overall participation rate was 55.5%, there were 64 females for every 1,000 adults in the service area compared to 47 males. See the data appendix.

There was not significant disproportionate impact (less than 80% of the proportionality index) for any age group except those older adult age groups are mirror the participation rate decreases statewide due to alternative choices for these adults. While White Non-Hispanics participate at a lower rate than the service area, BC does not believe this is the result of access issues. American Indian participation is at a lower rate than the service area population, but the numbers are small and this is a matter for future research to determine what factors may be involved.

Indicator A: Access by Gender

	2008	2009	2010	2011	2012
Males	0.84	0.88	0.87	0.86	0.86
Females	1.17	1.13	1.14	1.15	1.13
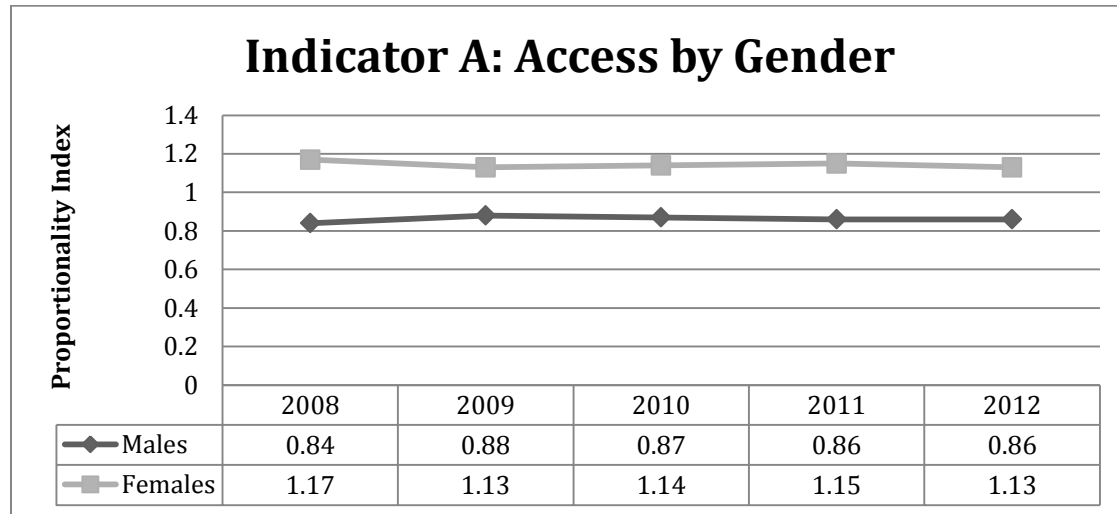
Age

Among the service area population compared to the student population tracked within the five cohort groups, non-traditional students attend at a lower rate. The twenty-five year of age and over population within the service area ranges from 34 to 35% compared to the student population ranging from 28 to 29%. AS the population ages, fewer attend the college, most likely due to competing priorities and completion of educational goals. This same pattern is seen in the statewide data, but BC will continue to monitor the participation rates and to investigate whether any valid disproportionate impact should be addressed.

Indicator A: Access by Age

	2008	2009	2010	2011	2012
19 or Younger	4.6	4.74	4.52	4.55	4.66
20 to 24 years	2.48	2.56	2.68	2.75	2.76
25 to 39 years	0.83	0.83	0.83	0.81	0.81
40 or older	0.29	0.25	0.25	0.24	0.23

21
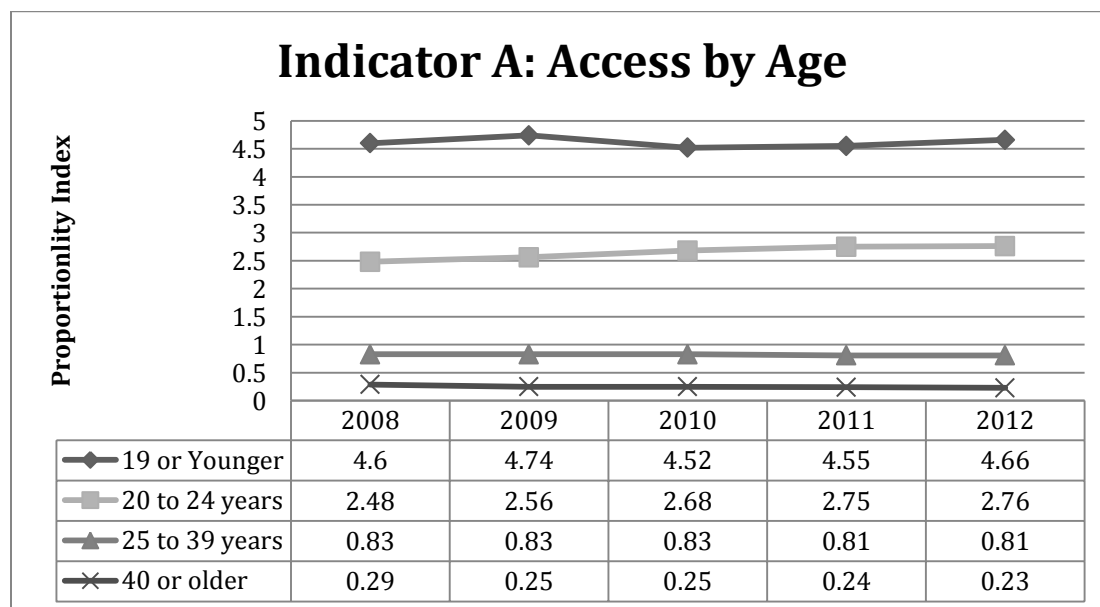
Ethnicity

Among the service area population compared to the student population tracked within the five cohort groups, the White, American Indian and Asian/Filipino ethnicities have different participation rates than the service area population. However, our demographic information collection questions changed within this time which affected the Asian/Filipino data. As previously stated the college-going rate for American Indian compared to the service area population is 71% of the proportionality index and BC needs to investigate these data to better understand factors and variables associated with these differences. From 2008 to 2012, the percentages of White and American Indian students have proportionally decreased, with the Hispanic student representation increasing steadily over the same period of time.

Indicator A: Access by Ethnicity

	2008	2009	2010	2011	2012
African American	1.2	1.26	1.3	1.24	1.04
American Indian	1.41	1.18	1.08	0.83	0.71
Asian/Filipino	1.16	1.12	0.99	0.92	0.91
Hispanic	0.99	1	1.04	1.07	1.1
Pacific Islander	2.55	1.74	1.63	1.63	0.81
White	0.86	0.85	0.82	0.78	0.75
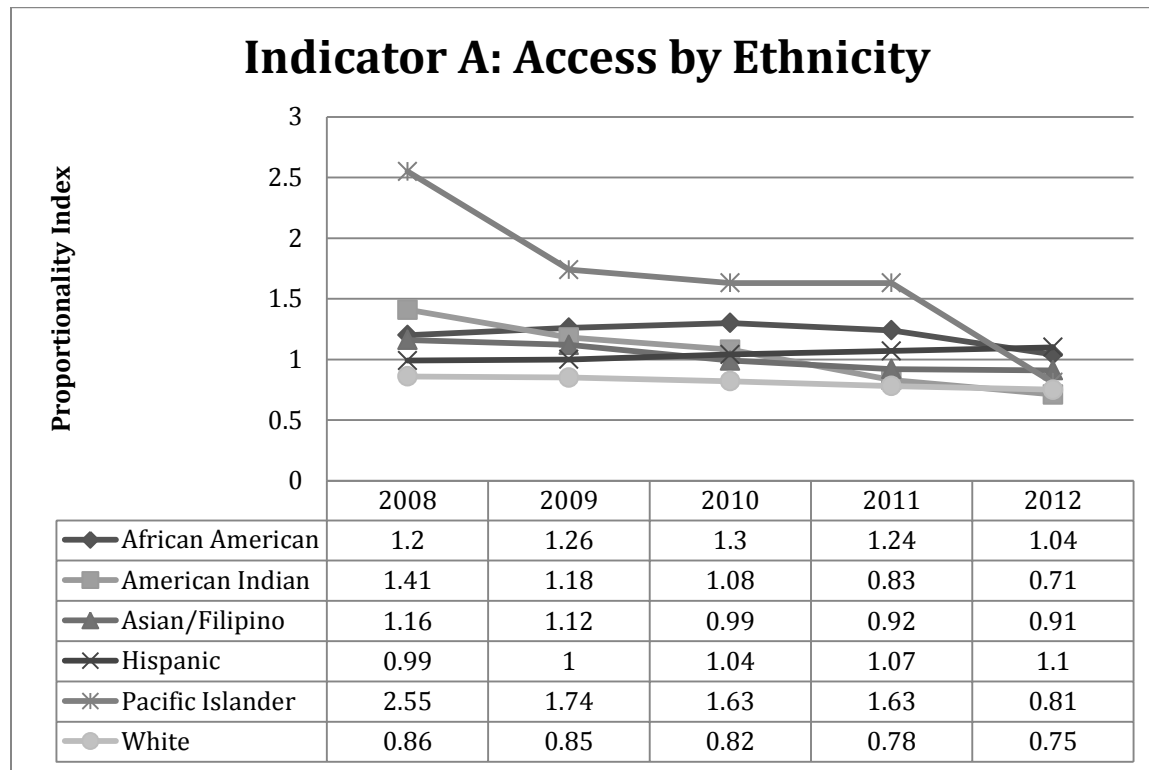
Above: Data this graph is influenced by small numbers in the Pacific Islander and American Indian groups. White students show a lower participation rate than the service area.

Access related to Ethnicity and Student Education Planning

Analysis of 2009-2010 Student Education Plan Completion as disaggregated by ethnicity indicates two major groups disproportionately impacted: African American and American Indian. This access to education planning is a college priority because access to counselors/education advisors to facilitate the planning is impacted by low counselor ratios as compared to the state average. Because our Achieve the Dream data clearly indicate that completion of student education plans lead to success in remedial coursework and completion of degrees, certificates and transfer, BC is has created several interventions to address completion of student education plans for African Americans. The issue with American Indians is still being investigated in order to determine appropriate actions. See the data appendix

Rate of Student Ed Plan Completion by Ethnicity
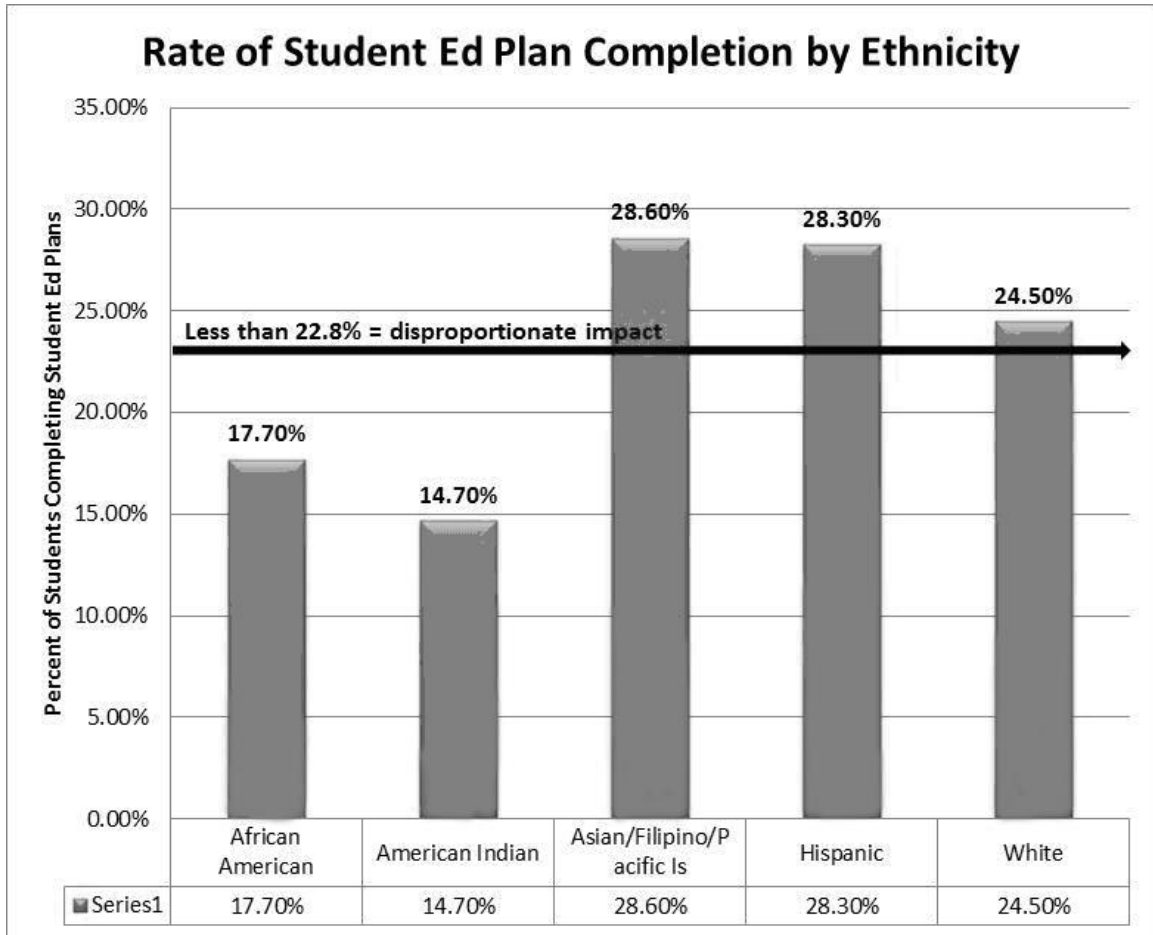
Above: The data above disaggregates the percentage of students completing Student Ed Plans by ethnicity and identifies those below the line that have completed less than 80% of the average completion rates of the highest achieving group.

A.   STUDENT SUCCESS INDICATOR FOR ACCESS
"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve"

GOALS:

1. Increase the number of African American and American Indian students completing Comprehensive Student Educational Plans (SEP).
2. Monitor ongoing changes in access for all student groups, particularly where data collection has changed or is new or unavailable.

OBJECTIVES:

- ✓ Identify and address barriers that affect access for African American students.
- ✓ Incorporate adequate outreach and supporting services for African American and American Indian students.
- ✓ Identify best practices in recruitment of African American and American Indian.

ACTIVITIES	Person Responsible
Develop a comprehensive plan to better coordinate in-reach, outreach, and recruitment activities.	Outreach Director and in conjunctions with Director Equity and Inclusion
Strengthen college representation in the high schools through partnership.	Outreach Director and Dean of Student Success
Enhance orientation and counseling efforts to impact groups.	Outreach Director
Promote career pathways.	Dean of Counseling

TARGETS:

- ➤ Increase the percentage of African American students completing Student Education Plans from the baseline of 17.7% in 2013 to 20% in 2015-16 and 22% in 2017-18.
- ➤ Increase the percentage of American Indian students competing Student Education Plans from the baseline of 14.7% to 16 % in 2015-16 and 18% in 2017-18.

These targets are iterative and re-evaluated annually.

Monitor ongoing changes in access for all student groups, particularly where data collection has changed or is new or unavailable.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

Certain populations are not proportionally representative of the service area, populations such as males and older adults are similar to the statewide participation rates and were not identified as disproportionately impacted.

The data showed that African American and American Indian students experienced disproportionate impact. Data on participation by ethnicity also generated concerns about access for Pacific Islander students.

Key access targets for Bakersfield College to mitigate disproportionate impact will focus on African American and American Indian.

Scorecard, US Census Data, KCCD ODS, CCCGIS Collaborative

DATA ANALYSIS AND FINDINGS

Participation by Ethnicity

Rate of Student Ed Plan Completion by Ethnicity

	Series1
African American	17.70%
American Indian	14.70%
Asian/Filipino/Pacific Is	28.60%
Hispanic	28.30%
White	24.50%
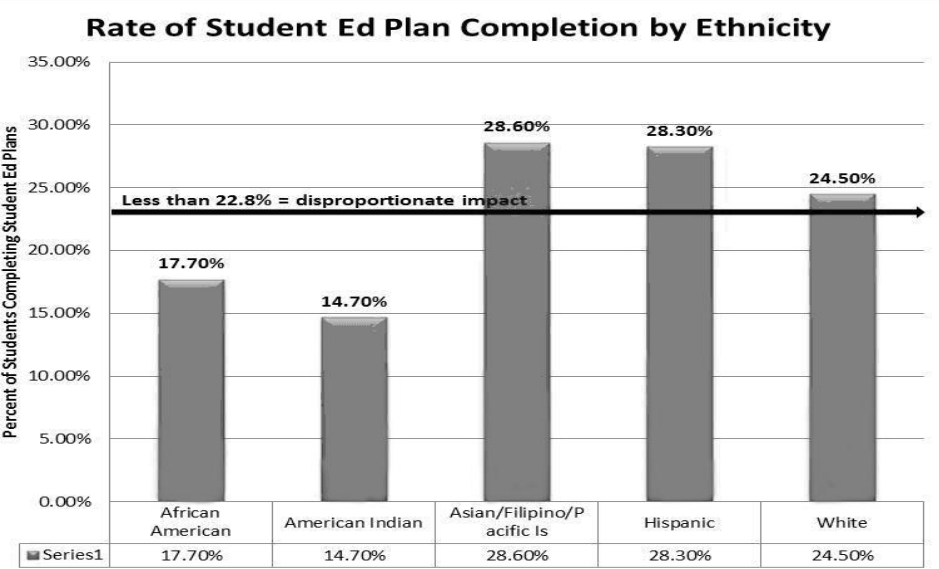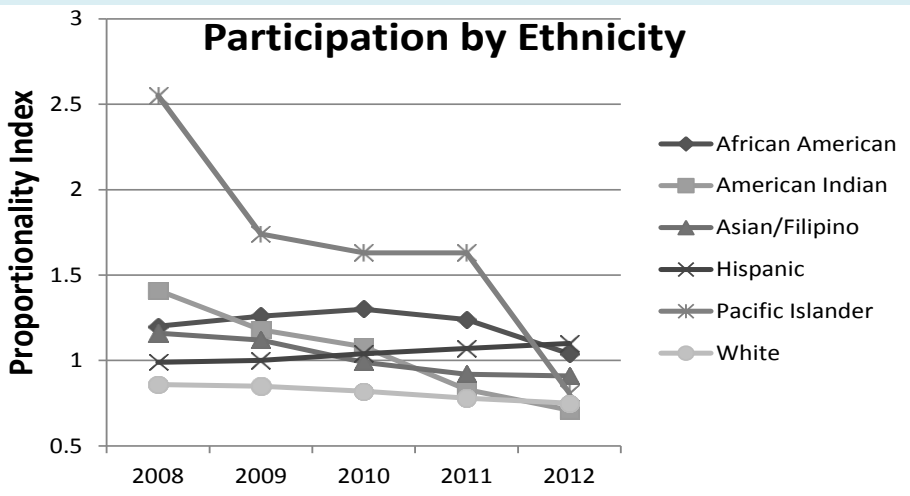
PRIMARY RESOURCES (SEE SECTION III)

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

ACTIVITIES

Develop a comprehensive plan to better coordinate in-reach, outreach, and recruitment activities.

Strengthen college representation in the high schools through partnership.

Enhance orientation and counseling efforts to impact groups.

Promote career pathways.

Complete Comprehensive Student Education Plan (SEP) for all students.

Objectives:
Identify and address barriers that affect access for African American students.

Incorporate adequate outreach and supporting services for African American and American Indian students.

Identify best practices in recruitment of African American and American Indian.

Goals:
Increase the number of African American and American Indian students completing Comprehensive Student Educational Plans (SEP).

Monitor ongoing changes in access for all student groups, particularly where data collection has changed or is new or unavailable.

TARGET - *Increase the percentage of African American and the American Indian students completing SEPs.*

Population	Baseline data	2015-2016	2017 - 2018	
African American	17.7%	20%	22%	These targets are iterative and re-evaluated annually.
American Indian	14.7%	16%	18%	

B. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

1.   Overview

Based on examination of the data for Indicator B: Course Completion, the following conclusions were made:

Among the students tracked within the five cohort groups, the student population experiencing disproportional impact was evidenced among African American students on the sub-indicators of *Successful Course Completion* and *30-Unit Milestone Attainment*.

There was no indication of disproportionate impact by gender, age, DSPS or Economically Disadvantaged status. In the last year Veteran course success has declined and will be researched when more data is available.

2.   Campus Based Research/Data Analysis Findings

Based on our examination of the data for Indicator B: Course Completion, Retention:

Successful Course Completion[10]*:*

Both the 80-Percent index and the Proportionality Index indicate African American students are disproportionately impacted on the Course Completion and have been consistently for the last 5 years. (See appendix for Indicator B Course Success).
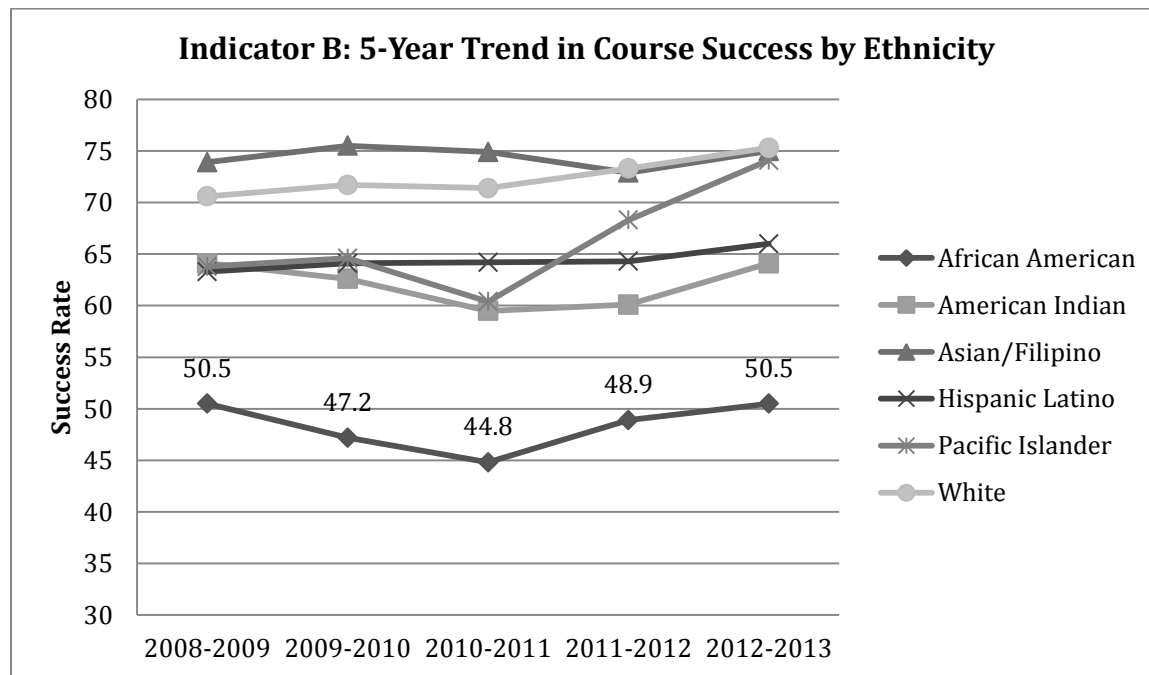
Above: African American Course trends have consistently fallen below the other ethnicities.

[10] Course Success is the number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP divided by the enrollment count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR

DataMart detail on course success for fall 2013 and spring 2014 indicate that while African American students are less likely to succeed in all types of course work, less than 50% of the African American students succeeded in Basic Skills coursework. Because Basic Skills coursework provides essential foundations for completing college, BC has focused a great deal of planning and resources on this area.

Bakersfield College Course Success Rate By Ethnicity for Fall 2013 and Spring 2014										
	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014
	Basic Skills	Basic Skills	Credit	Credit	Degree Applicable	Degree Applicable	Transfer	Transfer	Vocational	Vocational
Average	62.36%	61.72%	69.98%	71.49%	69.35%	70.11%	68.84%	69.82%	79.38%	82.37%
African-American	48.77%	48.13%	56.95%	58.89%	56.11%	57.57%	55.60%	56.44%	63.64%	68.53%
American Indian/Alaskan Native	33.33%	72.73%	67.55%	74.87%	66.19%	65.93%	64.35%	61.95%	82.72%	87.10%
Asian	69.02%	70.04%	76.76%	78.80%	77.14%	79.48%	77.00%	79.68%	83.55%	85.27%
Hispanic	62.71%	61.36%	67.48%	68.91%	67.44%	68.56%	66.97%	68.34%	76.18%	78.40%
Multi-Ethnicity	72.03%	48.95%	71.69%	68.20%	70.54%	67.92%	70.39%	67.60%	74.59%	78.89%
White Non-Hispanic	63.48%	68.36%	77.65%	79.36%	75.77%	75.63%	75.20%	75.40%	87.41%	90.28%

Above: Course success was disaggregated by ethnicity and course types; African American student success is highlighted in order to compare their rate to other ethnicities. Note: the American Indian (fall 2013) and Multi-Ethnicity (spring 2014) display anomalous success rates most likely due to small population sizes.

There is some concern about the 5-year trend in Veteran course success compare to the general population. This data includes small numbers and has only been carefully tracked recently. Plans to follow this and analyze any important variables are scheduled for the upcoming year.

Veteran and Non-Veteran 5-Year Trend Course Success Rate

	2009-10	2010-11	2011-12	2012-13	2013-14
Veterans	70.30%	70.50%	70.20%	72.40%	68.50%
Non vets	65.70%	64.25%	66.00%	68.00%	68.90%
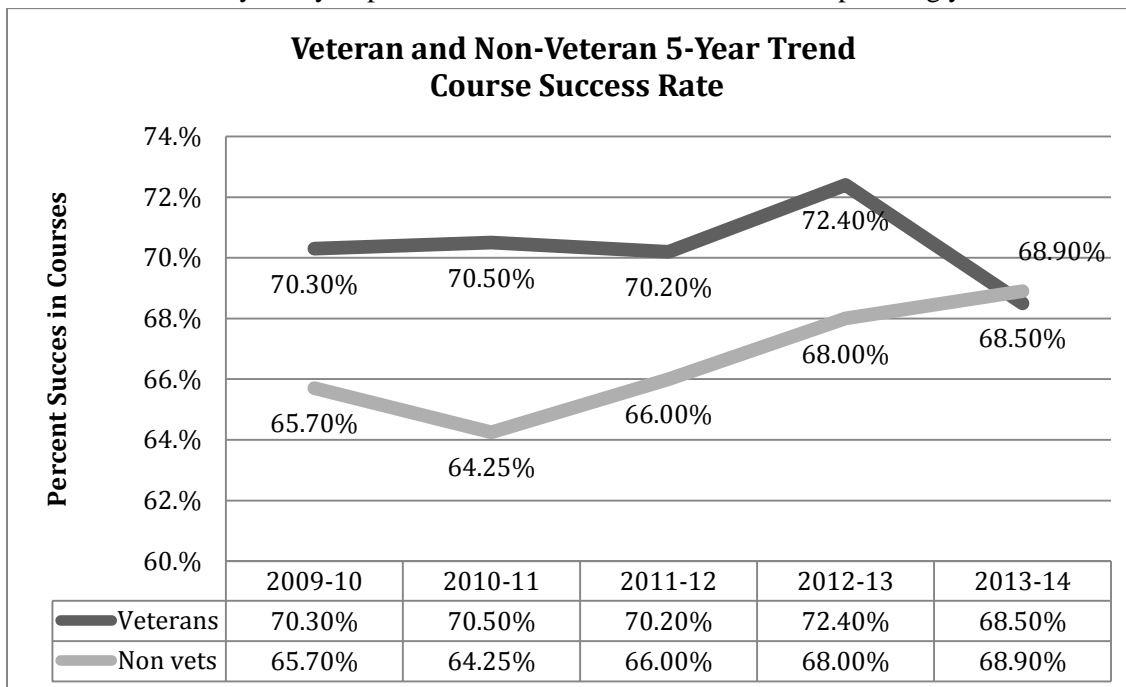
Above: Veterans typically had better course success than all other students but after reaching a high in 2012-13 fell to below average success rates of all other students.

Persistence[11]:

The 5-year data on persistence indicates no disproportionate impact by gender, age, and ethnicity subpopulations. In fact, student populations at BC demonstrate higher persistence rates than the statewide average for their respective groups. The BC institutional scorecard data indicate that although the average persistence rates among African American students (65.6%) are the lowest among the BC student population, they are still within an acceptable range of the with an average proportionality index of 0.90. Also please note that the persistence rate among Pacific Islander students is 64.4%, but it should be noted that this rate is highly volatile due, again, to a very low population size (N=38). There was no indication of disproportionate impact in the other populations regarding persistence. The persistence rate among DSP&S students is 77.3% (compared to 72.5% among non-DSPS students) and persistence rates were equal among students regardless of economic status (72.8%). See the data appendix.

An area requiring more research is why the high persistence rate does not translate into higher success and higher order outcomes. Examination of student perception data (CCSSE) may provide some clues. Compared to other colleges, whether Achieve the Dream, similar-sized colleges or other Hispanic Serving Institutions (HSI's), Bakersfield College performs well in three of the five CCSSE benchmarks[12]: Active/Collaborative Learning, Academic Challenge and Support for Learners. Compared to these same peer groupings BC is lower in two significant benchmarks: Student Effort and Faculty Student Interaction.

OVERALL 2014 CCSSE BENCHMARKS
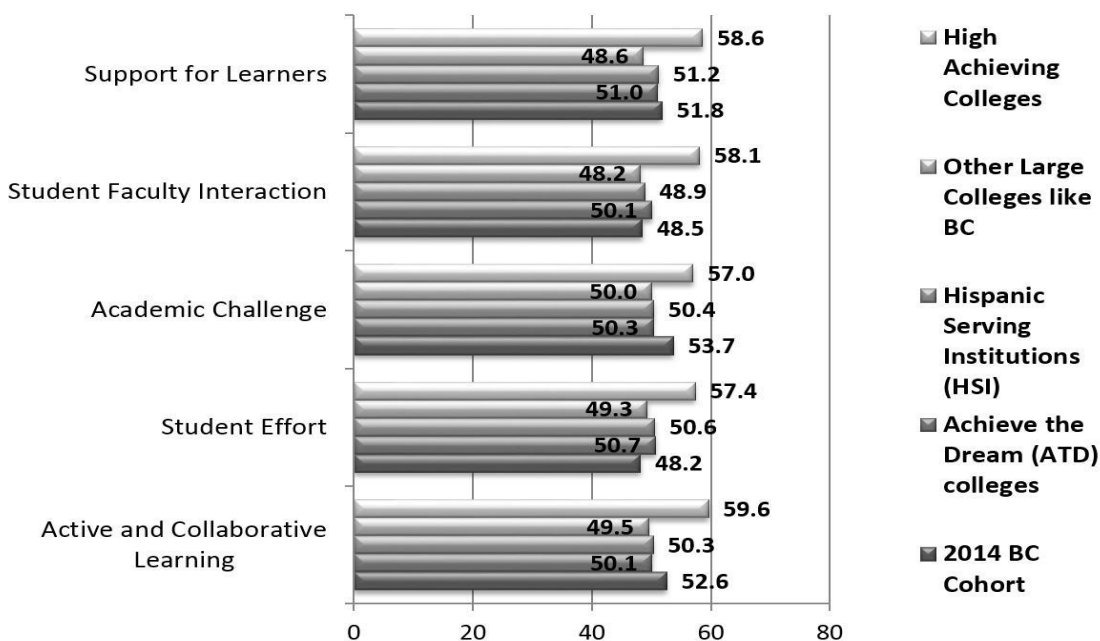
Above: BC is compared to other colleges on the 5 CCSSE benchmarks and performs higher than Student comparable colleges in all but Student Engagement and Faculty Interaction.

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[11] *Persistence*: Students attempted a credit course in each of their first three (3) consecutive primary semesters at any California Community College (CCC). Students who receive a degree, certificate or transferred to a four-year institution within the first three (3) consecutive terms were also counted as meeting the outcome.

[12] CCSSE Benchmarks and methodology are found at http://www.ccsse.org/survey/benchmark_calculation.cfm

30-Unit Milestone Attainment[13]:

The 30-Unit milestone metric needs to be examined using cohorts in order to count only people on a trajectory that includes accumulating more than 30 units. These data are available in the CCCCO Scorecard. The greatest impact on the 30 unit milestone achievement is the difference between entering college-prepared (71.4%) and far lower achievement of under-prepared (60.6%). Note, in the case of the 30-Unit milestone, that when looking at 6-year cohorts the number of students in several categories is so small that reliable conclusions cannot be made. See the data appendix.

STUDENT SUCCESS INITIATIVE

CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

Bakersfield College

Click here to select a different college

MOMENTUM POINTS			COMPLETION OUTCOMES		
PROFILE	REMEDIAL	PERSISTENCE	30 UNITS	DEGREE/TRANSFER	CAREER TECHNICAL EDUCATION

30 Units

Click here to view trend data

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who achieved at least 30 units.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
71.4%		**60.6%**		**62.3%**	
Gender	**%**	**Gender**	**%**	**Gender**	**%**
FEMALE	71.0	FEMALE	60.7	FEMALE	62.1
MALE	71.9	MALE	60.6	MALE	62.6
Age	**%**	**Age**	**%**	**Age**	**%**
UNDER 20	72.8	UNDER 20	61.8	UNDER 20	63.8
20-24	47.1	20-24	53.2	20-24	52.8
25-39	66.7*	25-39	60.8	25-39	61.1
40 OR OVER	60.0	40 OR OVER	53.8	40 OR OVER	54.5
Ethnicity/Race	**%**	**Ethnicity/Race**	**%**	**Ethnicity/Race**	**%**
AFRICAN AMERICAN	66.7	AFRICAN AMERICAN	49.2	AFRICAN AMERICAN	51.4
AMERICAN INDIAN/ ALASKA NATIVE	71.4*	AMERICAN INDIAN/ ALASKA NATIVE	63.0	AMERICAN INDIAN/ ALASKA NATIVE	64.7
ASIAN	82.8	ASIAN	80.9	ASIAN	81.4
FILIPINO	81.3	FILIPINO	71.4	FILIPINO	73.8
HISPANIC	72.8	HISPANIC	60.3	HISPANIC	61.5
PACIFIC ISLANDER	60.0*	PACIFIC ISLANDER	71.4	PACIFIC ISLANDER	68.4
WHITE	70.0	WHITE	58.5	WHITE	61.2

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
OVERALL: Student attempted any level of Math or English in the first three years

Disproportionate impact related to 30-unit milestone attainment was not present among students by gender, age, DSP&S, and economically disadvantaged students in annual data. However, scorecard data indicate that African American students have the lowest rate of 30-Unit Milestone achievement with a Proportionality Index of .83. This trend among African American students is evident for at least five (5)

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[13] 30-UNITS RATE: Definition: The percentage of first-time students with minimum of 6 units earned, who attempted any Math or English in the first three years and achieved at least 30 units in the CCC system.

consecutive years (since the 2008-09 cohort). In addition, there is some disparity among the various age groups in this metric which will require further analysis.

While the overall 30-unit milestone attainment rate among Hispanic students does not reflect disproportionate impact, three (3) cohorts demonstrated slightly lower achievement between 2010 and 2012. It is noteworthy that five (5) of the seven (7) groups demonstrated disproportionate impact on this indicator in the 2013-14 academic year. However, this is likely due to an unusually large 'spike' in achievement among the HPG (for example, 67.3% in 2012 performance to 81.4% in 2013). Mitigating this unusual trend, only the African American student population reflected disproportionate impact for that year.

The 30-unit milestone rate among DSP&S students is 63.3% (compared to 64.0% among non-DSPS students) and 30-unit milestone rate among economically disadvantaged students is 63.6%, compared to 64.9% among students who are not economically disadvantaged. It should be noted that 30-unit milestone rates among many student populations at Bakersfield College are below their respective statewide average rates. This data suggests opportunities for providing additional support to students and an area for greater research.

B.   STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

GOALS

1. Increase the course completion and success rates among African American students.
2. Maintain high persistence rates for all groups.
3. Increase the 30-Unit Milestone attainment rates among African American students and in under-prepared Hispanic student groups.

OBJECTIVES

- ✓ Scale up campus and community mentorship.
- ✓ Provide adequate support services to ensure successful course completion.
- ✓ Publicize and scale-up Supplemental Instruction (SI), Math Lab, Writing Center and the Student Success Lab.
- ✓ Identify and address barriers that affect persistence rates among Native American and Pacific Islander student groups.
- ✓ Translate persistence into success outcomes.
- ✓ Research milestone outcomes among various groups more thoroughly.
- ✓ Examine effectiveness of course completion interventions.

ACTIVITIES	Person Responsible
Concerted professional development for all faculty and staff addressing: • African American student needs, • Interventions for students with insufficient academic progress, • SARs-ALERT Early Intervention System, • Mentorship.	Student Success Dean and Professional Development Committee
Increase the use of all transfer center resources and activities particularly for African American and Hispanic students.	Dean of Counseling
Identify issues affecting Hispanic students that are transfer-ready but appear not to transfer.	Dean of Student Success
Scale-up efforts to streamline CSU and UC transfer with specific attention to Hispanic student majors and pathways.	Dean of Student Success and Dean of Counseling

Identify and create interventions to address barriers for African American students to promote course completion for individual courses	Director of Equity and Inclusion
Create learning communities by theme and groups using culturally-relevant themes and texts.	Executive VP of Instruction
Publicize and scale-up Supplemental Instruction, Math Lab, Writing Center and Student Success Lab.	ACDV Department Chair and Director of Equity and Inclusion
Continue to monitor persistence data and identify potential barriers for all students groups (particularly African American, Native American, and Pacific Islander).	Director of Equity and Inclusion
Individualize contact and intrusive support for students through AAMMP, ASTEP, MIH, and other initiatives targeting underserved student populations.	Director of Outreach
Continue HoM to enhance Student Effort and HoM and MIH to improve Student Faculty Interaction and leverage persistence into successful outcomes.	Dean of Student Success
Create learning communities by theme and groups using culturally-relevant themes and texts.	Dean of Student Success and Director of Equity and Inclusion
Review persistence data for African American, Native American, and Pacific Islanders to ensure subsequent enrollment.	Research Analyst Equity and Inclusion

TARGETS

➢ Increase the baseline African American course success rate of 50.5% to 51% in 2015-2016 and to 52% in 2017-2018.

➢ Maintain high persistence rates (approximately 72%) for all groups.

➢ Increase the 30-Unit Milestone attainment among under-prepared students from a baseline of 60.6% to 61% in 2015-16 and 62% in 2017-18 and the Hispanic 30-Unit attainment from 60.3% to 60.8% in 2015-16 and 62% in 2017-18.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:
For Course Completion, African American students are disproportionately impacted and have been consistently for the last 5 years. Upon further disaggregation of the data, it showed that African American success rate in Basic Skills was less than fewer than 50%.

Although it was not a part of the initial data collected for the Student Equity Plan, data on Veterans and course success is alarming. There has been a significant decrease in course success rates among Veterans within the last year of the five-year cohort groups.

DATA ANALYSIS AND FINDINGS

Indicator B: 5-Year Trend in Course Success by Ethnicity
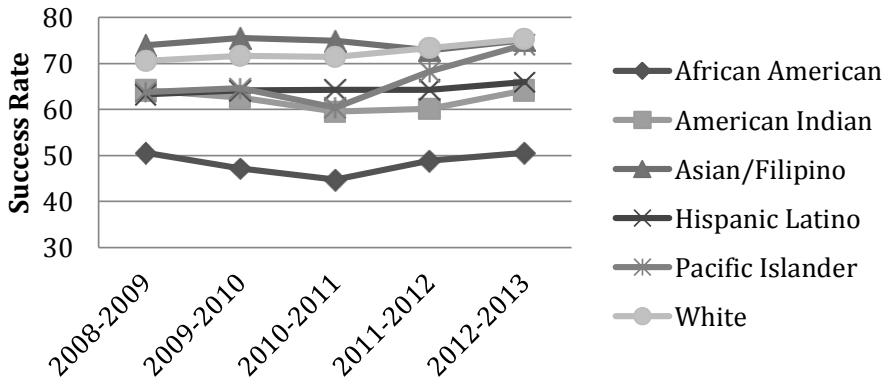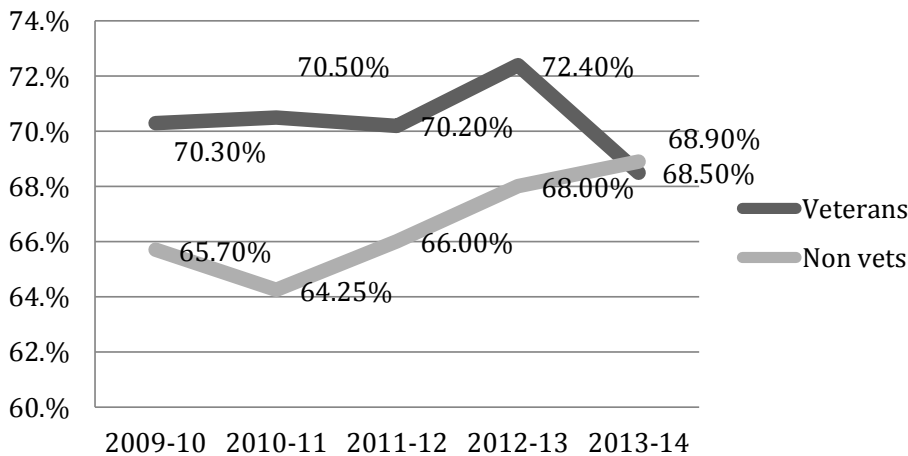
Legend:
- African American
- American Indian
- Asian/Filipino
- Hispanic Latino
- Pacific Islander
- White

Veteran and Non-Veteran 5-Year Trend Course Success Rate

Veterans: 70.30%, 70.50%, 70.20%, 72.40%, 68.90%
Non vets: 65.70%, 64.25%, 66.00%, 68.00%, 68.50%

PRIMARY RESOURCES (SEE SECTION III)

- **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**
- **Writing Center**

ACTIVITIES

Scale up interventions in ACDV, AAMMP, ASTEP and MIH.

Provide timely and individualized interventions to ensure students are aware, accountable, and supported by the most effective services available.

Identify and create interventions to address barriers for African American students to promote course completion for individual courses

Publicize and scale-up Supplemental Instruction, Math Lab, Writing Center and Student Success Lab.

Objectives:
Scale up college and community mentorship.

Provide adequate support services to ensure successful course completion.

Goal:
Increase African American course completion.

TARGET - INCREASE THE COURSE COMPLETION AND SUCCESS RATES AMONG AFRICAN AMERICAN STUDENTS.

POPULATION	BASELINE SUCCESS RATE	2015-2016	2017-2018	
African American	50.5%	51%	52%	This target is iterative and re-evaluated annually.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:
No disproportionate impact was present in any of the disaggregated groups for Indicator B. However, CCSSE Benchmark data has identified other information that may impact students' persistence worth exploration. When compared to high achieving colleges, other large colleges like Bakersfield College, Hispanic Serving Institutions, and ATD Colleges regarding support for learners, student faculty interaction, academic challenge, student effort, and active and collaborative learning, a 2014 cohort group scored below trends in many areas when compared to other institutions and colleges.

DATA ANALYSIS AND FINDINGS

OVERALL 2014 CCSSE BENCHMARKS
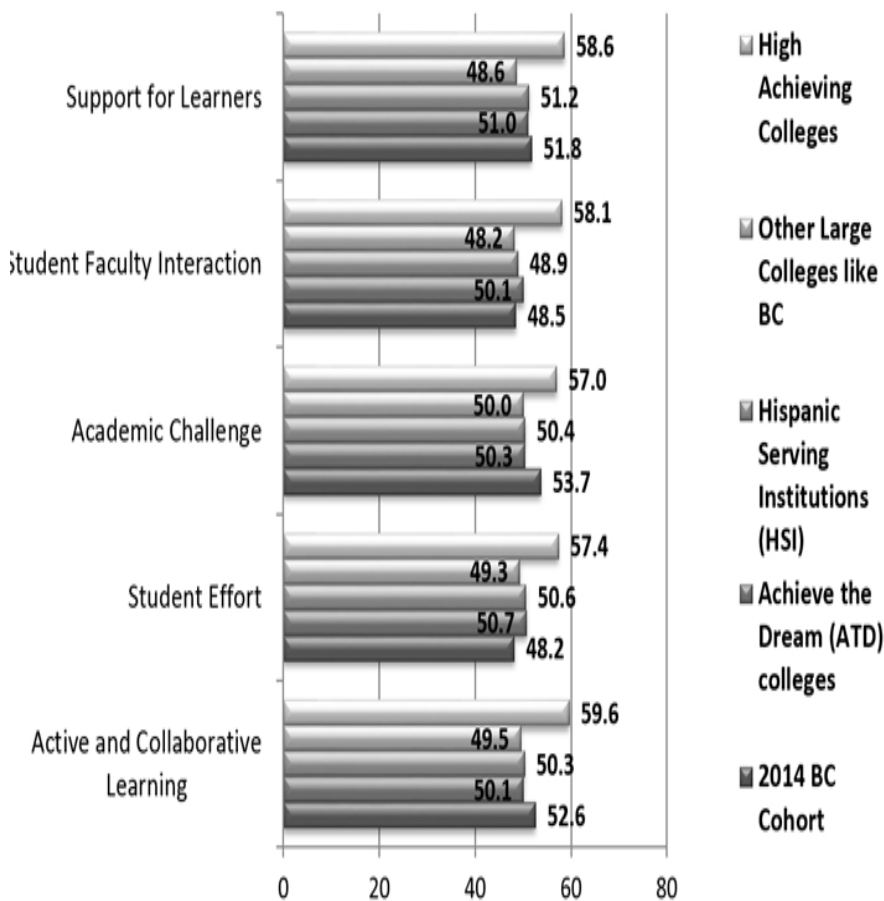
	High Achieving Colleges	Other Large Colleges like BC	Hispanic Serving Institutions (HSI)	Achieve the Dream (ATD) colleges	2014 BC Cohort
Support for Learners	58.6	48.6	51.2	51.0	51.8
Student Faculty Interaction	58.1	48.2	48.9	50.1	48.5
Academic Challenge	57.0	50.0	50.4	50.3	53.7
Student Effort	57.4	49.3	50.6	50.7	48.2
Active and Collaborative Learning	59.6	49.5	50.3	50.1	52.6

PRIMARY RESOURCES (SEE SECTION III)

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

ACTIVITIES

Continue to monitor persistence data and identify potential barriers for all students groups

Individualize contact and intrusive support for students through AAMMP, ASTEP, MIH, and other initiatives targeting underserved student populations

Continue HoM to enhance Student Effort and HoM and MIH to improve Student Faculty Interaction and leverage persistence into successful outcomes.

Create learning communities by theme and groups using culturally-relevant themes and texts.

Objectives:
Translate persistence into success outcomes.

Goals:
Maintain high persistence rates for all groups.

TARGET – MAINTAIN CURRENT HIGH PERSISTENCE RATE.

POPULATION	BASELINE SUCCESS RATE	2015-2016	2017-2018	
All groups	**Approximately 72%**	**72%**	**72%**	**Re- evaluate the targets annually**

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:
Disproportionate impact related to the annual 30-unit milestone attainment was not present among students by gender, age, DSP&S, and economically disadvantaged students. However, scorecard data indicate that African American students have the lowest rate of 30-Unit Milestone achievement.

There is some disparity among the various age groups in this metric which will require further analysis.

While the overall 30-unit milestone attainment rate among Hispanic students does not reflect disproportionate impact, three (3) cohorts demonstrated slightly lower achievement between 2010 and 2012.

It is noteworthy that five (5) of the seven (7) disaggregated groups experienced disproportionate impact in the 2013-14 academic year.

30-unit milestone rates among many student populations at Bakersfield College are below their respective statewide average rates; further research must be done on this particularly where cohort sizes are small.

DATA ANALYSIS AND FINDINGS

PRIMARY RESOURCES (SEE SECTION III)

- **AAMMP**
- **ACDV**
- **ASTEP**
- **Athletics Support**
- **Childcare**
- **Counseling**
- **DSP&S**
- **EOP&S**
- **Financial Aid**
- **Habits of Mind (HoM)**
- **Math Lab**
- **MIH**
- **Student Success Lab**
- **Student Education Plan**
- **Supplemental Instruction**
- **Veteran Services**
- **Writing Center**

ACTIVITIES

Review persistence data for African American, Native American, and Pacific Islanders to ensure subsequent enrollment.

Individualize contact and intrusive support for students through ASTEP, AAMMP, MIH and other focused initiatives or programs.

Continue HoM and MIH to improve Student Effort, Student Faculty Interaction and leverage persistence into successful outcomes.

Create learning communities by theme and groups using culturally-relevant themes and texts.

Objectives:
Research milestone outcomes among various groups more thoroughly.

Examine effectiveness of interventions.

Goals:
Increase the 30-Unit Milestone attainment in Under-prepared and Hispanic student groups.

STUDENT SUCCESS SCORECARD — California Community Colleges

Bakersfield College

Click here to select a different college

MOMENTUM POINTS | COMPLETION OUTCOMES
PROFILE | REMEDIAL | PERSISTENCE | 30 UNITS | DEGREE/TRANSFER | CAREER TECHNICAL EDUCATION

30 Units

Click here to view trend data

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who achieved at least 30 units.

COLLEGE PREPARED	UNPREPARED FOR COLLEGE	OVERALL
71.4%	**60.6%**	**62.3%**

Gender	%		Gender	%		Gender	%
FEMALE	71.0		FEMALE	60.7		FEMALE	62.1
MALE	71.9		MALE	60.6		MALE	62.6
Age	**%**		**Age**	**%**		**Age**	**%**
UNDER 20	72.8		UNDER 20	61.8		UNDER 20	63.8
20-24	47.1		20-24	53.2		20-24	52.8
25-39	66.7*		25-39	60.8		25-39	61.1
40 OR OVER	60.0		40 OR OVER	53.8		40 OR OVER	54.5
Ethnicity/Race	**%**		**Ethnicity/Race**	**%**		**Ethnicity/Race**	**%**
AFRICAN AMERICAN	66.7		AFRICAN AMERICAN	49.2		AFRICAN AMERICAN	51.4
AMERICAN INDIAN/ ALASKA NATIVE	71.4*		AMERICAN INDIAN/ ALASKA NATIVE	63.0		AMERICAN INDIAN/ ALASKA NATIVE	64.7
ASIAN	82.8		ASIAN	80.9		ASIAN	81.4
FILIPINO	81.3		FILIPINO	71.4		FILIPINO	73.8
HISPANIC	72.8		HISPANIC	60.3		HISPANIC	61.5
PACIFIC ISLANDER	60.0*		PACIFIC ISLANDER	71.4		PACIFIC ISLANDER	68.4
WHITE	70.0		WHITE	58.5		WHITE	61.2

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
OVERALL: Student attempted any level of Math or English in the first three years

TARGET – INCREASE THE 30-UNIT MILESTONE ATTAINMENT AMONG AFRICAN AMERICAN STUDENTS.

Population	Baseline 30-Unit Milestone Rate	2015-2016	2017-2018	
Under-prepared	**60.6%**	**61%**	**62%**	**Re- evaluate the targets annually**
Hispanic	**60.3%**	**60.8%**	**62%**	

C. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills (Math or English) course compared to the number of those students who complete such a final course.

1.   Overview

Indicator C addressing ESL and Basic Skills Success is defined as "Students who started below transfer level in English, Mathematics, and/or ESL and completed a college level course in the same subject".

A cohort of student who attempted a Remedial course is tracked to determine whether they successfully completed a college-level course within six years. There were five cohort groups selected for this report which consisted of the following years: 2003-2004 thru 2008-2009, 2004-2005 thru 2009-2010, 2005-2006 thru 2010-2011, 2006-2007 thru 2011-2012, and 2007-2008 thru 2012-2013.

2.   Campus Based Research/Data Analysis Findings

Although this indicator groups ESL and remedial math and English in one indicator and some of the conclusions and activities are similar, the fact that the data represented significant differences in success and differing groups disproportionately impacted in each of the class series, this section has been split into the sub-groups of English, ESL and Math. Based upon examination of the data the following conclusions were made:

Indicator C: Remedial English

Although males, some age groups and some ethnicities complete remedial English at lower rates than others there is an overall low rate of success in all remedial English which sets the bar for comparison very low. The data indicates many students are *unsuccessful* in completing their remedial English course work. The current annual trend for individual English course success has improved which provides some indication that interventions may be working, however, this scorecard metric looks at success in remedial English as indicated by completion of a transfer level English course.

Remedial English Gender

Based on our examination of the data using the Proportionality Index (PI) for Indicator C: Remedial English by Gender, we found the following:

Among the students tracked within the five cohort groups, males have been disproportionately impacted. The male focal group showed evidence of ongoing disproportionate impact worth further exploration and identification. Males experienced disproportionate impact in three of the five cohort groups tracked. The Proportionality Index scores for male students ranged from .85 at its lowest to .87 at its highest.

Although disproportionate impact was not indicated for the female focal group using both the 80-Percent Index and the Proportionality Index (PI) as measurement tools, the completion rates for both genders is unacceptable low for Bakersfield College students. The average success rate for female students with for the combined five-year cohort was 32.1%. For male students, who have been identified as being a disproportionately impacted group, had an average success rate over the five-year cohort groups tracked

of 26.8%. The data indicates that roughly 73% of males and 67% of females are unsuccessful in completing their remedial English course. See the data appendix.

Remedial English Age

Based on our examination of the data using the Proportionality Index (PI) for Indicator C: Remedial English by Age, we found the following:

Among the students tracked within the five cohort groups, the group/groups experiencing disproportional impact are students 20 to 24, 25 to 39, and 40 and older students. Two age groups, 20-24 and 40 and older students, showed evidence of ongoing disproportionate impact worth further exploration.

 Both of these two age groups have experienced consistent disproportionate impact each year within the five-year cohort group tracked. See the data appendix.

The combined success rates for completion by 20 to 24 year olds tracked in this cohort averaged 25.4% with the lowest success rate being 24.0% in the 2003-2004 and its highest being 26.7% in both 2003-2004 and the 2006-2007 cohorts. Of each of the five cohort groups being tracked that means roughly 73%-76% are being unsuccessful in the completion of their remedial English courses. For students in the 40-older focal group successful completion among the combined cohorts averaged 20.4% with the lowest success rate being 14.0% in 2005-2006 to the highest being 25.4% in 2007-2008. Of each of the five cohort groups being tracked that means that 74%-86% of the students are unsuccessful in the completion of their remedial English courses. The pipeline graphic below displays the impact of remedial English in the 40 and over age group.

Proportionality Index	ServArea vs. Student Pop	Course Success	Remedial Progress		Persistence (1st 3 Terms)	30-Unit Milestone	Degree/Cert Completion	Transfer Prepared	Transfer
			English	Math					
19 or Younger	4.66	0.96	1.09	1.06	1.02	1.03	1.03	1.09	1.10
20 to 24	2.76	0.97	0.85	0.99	0.87	0.84	0.75	0.55	0.58
25 to 39	0.81	1.07	0.93	0.95	0.97	0.94	0.90	0.61	0.51
40 or Older	0.23	1.09	0.68	0.74	0.98	0.89	1.12	0.64	0.57

* The group was too small to have meaningful results.

Remedial English by Race/Ethnicity

Based on our examination of the data using the 80-Percent Index for Indicator C: Remedial English for Race/Ethnicity, we found the following:

Among the students tracked within the five cohort groups, every individual race/ethnicity group experienced some negative impact across the five-year period. There were five groups that showed evidence of impact worth further exploration. Hispanic students experienced 5 continuous years of low success. The other groups were so small or had missing data that require further investigation.

American Indian students only have data points for two of the five years of this study due to small sample sizes. African American we disproportionately impacted and Hispanic students were the second lowest successful group all five years. See the data appendix

Indicator C – Remedial English by Race/Ethnicity

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	7.9%	3.1%	0.39	8.2%	4.5%	0.55	7.7%	5.8%	0.76	6.1%	3.8%	0.61	7.5%	4.1%	0.55	7.5%	4.3%	0.57
American Indian	1.4%	1.6%	1.12				1.5%	2.0%	1.31				1.9%	2.6%	1.34	1.4%	1.3%	0.93
Asian	2.6%	3.1%	1.20	2.6%	4.0%	1.53	2.2%	3.6%	1.59	2.3%	3.6%	1.56	2.4%	2.8%	1.17	2.3%	3.4%	1.44
Filipino	3.3%	5.6%	1.68	3.2%	5.8%	1.78	3.2%	5.7%	1.77	3.4%	3.8%	1.12	2.4%	2.8%	1.17	3.1%	4.7%	1.52
Hispanic	47.5%	43.7%	0.92	49.8%	43.2%	0.87	51.8%	45.6%	0.88	51.3%	48.3%	0.94	48.4%	43.4%	0.90	49.8%	44.9%	0.90
Pacific Islander																0.4%	0.4%	1.04
Unknown	1.9%	2.4%	1.26	2.3%	1.9%	0.80	3.0%	3.0%	1.01	3.6%	3.9%	1.09	7.4%	8.4%	1.13	3.6%	3.9%	1.08
White	34.9%	40.2%	1.15	32.2%	39.4%	1.23	30.2%	33.9%	1.12	31.6%	35.6%	1.13	30.2%	36.7%	1.22	31.8%	37.1%	1.17

Remedial English by DSPS Status

Based on our examination of the data using the Proportionality Index (PI) for Indicator C: Remedial English for DSPS Status, we found the following:

Among the students tracked within the five-cohort group, students who filed for DSPS status were disproportional impacted in each of the five years studied. DSPS students showed evidence of ongoing disproportionate impact worth further exploration and research. Success rates of completion for DSPS students ranged from 15.8% at its lowest in 2005-2006 to 29.6% at its highest in 2007-2008. The combined cohort average for successful completion of remedial English for DSPS students was 21.5%. See the data appendix.

Remedial English DSPS and Economically Disadvantaged

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 25.0%	Success Rate	80% of Top Rate: 24.2%	Success Rate	80% of Top Rate: 24.4%	Success Rate	80% of Top Rate: 24.4%	Success Rate	80% of Top Rate: 24.4%	Success Rate	80% of Top Rate: 24.5%
No	31.3%	ok	30.3%	ok	30.5%	ok	30.5%	ok	30.5%	ok	30.6%	ok
Yes (DSPS)	22.0%	low	22.2%	low	15.8%	low	20.4%	low	29.6%	ok	21.5%	low
Grand Total	30.5%	ok	29.6%	ok	29.3%	ok	29.8%	ok	30.5%	ok	29.9%	ok

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 29.2%	Success Rate	80% of Top Rate: 30.2%	Success Rate	80% of Top Rate: 27.3%	Success Rate	80% of Top Rate: 28.5%	Success Rate	80% of Top Rate: 28.2%	Success Rate	80% of Top Rate: 28.6%
No	36.5%	ok	37.8%	ok	34.2%	ok	35.6%	ok	35.2%	ok	35.8%	ok
Yes (Econ Disadv.)	26.8%	low	25.4%	low	26.5%	low	26.3%	low	27.9%	low	26.6%	low
Grand Total	30.5%	ok	29.6%	low	29.3%	ok	29.8%	ok	30.5%	ok	29.9%	ok

Remedial English by Economically Disadvantaged Status

Based on our examination of the data using both the 80-Percent Index and the Proportionality Index (PI) for Indicator C: Remedial English by Economically Disadvantaged Status, we found the following:

Among the two designations for Economically Disadvantaged Status, students who were identified as Economically Disadvantaged experienced disproportional impact, in each of the five years students were tracked. The evidence supporting this ongoing disproportionate impact is worth further exploration and research, particularly since it is a new metric that represents a large number of our students.

Success rates of completion for Economically Disadvantaged students ranged from 25.4% at its lowest in 2004-2005 to 27.9% at its highest in 2007-2008. The combined cohort average for successful completion of remedial English for Economically Disadvantaged students was 26.6%. Although the students who did not identify as Economically Disadvantaged were not disproportionately impacted, the success rate of 35.8% is unacceptable. See the data appendix.

Indicator C: Remedial ESL

Although disproportionate impact over the five-year cohort was not evident in numerous groups, The data indicates that overall the success rate in ESL is 31.1% for cohorts over 6 years, which means that nearly 69% of the students placing in remedial ESL are *unsuccessful* in completing the pathway.

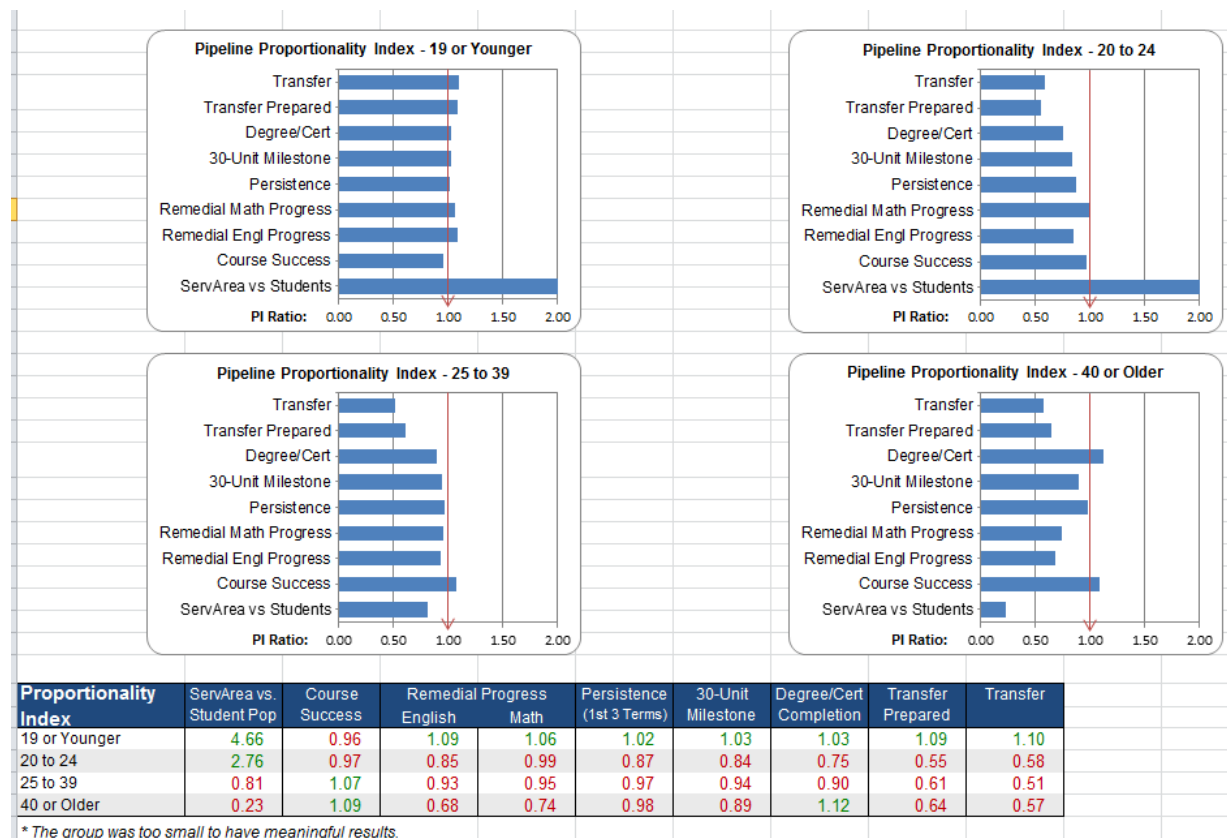| Remedial ESL	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	314	34.4%	398	27.9%	377	31.6%	350	32.6%	402	31.1%
Female	216	38.4%	280	31.8%	244	33.6%	226	35.4%	252	34.5%
Male	98	25.5%	117	18.8%	133	27.8%	123	26.8%	146	25.3%
< 20 years old	117	38.5%	148	29.7%	170	30.0%	158	33.5%	199	29.6%
20 to 24 years old	85	34.1%	106	25.5%	100	33.0%	86	37.2%	88	29.5%
25 to 39 years old	80	35.0%	97	33.0%	77	33.8%	67	26.9%	80	37.5%
40+ years old	32	18.8%	47	17.0%	30	30.0%	39	28.2%	35	28.6%
African American	1 to 9	25.0%	13	7.7%	1 to 9	20.0%	1 to 9	0.0%	1 to 9	50.0%
American Indian	1 to 9	0.0%	1 to 9	0.0%	0	N/A	1 to 9	0.0%	1 to 9	0.0%
Asian	25	44.0%	38	50.0%	48	52.1%	44	47.7%	46	58.7%
Filipino	12	50.0%	26	30.8%	20	40.0%	26	34.6%	17	41.2%
Hispanic	266	33.5%	297	25.6%	288	28.1%	242	30.2%	283	26.9%
Pacific Islander	0	N/A	0	N/A	1 to 9	0.0%	0	N/A	1 to 9	50.0%
White	1 to 9	20.0%	16	43.8%	13	30.8%	18	44.4%	15	13.3%

Remedial ESL by Gender

Based on our examination of the data using the Proportionality Index (PI) for Indicator C Remedial ESL by Gender, we found that among the students tracked within the five cohort groups, males are less successful and disproportionately impacted three of the five years tracked. The Proportionality Index for males ranged from .67 at its lowest to .88 at its highest. Success rates for males students in the combined cohort was 25.0%. Which means on average across the five years studied, roughly 75% of the male students were unsuccessful in completing their remedial ESL course.

Although disproportionate impact was not indicated for the female focal group using both the 80-Percent Index and the Proportionality Index (PI) as measurement tools, the completion rates for both genders is unacceptable low for Bakersfield College students. The average success rate for female students with for the combined five-year cohort was 34.6%. The data indicates that roughly 65% of female students were unsuccessful in completing their remedial ESL courses. See the data appendix.

Remedial ESL by Age

Based on our examination of the data using the 80-Percent Index for Indicator C Remedial ESL by age, we found that among the students tracked within the five cohort groups 40 year olds and older were disproportionately impacted. See the data appendix.

Remedial ESL by Race/Ethnicity

Based on our examination of the data using the 80-Percent Index for Indicator C Remedial ESL by race/ethnicity we found the following:

Among the students tracked within the five cohort groups, three groups experiencing reduced success were Hispanic students, Unknown students, and White students, but none reached to the level of disproportionate impact. The ARCC Student Success Scorecard Data for Remedial ESL by Race/Ethnicity of the cohorts tracked over the five years show all groups moving around the average and trending down over 5 years. The success rates for the student group "Unknown" are affected by the lack of adequate data. See the data appendix.

Remedial ESL by DSPS Status

Based on our examination of the data from both the Proportionality Index (PI) and the 80-Percent Index for ESL by DSPS Status, we found students who filed for DSPS status were disproportionately impacted. However the data may be skewed due to the small cohort sizes and further study needs to be done. See the data appendix.

Remedial ESL by Economically Disadvantaged

The data shows that the Economically Disadvantaged students were less successful each of the 5 years tracked, but did not have disproportionate impact. For three of the five years students were tracked, Economically Disadvantaged students were disproportionate impacted. Success rates for Economically Disadvantaged students ranged from 25.4% at its lowest in 2004-2005 to 27.9% at its highest in 2012-2013 with a trend toward improvement. See the data appendix.

Remedial Math by Gender

Remedial Math by Gender

Based on our examination of the data using the Proportionality Index (PI) for Indicator C Remedial Math by Gender, we found among the students tracked within the five cohort groups, males experienced disproportional impact in 2009-2010. Despite the fact that neither the 80-Percent Index nor the Proportionality Index (PI) identified significant trends in disproportionate impact, the base tables of ARCC Student Success Scorecard Data reveal low success rates for both female and male students in the remedial math courses. The combined cohort average for females who successfully completed their Remedial Math class was 22.5% while males were only successful 22.1% across the five-year cohorts studied. Based on this data roughly 77% of students, regardless of gender did not successfully complete their remedial math course. See the data appendix.

Remedial Math by Age

Based on our examination of the data using the Proportionality Index (PI) for Indicator C Remedial Math by Age, we found that disproportional impact was evident in students 40 and older. This group showed evidence of ongoing disproportionate impact in four of the five years studied. These returning students have special needs in math worth further exploration and identification. However, the overall success rate for all age groups is very low and unacceptable. See the data appendix.

Remedial Math by Race/Ethnicity

Based on our examination of the data using the 80-Percent Index for Indicator C Remedial Math by Race/Ethnicity we found that every race/ethnicity group experienced poor success rates at some time across the five-year period. However, the African American students are disproportionately impacted succeed at half the average rate.

2014 BC Student Success Scorecard Remedial Math				
Revision Date: 5/9/2014 CCCCO Scorecard Data				
Remedial Math	2003-04 Cohort Rate	2004-05 Cohort Rate	2005-06 Cohort Rate	2006-07 Cohort Rate	2007 -08 Cohort Rate
Average of All	20.2%	22.9%	23.7%	24.1%	21.4%
African American	7.1%	11.0%	17.2%	12.9%	12.5%
Asian	42.4%	29.4%	47.5%	30.8%	45.2%
Filipino	27.7%	17.6%	27.7%	21.8%	30.0%
Hispanic	18.8%	22.6%	22.9%	23.9%	20.6%
White	23.5%	25.6%	26.3%	24.3%	22.1%

2014 BC Student Success Scorecard Remedial Math
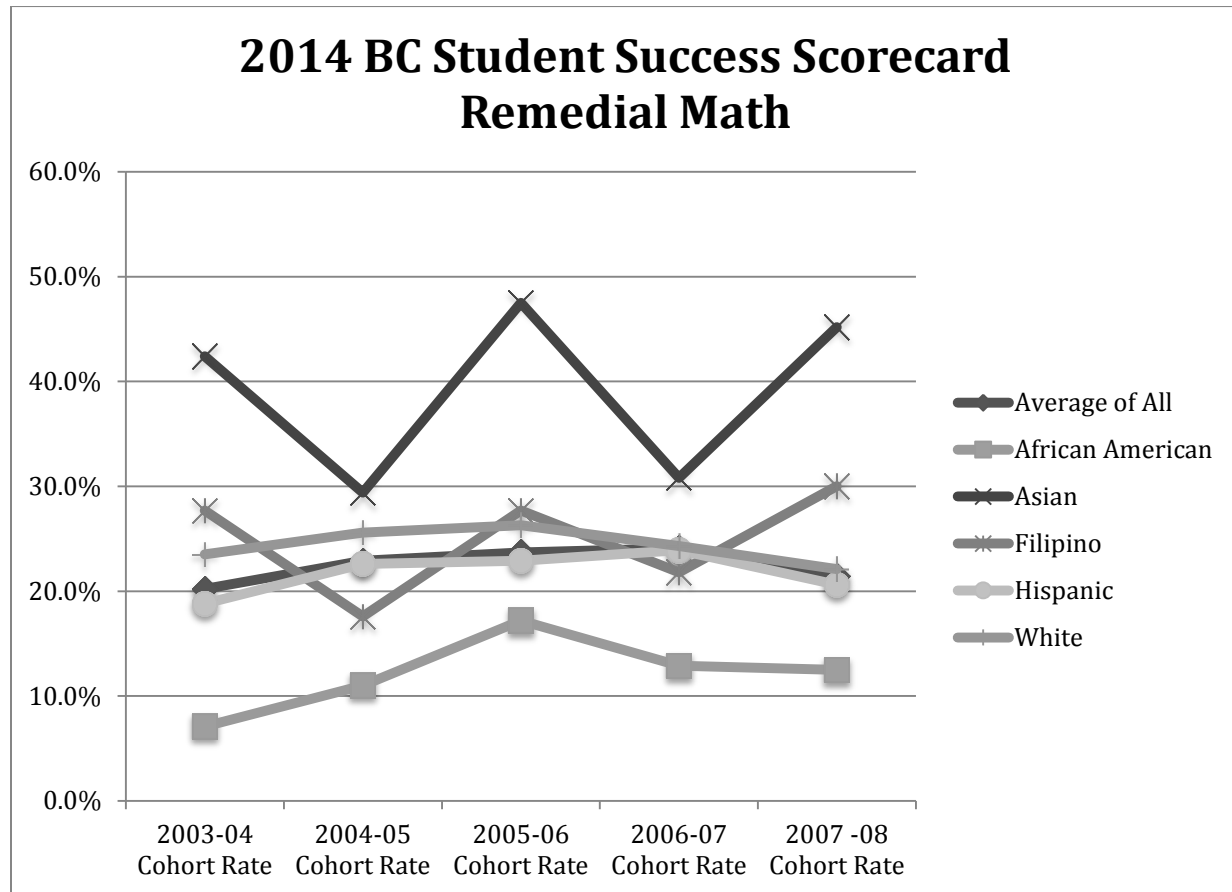
These are alarming success rates with roughly 61%-87% of all students *unsuccessful* in the completion of their remedial math courses at Bakersfield College over this five-year period. See the data appendix.

Remedial Math by DSPS Status

Based on our examination of the data using the Proportionality Index (PI) and the 80-Percent Index for Indicator C Remedial Math by DSPS Status, we found that students who filed for DSPS status were less successful but not disproportional impacted Roughly 77% - 80% of Bakersfield College students despite the DSPS status are not successfully completing their remedial math courses. See the data appendix.

Remedial Math by Economically Disadvantaged Status

Based on our examination of the data using the Proportionality Index (PI) and the 80-Percent Index for Indicator C Remedial Math by DSPS Status, we found that among the students identified as Economically Disadvantaged there was no disproportionate impact. Roughly 75% - 78% of students regardless of Economically Disadvantaged Status did not successfully complete their remedial math course. See the data appendix.

GOALS AND ACTIVITIES

C.   STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"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 to the number of those students who complete such a final course"

GOALS

1. Increase remedial English cohort success for students over 40, African American, DSPS and Economically Disadvantaged beginning with 2013-14 cohort.
2. Increase ESL cohort success for students over 40, African American, DSPS and Economically Disadvantaged beginning with 2013-14 cohort.
3. Increase remedial Math cohort success for African American, students over 40, DSPS and Economically Disadvantaged beginning with 2013-14 cohort.
4. Research Math success for students over 40, and DSPS beginning with 2013-14 cohort
5. Evaluate work in assessment testing, placement and course alignment with high schools.

OBJECTIVES

✓ Identify and address barriers that affect successful course completion in ESL, English and Math, Basic Skills courses particularly among the disproportionately impacted groups.

✓ Increase completion of remedial English by placement improvement, curricular changes and adequate support services.

✓ Increase completion of remedial Math by placement improvement, curricular changes and adequate support services.

✓ Evaluate work in assessment testing, placement and course alignment at high schools.

✓ Evaluate and scale-up Student Success lab, Math Lab, Writing Center, SI, and accelerated and compressed curriculum.

✓ Explore summer bridge to improve completion in remedial English, ESL and Math

ACTIVITIES	Person Responsible
Concerted professional development for all faculty and staff addressing: • African American student needs • Interventions for students with insufficient academic progress • SARs-ALERT Early Intervention System.	Dean of Student Success and Professional Development Committee
Identify and address barriers related to ESL, remedial English and Math particularly among disproportionately impacted groups.	Dean of Student Success and ACDV Chair
Evaluate work in assessment testing, placement and course alignment at high schools.	Research Analyst Equity and Inclusion and Dean of Student Success
Evaluate and scale-up Student Success lab, Writing Center, SI, and accelerated and compressed curriculum.	Dean of Student Success

Explore summer bridge to improve completion in English, ESL and Math.	Dean of Student Success and Director of Equity and Inclusion
Leverage at-risk interventions, individualized contact and intrusive support in Academic Development (ACDV), AAMP, ASTEP and MIH.	ACDV Department Chair and Director of Equity and Inclusion

TARGETS:

➤ Increase African American Remedial English Success that is currently at 16.7%, DSPS student success currently averaging about 21.5% and Economically Disadvantaged students currently averaging about 27% beginning with the 2013-14 6-year cohort by 0.5% per cohort outcome.

➤ Increase ESL cohort success for all ESL students from 31.1% to 32% in 2015-16 and 32.5% in 2017-18 and increase DSPS students ESL rates from 21.5% to 22% in 2015-16 and 22.5% in 2017-18.

➤ Increase Remedial Math success in African American students from 12.5% to 13% in 2015-16 and 13.5% in 2017-18.

➤ Increase overall Remedial Math success from 21.4% to 21.9% in 2015-16 and 23% in 2017-18.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

Although Males, some age groups and some ethnicities complete remedial English at lower rates than others there is an overall low rate of success in all remedial English which sets the bar for comparison very low. The data indicates that roughly 73% of males and 67% of females are *unsuccessful* in completing their remedial English course work. Current annual English course success has improved which provides some indication that interventions may be working.

Two age groups, 20-24 and 40 and older students, showed evidence of low success rates worthy of further exploration. However, the 40 and older were disproportionally impacted. Among groups disaggregated by ethnicity, the lowest success rates were among African Americans with Hispanic students the second lowest group. Students in DSPS and those Economically Disadvantaged experienced disproportionate impact compared to students who were not identified as DSPS or Economically Disadvantaged.

DATA ANALYSIS AND FINDINGS

2014 Bakersfield College Student Success Scorecard Remedial English		
Revision Date: 5/9/2014 Scorecard		
Remedial English		**2007-2008**
	Cohort Size	Cohort Rate
All	2,313	30.5%
Female	1,345	33.4%
Male	964	26.5%
< 20 years old	1,452	32.9%
20 to 24 years old	435	25.5%
25 to 39 years old	304	28.3%
40+ years old	122	25.4%
African American	174	16.7%
American Indian	37	21.6%*
Asian	44	40.9%
Filipino	56	35.7%
Hispanic	1,120	27.3%
Pacific Islander	13	46.2%*
White	698	37.1%

PRIMARY RESOURCES (SEE SECTION III)

- **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**

ACTIVITIES

Identify and address barriers related to remedial English particularly among disproportionately impacted groups.

Evaluate work in assessment testing, placement and course alignment at high schools.

Evaluate and scale-up Student Success lab, , Writing Center, SI, and accelerated and compressed curriculum.

Explore summer bridge to improve completion in English.

Objectives:
Increase completion of remedial English by placement improvement, curricular changes and adequate support services.

Develop summer bridge to improve completion in remedial English success.

Goals:
Increase remedial English cohort success for students over 40, African American, DSPS and Economically Disadvantaged beginning with 2013-14 cohort.

TARGET – INCREASE REMEDIAL ENGLISH COHORT SUCCESS IN AFRICAN AMERICAN, DSPS AND ECON. DISADVANTAGED GROUPS.

POPULATION	BASELINE SUCCESS RATE	2013-14 COHORT	2014-2015 COHORT	
African American	**16.7%**	**17.3%**	**17.8%**	**Cohort data requires 6 years to mature; check in annually.**
DSPS	**21.5% (5 year average)**	**22%**	**22.5%**	
Econ. Disadvantaged	**26.6% (5 year average)**	**27%**	**27.5%**	
40 years and older	**25.4%**	**25.9%**	**26.4%**	

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:
Although disproportionate impact over the five-year cohort was not evident among many disaggregated groups, the data indicates that the overall success rate in ESL is 31.1% for the 5-year cohort. Nearly 69% of the students placing in remedial ESL are *unsuccessful* in completing that pathway.

Males and students 40 and older appear to be disproportionately impacted in ESL completion. When disaggregated by ethnicity although Hispanic, Unknown and White students were less successful that the average, none were below the 80% disproportionate impact line. The same is true of Economically Disadvantaged, there were low success rates but no disproportionate impact.

Finally, DSPS students were disproportionately impacted.

DATA ANALYSIS AND FINDINGS

2014 Bakersfield College Student Success Scorecard ESL		
Revision Date: 5/9/2014 CCCCO Scorecard		
ESL	2007-2008	
Group	Cohort Size	Cohort Rate
All	402	31.1%
Female	252	34.5%
Male	146	25.3%
< 20 years old	199	29.6%
20 to 24 years old	88	29.5%
25 to 39 years old	80	37.5%
40+ years old	35	28.6%
African American	1 to 9	50.0%
American Indian	1 to 9	0.0%
Asian	46	58.7%
Filipino	17	41.2%
Hispanic	283	26.9%
Pacific Islander	1 to 9	50.0%
White	15	13.3%

PRIMARY RESOURCES (SEE SECTION III)

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

ACTIVITIES

Identify and address barriers related to basic skills and ESL particularly among disproportionately impacted groups.

Evaluate work in assessment testing, placement and course alignment at high schools.

Evaluate and scale-up Student Success lab, Writing Center, SI, and accelerated and compressed curriculum.

Develop summer bridge to improve completion in ESL.

Objectives:
Increase completion of ESL by placement improvement, curricular changes and adequate support services.

Explore summer bridge to improve completion in ESL.

Goals:
Increase ESL cohort success for students over 40, African American, DSPS and Economically Disadvantaged beginning with 2013-14 cohort.

TARGET – INCREASE ESL COHORT SUCCESS FOR ALL ESL STUDENTS AND FOR DSPS STUDENTS .

POPULATION	BASELINE SUCCESS RATE	2015-2016	2017-2018	
DSPS	21.5%	22%	22.5%	Re- evaluate the target annually
Overall ESL Success	31.1%	32%	32.5	

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

Math has the lowest success rate of all Basic Skills disciplines with an average success rate of only 21.4 %. This is a serious situation because math is a graduation requirement and a gatekeeper that represents a barrier for all students in this study regardless of how the data are disaggregated.

However, the African American students are disproportionately impacted succeed at half the average rate or 12.5%..

There was no disproportionate impact regarding remedial math success by gender, but the overall success rate was very low for both males and females.

DATA ANALYSIS AND FINDINGS

2014 BC Student Success Scorecard Remedial Math

PRIMARY RESOURCES (SEE SECTION III)

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

ACTIVITIES

Identify and address barriers related to basic skills and ESL particularly among disproportionately impacted groups.

Evaluate work in assessment testing, placement and course alignment at high schools.

Evaluate and scale-up Student Success lab, Math Lab, SI, and accelerated and compressed curriculum.

Develop summer bridge to improve completion in remedial Math.

Objectives:
Increase completion of remedial Math by placement improvement, curricular changes and adequate support services.

Explore summer bridge to improve completion in Math.

Goals:
Increase remedial Math cohort success for African American students over 40, , DSPS and Economically Disadvantaged beginning with 2013-14 cohort

Research remedial Math success for students over 40 and DSPS students/

TARGET – INCREASE REMEDIAL MATH SUCCESS IN AFRICAN AMERICAN STUDENTS. INCREASE OVERALL REMEDIAL MATH SUCCESS RATES..				
POPULATION	BASELINE SUCCESS RATE	2015-2016	2017-2018	
African American	**12.5%**	**13%**	**13.5%**	**Re- evaluate the targets annually**
Overall	**21.4%**	**21.9%**	**23%**	

D. DEGREE and CERTIFICATE COMPLETION. 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.

Indicator D – Degree/Certificate Completion

1. Overview

First-time students who earned a degree/certificate were tracked among five cohort groups who completed six or more units and attempted any Math or English in their first three year. Many BC degree pathways were not clear or structured. Without clear pathways students are unable to get to the completion of the degree/certificate. Since April 2014 BC has worked with faculty chairs, advisors, and counselors to upload degree and certificate pathways into Degree Works. In addition, BC Curriculum Committee has redoubled efforts to complete submission of C-ID courses and Associate Degrees for Transfer. Curricular data found at the CCCCO Curriculum Inventory and "A Degree with A Guarantee" (http://adegreewithaguarantee.com/) display a large increase BC's CCCCO approved C-ID courses and ADT degrees. BC has been diligent in creating Associate Degrees for Transfer (ADT) with 21 currently approved (as of December 2014) and 106 courses approved for C-ID. BC is among the top 10% of CCCs with regards to the number of ADTs and C-ID courses approved in the state. (see tables on pages 138-139). The number of degrees and certificates awarded at BC has been increasing over the last 5 years with an increase in shorter term certificates.

2. Campus Based Research/Data Analysis Findings

Based on the examination of data for Indicator D: Degree/Certificate Completion, the following conclusions were made:

The groups experiencing disproportional impact are students age 20-24 and African American students. There are four groups of students (age 25-39, Hispanic, Asian, and DSPS) which showed low rates of degree and certificate awards that are worth further exploration. Because Hispanic students represent the majority student population at BC it is important to analyze the factors affecting their certificate and degree achievement.

Career and Technical Educational (CTE) programs were also evaluated. The students tracked consisted of those who earned a BC CTE degree/certificate [14] based upon CCC Scorecard specifications. The evaluation revealed disproportional impact among the following focal groups: age 25 to 39, 40 years or older, Males, African American and Hispanic students. It should be noted that CTE had higher success rates for DSPS and Economic Disadvantaged students. Recent data from the CCCCO indicates that some

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[14] Definition: The percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM B or C) and who achieved any of the following outcomes within six years of entry. CCCCO Scorecard specifications

of these students may be "Skills-Builders" taking a class or two for job advancement without intention to complete a degree or certificate. These groups and the reasons for reduced CTE outcomes needs to be further explored.

ASSESSMENT BY COHORTS

Gender

The Proportionality Index and 80-Percent Index indicated that there was no disproportionate impact by gender. Males may be impacted in CTE programs where the lowest rating was a Proportionality Index of .77% in 2011-12 and an All Cohorts Combined rating of .84%. Further research concerning CTE is necessary.

Age

The 80-Percent Index and Proportionality Index both indicates that 25 to 39 year olds, as well as the 40 or older students, should be followed up to see if they were seeking a CTE degree/certificate and any other issues that may need to be identified and explored.

Ethnicity

In terms of ethnicity, African Americans were disproportionately impacted with regards to gaining certificates and degrees with a Proportionality Index of .65 compared to the next lowest group (Hispanics) at .91. In CTE programs Hispanic students had the lowest proportionality Index followed by African Americans.

Indicator D: Degree/Certificate Completion by Ethnicity

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Combined
White	23	20.9	20.9	21.8	17.8	
Unknown	19.7	27.4		21.5	16.4	18.4
Hispanic	19.9	17.1	14.8	18	14.9	16.9
Filipino	24	36.1	22.5	19.8	21.5	24.6
Asian	16	23.5	19.2	19.6	22.7	20.3
American Indian		32.4	25.6			22.9
African American	12.2	13.5	11.5	11.2	11.6	12

District: Kern Community College District   College: Bakersfield College

When looking at numbers of awards by ethnicity, instead of rates, is apparent that total awards went up in the 2013-14 year, however African American awards did not increase significantly.

Number of Degree/Certificate Awarded by Ethnicity	2009-10	2010-11	2011-12	2012-13	2013-14
African American	90	71	75	78	76
American Indian	14	11	7	13	10
Asian/Filipino	108	107	98	67	76
Hispanic	670	668	816	822	922
White	566	551	481	484	511
Two or More Races	24	32	39	43	62
Unknown	38	11	10	2	2
Total	1510	1451	1526	1509	1659

DSPS Students

Disable Student Program and Service students were generally successfully in degree/certificate completion; however, in 2008-09 (0.86%) and 2010-11 (0.83%), students were disproportionately impacted. In contrast, DSPS students in CTE program were successful in all cohorts.

Economically Disadvantaged

Economic status does not appear to impact degree/certificate completion rates for students who are identified as economically disadvantaged. Student who are economically disadvantaged were also successful in achieving CTE degree/certificate.

NOTE:

In 2009, the graduation requirement increased for English and Math were increased. The new regulation may have confused students who were not officially subject to the change. Therefore, the misunderstanding or application of the new policy may have impacted student success.

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

"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"

GOALS

- o Increase the number of African Americans and 20-24 year olds achieving degrees/certificates.

OBJECTIVES

- ✓ Engage in student focus groups.
- ✓ Scale-up professional development on degree/certificate and transfer and structured curricular pathways.
- ✓ Scale-up professional development on degree/certificate and transfer and structured curricular pathways.

- ✓ Implement professional development on diversity, equity, and effective services.

- ✓ Collaborate with partners and other grants to increase degree/certificate rates.

ACTIVITIES	Person Responsible
Engage in student focus groups to obtain timely and insight to student challenges, expectation, and trends	Dean of Student Success and Director of Equity and Inclusion
Scale-up professional development that includes representatives from departments whose services include degree/certificate support to participate in the Counselor/Advisor and Transfer trainings.	Dean of Student Success, and Professional Development Committee
Implement professional development trainings to include diversity, equity, and contemporary approaches for providing effective services and links educational goals to completion, transfer and employment.	Dean of Counseling and Dean of Student Success
Collaborate with partners and other grants to increase degree/certificate rates.	Dean of Counseling and Dean of Student Success
Create a campaign to complete student ed plans by 15 units.	Dean of Counseling
Update degrees/certificates status in Degree Works each semester.	Dean of Counseling and Chair of Counseling
Meet with Counselor/Advisor and apply for graduation at 45 units.	Dean of Counseling and Dean of Student Success
Participate in Transfer Day to explore educational options.	Outreach Director and Dean of Counseling
Participate in Career Day to secure employment and Labor Market Information	Outreach Director and Dean of Counseling
Continue to create and gain approval for Associate Degrees for transfer and C-ID	Executive VP of Academic Affairs

TARGET

- ➢ Increase the degree/certificate rate among African Americans and 20-24 year olds by .1% per year over the next 5 years.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

According to the Statewide Student Success scorecard, Bakersfield College is below the state average in all cohorts for degree/certificate completion.

Regarding completion of degrees and certificates there is disproportionate impact among African American students (.65 Proportionality Index). Although Hispanic students achieve degrees and certificates at high numbers, because they are the majority population they, this still represents proportionally lower achievement (Proportionality index .91).

Among age groups 20-24 year olds are disproportionately impacted with a proportionality Index of .75.

DATA ANALYSIS AND FINDINGS

Degree/Certificate Proportionality Index by Ethnicity

Number of Degree/Certificate Awarded by Ethnicity	2009-10	2010-11	2011-12	2012-13	2013-14
African American	90	71	75	78	76
American Indian	14	11	7	13	10
Asian/Filipino	108	107	98	67	76
Hispanic	670	668	816	822	922
White	566	551	481	484	511
Two or More Races	24	32	39	43	62
Unknown	38	11	10	2	2

PRIMARY RESOURCES (SEE SECTION III)

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

ACTIVITIES

Link education goals to transfer and employment.

Campaign to complete Student Ed Plan.

Regularly update status in Degree Works.

Meet with Counselor/Advisor and apply for gradation at 45 units.

Participate in Transfer Day to explore educational options.

Participate in Career Day to secure employment and Labor Market Information.

Continue to create and gain approval for ADTs and CID

Objectives:
Engage in student focus groups.

Scale-up professional development on degree/certificate and transfer and structured curricular pathways.

Implement professional development on diversity, equity, and effective services.

Collaborate with partners and other grants to increase degree/certificate rates.

Goal:
Increase the number of African Americans and 20-24 year olds achieving degrees/certificates.

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. (SEE DATA AND DISCUSSION IN REPORT)

Population	BASELINE SUCCESS NUMBER	2015-2016	2017-2018	
African American	76	77	79	This target is iterative and re- evaluated annually.
20-24 year olds	922	931	950	

E.   TRANSFER. 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.

Indicator E – Transfer

1.   Overview

Bakersfield College
Transfer Velocity
Rate of Student Transfer to 4-year Institutions
2008-09 through 2012-13

BC Transfer Velocity	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Trendlines
6-Year Transfer Rate	**41.0%**	**40.0%**	**37.5%**	**40.6%**	**37.4%**	
Cohort	*1581*	*1756*	*1610*	*1871*	*1657*	
Transfer	*649*	*703*	*604*	*759*	*620*	
Female	41.1%	40.4%	37.0%	37.9%	36.5%	
Male	41.0%	39.4%	38.2%	44.2%	38.7%	
19 or Younger	43.8%	41.9%	40.0%	43.1%	39.5%	
20-29	25.3%	26.9%	22.5%	23.3%	20.5%	
30 or Older	28.4%	26.7%	16.7%	24.4%	31.1%	
African American	41.4%	35.1%	42.4%	34.3%	40.0%	
American Indian	*47.4%*	*40.7%*	*48.1%*	*23.5%*	*19.0%*	
Asian/ Filipino/ Pacific Isl.	44.6%	44.9%	43.9%	41.5%	48.1%	
Hispanic/ Latino	36.1%	31.6%	31.9%	36.8%	29.4%	
White	44.2%	45.8%	40.6%	45.0%	46.1%	

Among those students who are transfer prepared, African American students are the most disproportionately impacted, they are ready to transfer at half the rate of their Asian peers, the highest performing group. Hispanic students reach a higher level of transfer-prepared but are disproportionately impacted when it actually comes to transferring.

The CCCCO Scorecard aggregates degree/certificate/transfer and transfer-ready outcomes as the SPAR. Disaggregating these makes it difficult to compare to statewide averages, none-the-less looking at these larger aggregate outcomes and comparing them to the statewide rates indicates that BC is lower than the overall average for prepared students. In the graph below black line represents disproportionate impact using the 80% rule for the Prepared students 2012-13 year (80% of the highest group at BC is anything below 69 %.)

Completion Prepared Students Statewide and Bakersfield College (2007-08 cohort ending 2012-13
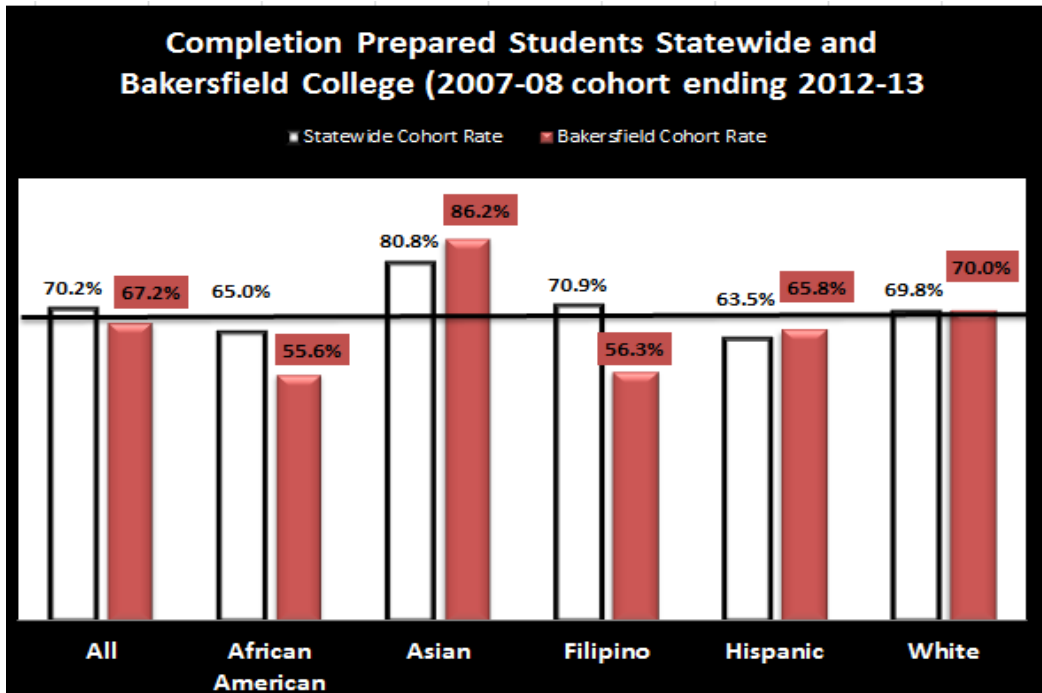
When looking at these aggregated outcomes for underprepared students by ethnicity the greatest overall impact is to African American and Hispanic Students. In the graph below the black line represents disproportionate impact based upon the 80% rule for all three aggregated higher-order outcomes (degree/certificate, transfer and transfer-ready) for the 2012-13 year. Because there is a significant difference between Hispanic students that achieve transfer-ready and then do not go on to transfer it is clear that there must be specific research to better understand the low Underprepared Hispanic student transfer rates.

Completion Unprepared Students Statewide and Bakersfield College (2007-08 cohort ending 2012-13)
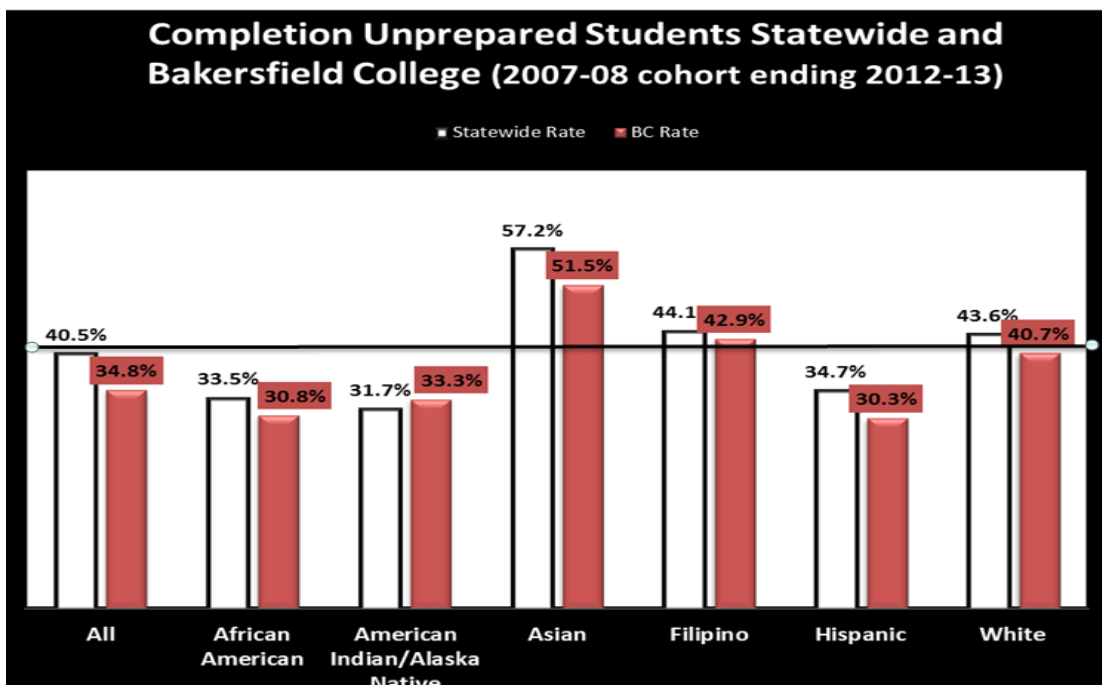
2.   Campus Based Research/Data Analysis Findings

Based on examination of the specific data for Indicator E: Transfer, the following conclusions were made:

Those students experiencing the greatest disproportionate impact are African American, transferring at about half the rate of their Asian peers, the highest performing group and baseline for comparison. Also disproportionately impacted are students with disabilities and students who are economically disadvantaged. It should be noted that students with disabilities and those who are economically disadvantaged are becoming transfer-prepared; they are just not transferring at the same rate.

Data for this indicator comes from the ARCC Student Success Scorecard. In this indicator two specific sub-groups are analyzed: Transfer-Prepared and Transferred. These sub-groups are defined as follows:

Transfer-Prepared – First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they become "Transfer Prepared" by the completion of 60 UC/CSU transferrable units with a 2.0 GPA or better.

Transferred -- First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they transfer to a four-year college.

Five cohorts have been tracked from 2003-2013 for each of these two sub-groups. Furthermore, these sub-groups are analyzed below in greater detail by gender, age, ethnicity, disability status, and economic disadvantage status.

Gender

There is no disproportionate impact based on gender, however, it should be noted that there are slightly more transfer-ready females, yet males transfer at a slightly higher rate.

Transfer-Prepared – There is no disproportionate impact based on gender, although overall females are ready at a slightly higher transfer rate than males (28.6% female versus 27.0% male). Across all cohorts females are slightly higher with the exception of the 2006-2007 cohort where males transferred at a slightly higher rate (29.1% versus 28.5%).

Transferred - There is no disproportionate impact based on gender, although overall males have a very slightly higher transfer rate than females (31.7% males versus 30.7% females). In all cohorts males are slightly higher with the exception of the 2004-2005 cohort where females transferred at a slightly higher rate (33.2% versus 32.5%).

Age

Students who enter the college as first-time 19 year-olds or younger, represent a cohort that becomes transfer-ready and transfers most successfully. Compared to this age grouping all other age-groups are significantly lower. However, without understanding the goals of the students in other age-groups we cannot make conclusions about impact or determine strategies and interventions. Are the other age groups here to transfer or do they have a shorter term degree/certificate goal? Are the other age groups working and taking relatively fewer classes, therefore missing the cohort completion rate of 6 years? Are these

students absent from cohort data because they have already attended other colleges? DO the older students transfer to colleges we do not receive data from?

Transfer-Prepared – It should be noted that the group of students who are 19 or younger are by far the largest group of students; ten times larger than the next largest group, students who are age 20-24. Students age 19 and younger are transfer ready more frequently than their older peers. *Source*: ARCC Student Success Scorecard Data.

Transferred – Students who are age 19 and younger transfer at much higher rates than other age group cohorts.

Transferred by Age

80-Percent Index

Legend: 19 or younger, 20-24, 25-39, 40 or older

X-axis: 2003-04, 2004-05, 2005-06, 2006-07, 2007-08
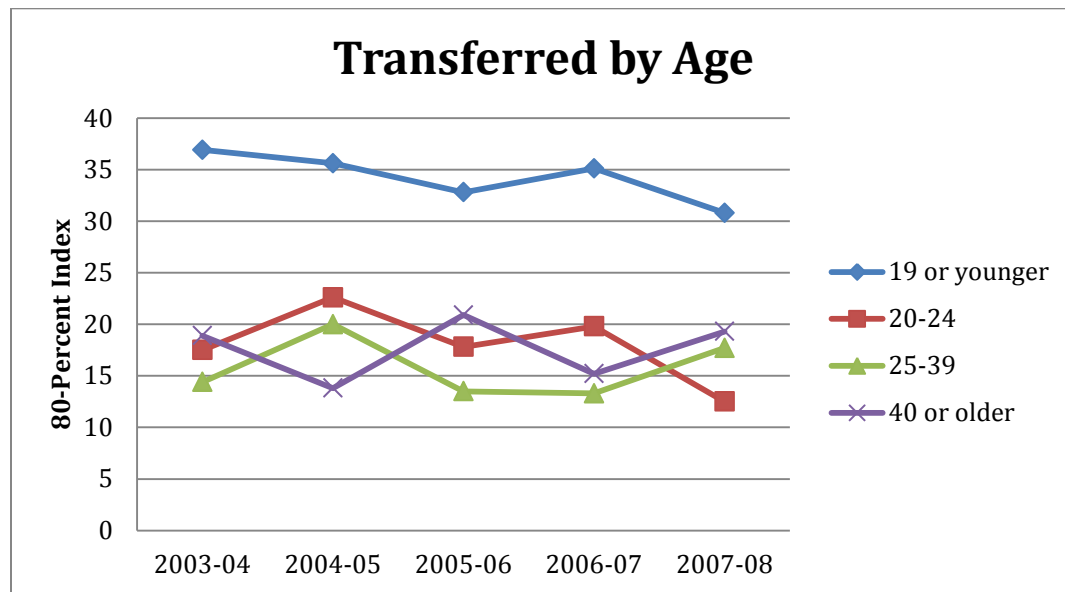
As shown in the table above, when looking at the cohorts individually, a slightly different tale is told. Students age 25 to 39 are still most frequently the age group with the lowest transfer rates. Of the students age 25-39, the cohorts who transferred the least were 2003-2004, 2005-2006 and 2006-2007. However, in the 2004-2005 cohort, students age 40 or older transferred the least, less than half of the highest performing group (age 19 or younger). In the 2007-2008 cohort, students age 20 to 24 were the least successful group, transferring only 12.5% of the time compared to 30.8% for the highest performing group. This group may have impacted by the economic downturn, but investigating the outcomes of subsequent years is important.

Ethnicity
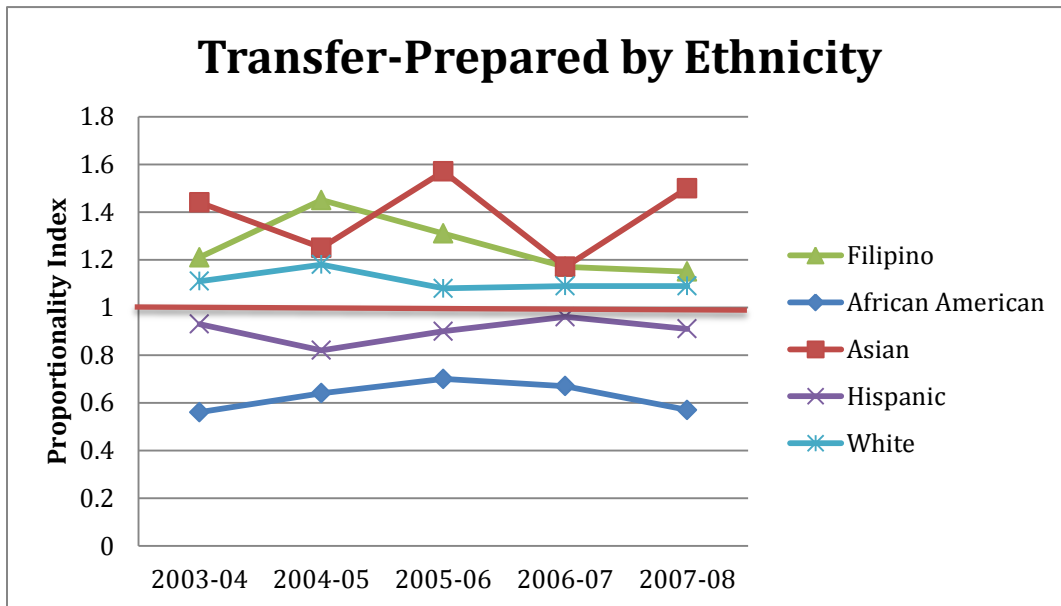
Transfer-Prepared by Ethnicity

Students who are Hispanic and African American are disproportionately impacted when it comes to being transfer ready. *Source*: ARCC Student Success Scorecard Data.

Transfer-Prepared –When looking at the 80-percent index, it appears that most ethnicities are disproportionately impacted except for Asian, Filipino and White. However, as shown in the table above, when compared to themselves using the Proportionality Index, only African American and Hispanic students are disproportionately impacted across all five cohorts. According to both indices, African Americans are the most disproportionately impacted, being transfer-ready at less than half the rate of their Asian peers (17.6% versus 38.4% respectively).
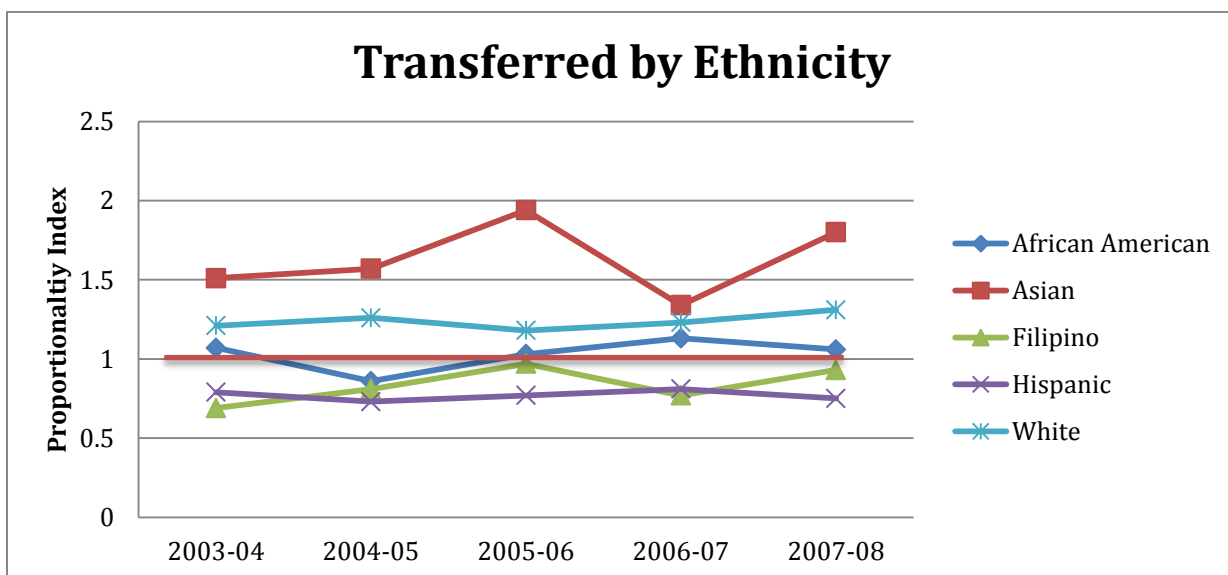
Transferred by Ethnicity

Students who are Hispanic and African American are disproportionately impacted when it comes to being transfer ready. *Source*: ARCC Student Success Scorecard Data.

Transferred - When looking at the 80-percent index related to ethnicity, it appears that all ethnicities are disproportionately impacted with the exception of students who are Asian or Pacific Islanders. However, when comparing the groups against themselves using the Proportionality Index a different story is told. According to the Proportionality Index, as shown above, only Hispanic and Filipino students are disproportionately impacted. These students tend to transfer at about half the rate (26.1% and 23.9%) of their peers who are Asian (50.5%) which is the highest performing group. This is true across all cohort years, with one exception, 2004-2005, when African American students were also disproportionately impacted.

DSPS status:

Transfer-Prepared – There is a trend of disproportionate impact among the transfer-prepared students with disabilities, but the trend is not consistent across all 5 cohorts. Students with disabilities in the 2004-2005 and 2007-2008 cohorts are not disproportionately impacted; being transfer-ready at only a slightly lower rate than their non-disabled peers.

Transferred - Students with disabilities transferred 30% to 50% less than their non-disabled peers, and as such they are disproportionately impacted. This is true across all 5 cohort years.

TRANSFER BY ECONOMICALLY DISADVANTAGED STATUS:

Transfer-Prepared –Students who are economically disadvantaged, yet transfer-prepared, do not show a trend of disproportionate impact. When looking at the 80-Percent Index students in the 2003-2004 and 2004-2005 cohorts show slight disproportionate impact, while the next three cohort years show no disproportionate impact at all. When looking at the Proportionality Index, no cohort shows disproportionate impact.

Transferred – While they are not impacted getting transfer-prepared, students who are economically disadvantaged transferred at a lower rate than their non-disadvantaged peers, and they are also disproportionately impacted. This is true across all 5 cohort years. Students who are economically disadvantaged transferred about 1/3 less than their non-disadvantaged peers.

BC Six-Year Cohort Completion by Socioeconomic Status and Preparation
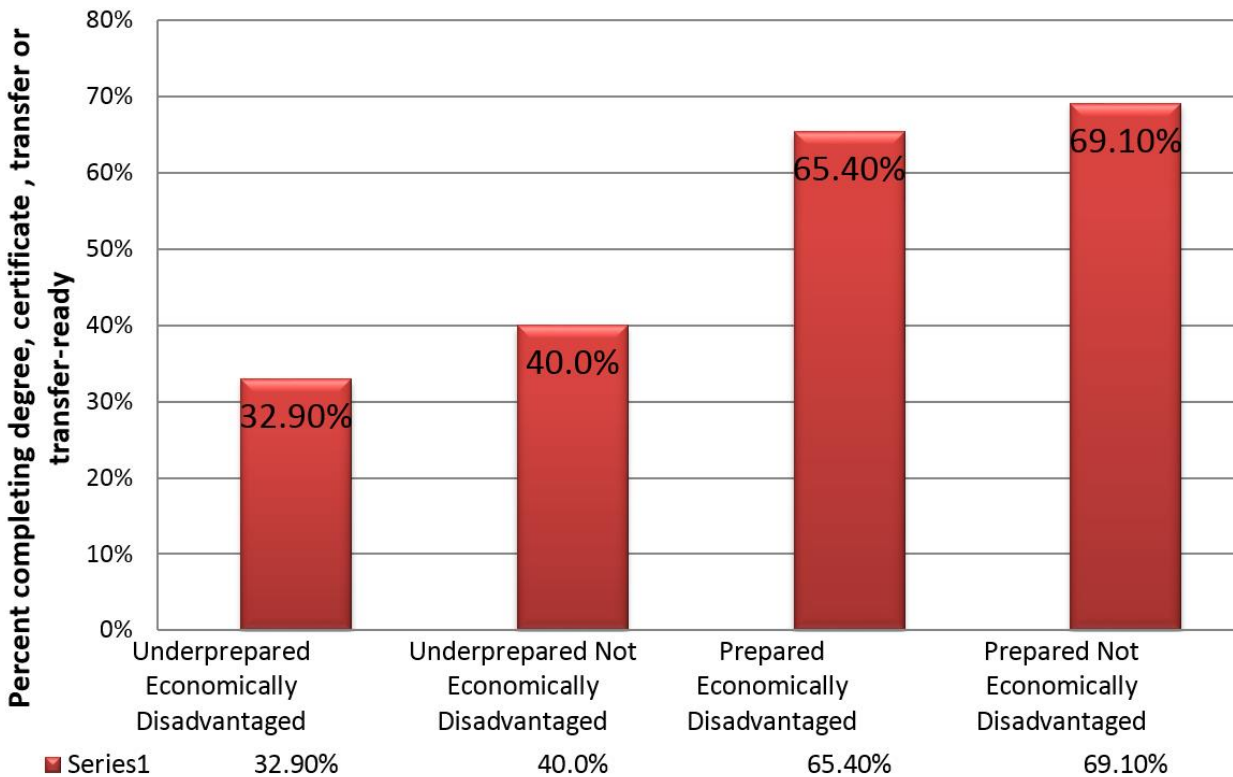
Transfer to CSU and UC

Overall transfer to CSUs and UCs has declined impacting all students' access to public education. It may be that students are going to f0r-profit, out-of-state, or other transfer options. These trends need to be investigated in order to better serve students. Clear C-ID and Associates Degrees for Transfer should facilitate better access and should be tracked over the next 5 years.

	Cohort Size Cohort Year 2002-2003	Trans Rate Cohort Year 2002-2003	Cohort Size Cohort Year 2003-2004	Trans Rate Cohort Year 2003-2004	Cohort Size Cohort Year 2004-2005	Trans Rate Cohort Year 2004-2005	Cohort Size Cohort Year 2005-2006	Trans Rate Cohort Year 2005-2006	Cohort Size Cohort Year 2006-2007	Trans Rate Cohort Year 2006-2007	Cohort Size Cohort Year 2007-2008	Trans Rate Cohort Year 2007-2008
Bakersfield Total	1784	40.1%	1581	41.0%	1756	40.0%	1610	37.5%	1871	40.6%	1657	37.4%
African-Americal	67	34.3%	58	41.4%	77	35.1%	66	42.4%	67	34.3%	55	40.0%
American Indian,	30	50.0%	19	47.4%	27	40.7%	27	48.1%	17	23.5%	21	19.0%
Asian/ Filipino/ F	158	50.6%	121	44.6%	136	44.9%	155	43.9%	159	41.5%	131	48.1%
Hispanic	650	33.5%	665	36.1%	700	31.6%	673	31.9%	807	36.8%	677	29.4%
White Non-Hispa	829	42.8%	676	44.2%	747	45.8%	640	40.6%	735	45.0%	579	46.1%
Unknown	50	48.0%	42	54.8%	69	59.4%	49	40.8%	86	44.2%	194	33.5%
Total	1784		1581		1756		1610		1871		1657	

BAKERSFIELD
COLLEGE
1913—2013

Bakersfield College
Student Transfers to CSU or UC
2004-05 through 2013-14

Academic Year	UC	% of Total	CSU	% of Total	Total	% Change Prev Yr	5 Yr % Change	10 Yr % Change
2013-14	41	6.5%	593	93.5%	634	-7.7%	-20.2%	-23.9%
2012-13	59	8.6%	628	91.4%	687	-17.3%		
2011-12	48	5.8%	783	94.2%	831	0.5%		
2010-11	65	7.9%	762	92.1%	827	4.2%		
2009-10	48	6.0%	746	94.0%	794	-1.4%		
2008-09	55	6.8%	750	93.2%	805	-8.6%		
2007-08	66	7.5%	815	92.5%	881	-0.1%		
2006-07	58	6.6%	824	93.4%	882	7.2%		
2005-06	68	8.3%	755	91.7%	823	-1.2%		
2004-05	64	7.7%	769	92.3%	833	-		

Bakersfield College Transfers

E.   STUDENT SUCCESS INDICATOR FOR TRANSFER

"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"

GOALS

1. Increase the transfer preparedness rates among Hispanic, African American and students over age 19 to fall the highest performing group (HPG) within the next four (4) years. Specific targets will be created in year one of implementation.

2. Increase the transfer success rates among Hispanic, Filipino and students over age 19 to fall within the highest performing group (HPG) within the next four (4) years. Specific targets will be created in year one of implementation.

OBJECTIVES

✓ Increase transfer among disproportionately impacted groups.

✓ Increase transfers to public institutions e.g. CSUs and UCs.

✓ Streamline transfer pathways and curricular alignment.

ACTIVITIES

ACTIVITIES	Person Responsible
Increase the use of all transfer center resources and activities particularly for African American and Hispanic students.	Outreach Director and in conjunctions with Director Equity and Inclusion and Dean of Counseling
Introduce Parent Orientation and community education efforts on transfer using Equity TV as a tool.	Outreach Director in conjunction with Director of Equity and Inclusion
Identify issues affecting Hispanic students that are transfer-ready but appear not to transfer.	Director of Equity and Inclusion
Scale-up efforts to streamline CSU and UC transfer with specific attention to Hispanic student majors and pathways.	Director of Equity and Inclusion

TARGETS:

➢ Increase total number of transfers (which will affect the Hispanic student majority the most) by 1% annually.

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Transfer Center Resources

1. **Transfer Portal**: Online tab located in the Inside BC account, which provides BC students with current and accurate information about transferring to and connecting with universities.

2. **Transfer Boards**: Two locations (SS building- outside/inside). The Transfer Boards serve as Campus Community billboards to introduce, promote, and encourage transfer from BC to beyond (CSU, UC, Private U, Out of State, etc.). In many cases, these boards are the first point of contact to provide BC students with current information vital to their transfer, such as: Application dates, Deadlines, Online tools/resources to research and obtain university information, workshops held on the BC campus, University representative visits, and off campus University preview days.

3. **Transfer Table**: The Transfer Table is located inside the Counseling Center student lobby, next to the front counter/student check-in, and across from the Transfer Counselor's office. All University pamphlets, brochures, handouts, folders, and additional University promotional materials are acquired via conferences and direct requests (emails & phone calls) are displayed for students to discover new possibilities and plan for transfer. Also, Student Education Plan's (blank) are available.

4. **Transfer Tuesdays**: In order to promote and encourage a culture of transfer seeking students, the Transfer Center designated Tuesday as the identified day for all Transfer Day/Evening events on both the BC Main and Delano campuses.

5. **Transfer Day**: Two Transfer Days are held each semester, mid-day, with representatives/tables available to meet with and/or advise BC students from campuses such as CSU Bakersfield, CSU Fresno, University of LaVerne, National University, UC Merced, etc.

6. **Transfer Awareness Week**: One assigned week per semester (September and Spring-February), designed to inform, assist, and support students in their quest for transfer. Workshops provided by both BC Transfer Counselor and University representatives, including CSUB's Onsite Admission Days.

7. **Transfer Workshops**: Specific to the need of the student at each stage of his/her academic quest: "From BC to Beyond," "Strategizing Your Transfer," "A Tale of Two Universities," TAG-You're IT!" "What's New in CSU," "UC for Me!" "ABC's of Transfer," "I'm Admitted, Now What?"

8. **CSUB/BC Onsite Admission Days**: Two days designated in fall and spring, accommodating all BC students whom are eligible to transfer. CSUB Admission personnel utilize the Fireside Room in order to meet with BC students, review unofficial or official transcripts, assist with the completion of a CSU application, and provide Conditional Admissions to the University-all at BC!

9. **BC/CSUB Satellite Office**: CSUB Transfer Advisors are located inside the BC Counseling Center 3-4 days a week, accepting both walk-in students and offering students the ability to schedule appointments for transfer plans, transcripts review, and admissions.

10. **CAL Soap Making It Happen**: Onsite event at BC in February, serving 500 local high school students in Kern County, personally assisting/walking students through to the completion of the steps of matriculation: Orientation, Abbreviated Ed Plan, Advising, Assessment.

11. **Classroom presentations**. Abbreviated workshops as classroom presentations based on the topics in #7 above.

12. **Orientation**: The Transfer Center has added the transfer component (ADT's) to the Orientation, also available online.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data below indicates that Hispanic students are disproportionately impacted related to transfer, regardless of whether or not the student is considered 'transfer-prepared.' Students who are Filipino, but not considered Transfer-Prepared, are also disproportionately impacted related to transfer.

Students who are African American and considered Transfer-Prepared are also disproportionately impacted.

Overall transfer to CSUs and UCs has declined impacting all students' access to public education.

DATA ANALYSIS AND FINDINGS

Demographic Profile of Bakersfield College Transfer Students 2007-08 to 2012-13 Cohort

By Age

By Ethnicity

By Gender

By Age:
- 19 or Younger 90.6%
- 20 to 29 4.8%
- 30 or Older 4.5%

By Ethnicity:
- Hispanic 32.1%
- White 43.1%
- Other 24.8%
  - African-American 3.5%
  - American Indian 0.6%
  - Asian/Filipino/Pacific Islander 10.2%
  - Unknown 10.5%

By Gender:
- Male 44.7%
- Female 55.0%

Bakersfield College Transfers — CSU, UC

Years: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14
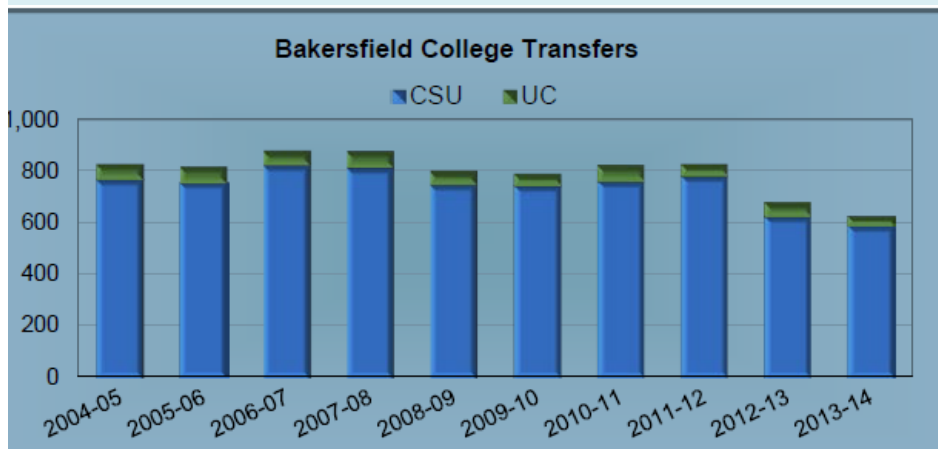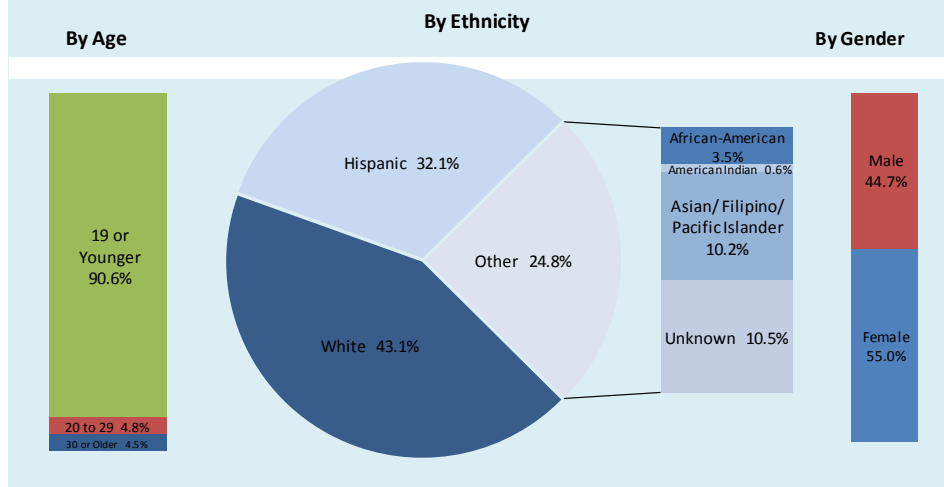
PRIMARY RESOURCES (SEE SECTION III)

- **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**

ACTIVITIES

Increase the use of all transfer center resources and activities particularly for African American and Hispanic students.

Introduce Parent Orientation and community education efforts on transfer using Equity TV as a tool.

Identify issues affecting Hispanic students that are transfer-ready but appear not to transfer.

Scale-up efforts to streamline CSU and UC transfer with specific attention to Hispanic student majors and pathways.

Objectives:

Increase transfer among disproportionately impacted groups.

Increase transfers to public institutions e.g. CSUs and UCs.

Streamline transfer pathways and curricular alignment.

Goal:

Increase total transfer numbers (which will affect the Hispanic student majority the most) by 1% annually.

TARGET – INCREASE THE NUMBER OF STUDENTS THAT TRANSFER BY 1% ANNUALLY.

POPULATION	BASELINE SUCCESS NUMBER	2015-2016	2017-2018	
Transfer to any Instituiton	1010	1020	1040	This target is iterative and re- evaluated annually.

III. Resources:

Resources to ameliorate gaps and assist disproportionately impacted students attain higher rates of success include:

- **Academic Development Department (ACDV):** provides quality developmental education in a supportive environment in critical reading, math, English and study skills.
- **Academic Senate's Equal Opportunity and Diversity Advisory Committee (EODAC):** educates and orients the college on diversity issues.
- **Accelerated and Compressed Coursework**: has been shown to create more successful pathways, particularly in basic skills sequences. BC has created accelerated and compressed sequences in ACDV, English, ESL, and Math.
- **Advising & Counseling Services:** promote student success by assisting students with matriculation steps, educational planning, career choices and strategies for navigating higher education. Advising services are also provided by EOP&S, CARE, CalWORKs, CTE, Allied Health, Athletics, STEM, MESA and the Equity and Inclusion Program.
- **African American Male Mentoring Project (AAMMP):** provides student focused activities to improve the quality of life while synchronously enhancing and advancing educational opportunities for African-American males by:
  - increasing their participation in the college experience
  - addressing retention rates
  - promoting academic productivity as well as graduation and transfer rates.
  - providing opportunities to participate in community outreach activities, mentor youth, promote accountability, and personal and professional development
- **African-American Success through Excellence and Perseverance (ASTEP):** is aimed at African-American students to undergird their academic success by drawing on their cultural heritage. ASTEP is an academic learning community encouraging students to reach their goals by:
  - offering mentoring to build meaningful connections with faculty, staff, and community leaders
  - increasing student participation in collegial activities
  - providing access to resources
  - creating opportunities for dialog on diversity, excellence and inclusion
  - expanding community connections, resources, and service-learning opportunities
  - developing leadership to build sustainable connections to community resources
  - increasing retention and perseverance
  - and organizing field trips to increase awareness.
- **Assessment and Placement**: is currently being developed to provide access online and at high school sites. Placement integrates the use of multiple measures in order to more effectively promote progress through the basic skills pathways.
- **Associates Degree for Transfer (ADT)**: provides structured pathways to transfer.
- **Athletics support:** provides matriculation support, health and welfare resources, additional tutoring, support and academic advising to athletes with the goal to complete transfer or a degree within 2 years.

- **At-Risk Interventions:** In order to meet the needs of At-Risk student populations, the Counseling, Academic Development Department, Habits of Mind and Making It Happen (MIH) developed a menu of early support services and interventions.
- **Bridge Programs:** these short on-boarding programs, tailored to specific student populations, introduce students to the campus facilities and college tools that enhance success such as:
    o Facility locations
    o Library resources
    o Bookstore practices - Identifying and selecting textbooks
    o Public Safety – Parking and safety practices
    o Using the BC website
    o Counseling resources, Career Center etc
    o Financial Aid
    o Academic skills and supports
- **California Student Opportunity and Access Program** (**CalSOAP):** BC CalSOAP students are part of a special grant project through CSUB where students of low SES are coached by counselors-in-training through the college application process.
- **California Work Opportunity and Responsibility to Kids (CalWORKS):** serves students who participate in Kern County's welfare to work CalWORKs program through child care referrals, work-study or work experience, on the job training, advocacy, academic counseling, and referrals to other campus services.
- **Childcare:** The Child Development Center at Bakersfield College (CDC) offers students a comprehensive child development program that serves families and their children including support to assist students to achieve their chosen academic/career goals.
- **Cooperative Agencies Resources for Educations (CARE):** offers additional grants and/or services to full-time students who are single parents, AFDC recipients, and have at least one child under the age of fourteen. Participants must qualify for financial aid.
- **Critical Academic Skills (CAS) Workshops:** are free one hour workshops addressing specific academic needs by offering active learning tips and strategies to enhance students' success.
- **DegreeWORKS**: this online tool is integrated with curriculum and MIS data to allow students, faculty and staff to create online degree records, monitor progress towards a goal, audit the units necessary for completion, and create "what-if" scenarios for exploring majors. The development of comprehensive student educational plans and the portability of this tool provides visual mapping for students to complete their goals of certificates, degrees and transfer.
- **Disabled Student Programs & Services (DSP&S)** ensures equal access to educational programs and services to students with disabilities through;
    o compliance to ADA regulations and policies
    o support services and academic accommodations
    o drop-in educational advising
    o educational planning workshops
    o and summer bridge programs
- **English for Multilingual Students:** is designed to equip English learners with language skills required for academic work at the college or university level by developing:
    o critical thinking skills

- o fluency
  - o English language writing skills
- **Equity and Inclusion Program**: offers a centralized program to coordinate services through:
  - o A welcoming environment for all students
  - o integrated planning
  - o ensuring that campus resources target the BC mission related to equity
  - o educational opportunities on diversity
  - o and promoting equity goals
- **Extended Opportunity Programs and Services (EOP&S):** serves students from low-income, educationally disadvantaged backgrounds. Services include academic, career, and personal counseling, peer mentoring, financial aid advising, scholarship information, transfer assistance, grant checks and other support services.
- **Financial Aid:** helps students meet their educational expenses through several types of aid funded from federal, state and private agencies.
- **Habits of Mind (HoM):** strives to show students it's POSSIBLE at Bakersfield College. Using the acronym POSSIBLE (Persist, Organize, Strive for Excellence, Stay Involved, Innovate, Be Focused, Learn for Life, Emphasize Integrity), students are shown various tools and resources to help them succeed at Bakersfield College.
- **Hispanic Initiatives and Interventions:** Several resources are dedicated to alleviating the disproportionate impact for Hispanic populations by providing:
  - o counselors and educational advisors dedicated to completing the matriculation steps
  - o campus and community mentors called *Los Padrinos*
  - o translation services to make materials more accessible to students and family members
- **Job Placement:** provides career advising, assists students in selecting a major, job readiness workshops, job placement on-campus and off-campus, and labor market trend data.
- **LEARN@BC:** these conferences and summits bring nationally recognized speakers to BC to more efficiently and personally train the college and other nearby colleges. Conference presentations are live-streamed through webinar and provide interactive blog and twitter feeds to engage the online community and even college members that cannot get away from their assignments. Each spring a specific summit on Equity Issues occurs.
- **Making It Happen (MIH):** is a mentoring and classroom intervention program that strives to improve completion/graduation rates by helping students make full use of point-of-entry and matriculation services, with ongoing follow-up student services.
- **Math Lab**: provides open-entry/open exit math classes in arithmetic, pre-algebra, elementary algebra and intermediate algebra where students work at their own pace. This resource allows students to progress through basic skills math work
- **Math, Engineering, Science Achievement (MESA):** is a rigorous academic support program that strives to increase the number of educationally disadvantaged community college students who transfer to four-year institutions and earn a degree in math, science, engineering or computer science fields.
- **Outreach Office:** the goals of this office are to connect with and engage potential students at the high schools and other venues. The beginning steps of matriculation are accomplished through on-site and online orientations and, working with the assessment and placement departments, on-

site assessment testing and training of proctors. The outreach programs intrusively target first generation and disproportionately impacted students with engaging activities, publications, directions and energy.

- **Parent Orientation**: this new resource being developed for BC addresses the need to educate parents, particularly first generation families. The goal is to provide parents/guardians with information/tools/materials necessary to support students at BC and to develop a community-based culture of higher education.

- **Partners**: BC benefits from partnerships with the high school districts and CSUB to leverage funding and efforts in a variety of ways, for example: 1) high school proctors enable on-site assessment testing and help to guide students with abbreviated educational planning, 2) CSUB CAPP grant addresses transfer and completion, and 3) CSUB CalSOAP reaches out to lower socioeconomic high school students to connect them to college and financial aid.

- **Prerequisites**: appropriate curricular activities and analysis to place prerequisites where they are necessary contributes to subsequent course and college success. Analysis of written and quantitative learning outcomes necessary for success in the basic skills courses and for other degree applicable courses will contribute to success.

- **Professional Development Committee:** provides a college-wide vehicle to educate all faculty, staff and administrators about equity and diversity through frequent, accessible training on strategies to enhance success. The committee coordinates and supports activities to enhance job performance, professional growth, and collegiality among all members of the campus learning community and advises the President.

- **Renegade Food Pantry:** has as a main goal to help maintain the health and welfare of Bakersfield College students through organized college, community sponsorships and donations of nonperishable food items.

- **Safe Space:** creates a supportive environment for diverse students including LGBTQ.

- **SARS-Alert:** is an early alert referral system that helps promote student success and retention, enabling faculty and staff to identify students having difficulties and connect them with campus services.

- **Scholarships:** are awarded on academic achievement, community involvement or extra-curricular activities and/or financial need. Gifts and endowments from private individuals, corporations, community organizations, and other foundations fund scholarships.

- **Science Technology Engineering Math (STEM):** The STEM program provides support for students working to transfer to Bachelor's degree programs in Science, Technology, Engineering and Mathematics.

- **Student Educational Planning:** includes opportunities for students to receive information for developing abbreviated and comprehensive educational plans.

- **Student Orientation**: acquaints students with college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information (Title 5, Section 55521).

- **Student Health Center:** helps students maintain a state of optimum health, both mental and physical through emergency first aid treatment, counseling, physical consultation, and general medical and physical attention.

- **Student Success Center:** offers tutoring in reading, math, and writing; learning and study skills courses, open-entry math classes, a basic skills computer lab. Modularized educational activities through Plato identify gaps and provide curriculum to help students learn specific content and develop skills necessary for success.
- **Supplemental Instruction (SI):** Supplemental Instruction (SI): SI consists of group tutoring by a qualified peer mentor (SI Leader) for a specific course. The SI Leader attends the course along with the students to know exactly what is being assigned and models successful student behavior. The tutoring sessions promote further discussion of course concepts and encourage students to apply new strategies for learning.
- **Transfer Center:** is designed to help students throughout each step of their transfer experience by facilitating transfer events and distribution of current transfer information about colleges and universities.
- **Translation Services**: Provide important materials in the language of the student and family
- **Veterans Services:** Bakersfield College is approved as an institution of higher learning for the training of veterans and veterans' dependents entitled to educational and grants credit to veterans for specific service experience and certain educational training completed while in service.
- **Work-Study:** offers opportunities, including work on campus, for students to obtain a job.
- **Writing Center:** allows students to craft their writing in every stage of the writing process: from invention and structure to style and mechanics through.

District: Kern Community College District   College: Bakersfield College

Resources	Indicator A: Access	Indicator B: Course Completion; Persistence; 30-Unit Milestone	Indicator C: ESL and Basic Skills Completion	Indicator D: Degree and Certificate Completion	Indicator E: Transfer
Academic Development Department (ACDV)	X	X	X		
Academic Senate's Equal Opportunity and Diversity Advisory Committee (EODAC)	X	X	X	X	X
Advising & Counseling Services	X	X	X	X	X
African American Male Mentoring Project (AAMMP)	X	X	X	X	X
African American Success through Excellence and Perseverance (ASTEP)		X	X	X	X
Assessment and Placement	X	X	X	X	X
Associates Degrees for Transfer (ADT)		X	X	X	X
Athletics Support		X	X	X	X
At-Risk Interventions		X	X	X	X
Bridge Programs	X		X		
California Student Opportunity and Access Program (CalSOAP)	X			X	X
California Work Opportunity and Responsibility to Kids (CalWORKs)	X	X	X	X	X
Childcare	X	X	X	X	X
Cooperative Agencies Resources for Education (CARE)	X	X	X	X	X

District: Kern Community College District   College: Bakersfield College

Resources	Indicator A: Access	Indicator B: Course Completion; Persistence; 30-Unit Milestone	Indicator C: ESL and Basic Skills Completion	Indicator D: Degree and Certificate Completion	Indicator E: Transfer
Critical Academic Skills (CAS) Workshops		X	X	X	X
DegreeWORKS		X	X	X	X
Disabled Students Programs and Services (DSP&S)	X	X	X	X	X
English for Multilingual Students		X	X	X	X
Extended Opportunity Programs and Services (EOP&S)	X	X	X	X	X
Equity and Inclusion Program	X	X	X	X	X
Financial Aid	X	X	X	X	X
Habits of Mind (HoM)		X	X	X	X
Hispanic Initiatives and Interventions	X	X	X	X	X
Job Placement	X	X	X	X	X
LEARN@BC	X	X	X	X	X
Making It Happen (MIH):	X	X	X	X	X
Math Lab			X	X	X
Math, Engineering, Science Achievement (MESA)	X	X	X	X	X
Outreach Office	X			X	X
Parent Orientation	X	X	X	X	X
Partners (high schools and CSUB)	X		X	X	X
Prerequisites		X	X	X	X

District: Kern Community College District   College: Bakersfield College

Resources	Indicator A: Access	Indicator B: Course Completion; Persistence; 30-Unit Milestone	Indicator C: ESL and Basic Skills Completion	Indicator D: Degree and Certificate Completion	Indicator E: Transfer
Professional Development	X	X	X	X	X
Renegade Food Pantry:	X	X	X	X	X
Safe Space		X	X	X	X
SARS ALERT		X	X	X	X
Scholarships	X	X	X	X	X
Science Technology Engineering and Math (STEM)	X	X	X	X	
Student Educational Planning	X	X	X	X	X
Student orientation	X	X	X	X	X
Student Health Center		X	X	X	
Student Success Center	X	X	X	X	X
Supplemental Instruction (SI)		X	X	X	X
Transfer Center		X	X	X	X
Translation Services	X	X	X	X	X
Veterans Services	X	X	X	X	X
Work-Study (Employment)	X	X	X	X	X
Writing Center		X	X	X	X

Budget

District :_____ **College** :_____

IV. Budget:

Bakersfield College is allocated $1,005,000 to implement the Student Equity and address the significantly disproportionately impacted groups identified in the plan.

BUDGET

List sources of funding for activities in the plan. Because an institution-wide response to student equity is appropriate, all institutional funds can be viewed as resources for student equity (title 5 §54220(a)(4)). The budget should link to the goals and the evaluation sections of these guidelines. If separate Student Equity funding becomes available, colleges will be notified at a later date.

Position or Activity	BSI % of Salary	RP ***		EQUITY PLAN: RP382 % of Salary	RP 382		SSSP: RP302 % of Salary	RP302		General Budget % of Salary	Various
Dean of SS PC	80%	124,184					20%	31,046			
Director of Equity and Inclusion					118,376						
Manager of Institutional Research & Reports	25%	28,904		25%	28,904		25%	28,904		25%	28,904
SS Program Manager -- Generalist								104,429			
SS Program Manager -- Rural Communities								104,429			
SS Program Manager -- MIH								104,429			
Associate Director of Equity and Inclusion					104,429						
Technology and Communications Specialist											104,429
SS Program Manager -- Orientation & Outreach								104,429			
Associate Director of Outreach -- HS Testing & Placement							100%	115,617			
Counselor 1 (Online) (Grade 3 step 7)											90,587
Counselor 2 (Students at risk/probation/DQ)								90,587			

District: Kern Community College District   College: Bakersfield College

	BSI		EQUITY PLAN: RP382		SSSP: RP302		General Budget
Counselor 3 (General)						90,587	
Counselor 4 (General)						90,587	
Counselor (Early Alert) (current)							in budget
Counselor (Transfer Center) (Current)							in budget
Counselor				90,587			
Faculty Lead of Latino Leadership Initiatives			40%	50,000			
Counselor (.4)				50,000			
Coordinator of Student Success Class (faculty)			50%		50%	22,647	
POOL -- Special Comps -- MIH Advisors						20,000	
POOL -- Special Comps -- Classroom Intervention						40,000	
POOL -- Special Comps -- Data Coaches							20,000
POOL -- High School Counselor / ASEP & Proctor						50,000	
				-			
Equity -- ASTEP			20%	23,200			
Equity -- AMMP			20%	20,900			
Ed Advisor (Welcome Ctr / Admissions Advisor)					50%	41,856	50%	41,856
Ed Advisor (General Counseling)							in budget
Ed Advisor (General Counseling)							in budget
Ed Advisor (Equity Programs)				83,712			
Ed Advisor (Rural Initiatives)				83,712			
Web and Graphic Artist			25%	15,878	50%	31,755	25%	15,878
Digital Media Specialist (1/2 FT)			50%	15,878	50%	15,878	
Writing Center "Lead" (Kim Arbolante)							
Research and Data Analyst			50%	46,397		-	50%	46,397

District: Kern Community College District   College: Bakersfield College

	BSI		EQUITY PLAN: RP382		SSSP: RP302		General Budget
Support staff for new positions above			50,000		50,000		50,000
Translation Services			20,000				
Latino Parent Community Outreach			10,000				
Professional Development			20,000				
Instructional Support Services Coordinator	25,000		25,000		50,000		
Instructional Support Services Student Workers			50,000		50,000		
Outreach - Multimedia Student Success Initiatives			53,027				
Contractual (consultants researching & educating on inequality)			20,000				
Guest - Lecturers (Speakers, Presenters)			10,000				
OTHER			10,100				
Travel (in-state)			5,000				
Computer Equipment, Software, etc.							50,000
Automation for Multiple Measures							
Facilities, moves, furniture and space reconfiguration							25,000
Accuplacer					120,000		
Plato	75,000						
Orientation: Set-up costs for multimedia module and online platform					100,000		
Total	253,088		1,005,101		1,457,180		473,051

Evaluation Schedule and Process

V. Evaluation and Schedule Process

The evaluation process includes quantitative and qualitative goal evaluation. In addition, the Student Equity Plan will undergo Program Review using a modified college template for grants and other programs. (The current program review components are included below the tables.)

EVALUATION SCHEDULE AND PROCESS

Indicate the schedule and process for evaluating progress in implementing the goals identified in the plan (title 5 §54220(a)(5)). The evaluation should link to the goals and budget sections of these guidelines. The evaluation process should also link to the college program review process. The process needs to ensure how to address compliance issues, and mitigate disproportionate impact where found.

Quantitative Goals	Target	Timeline	Data Source
Access			
Increase the number of African American and American Indian students completing Comprehensive Student Educational Plans (SEP).	Increase the percentage of African American students completing Student Education Plans from the baseline. Increase the percentage of American Indian students competing Student Education Plans .	Baseline 2013 17.7% 2015-16 20% 2017-18 22% Baseline 2013 14.7% 2015-16 16 % 2017-18 18%	KCCD MIS
Monitor ongoing changes in access for all student groups, particularly where data collection has changed or is new or unavailable.	Monitor Trends	Monitor Annually	KCCD MIS Proposed participation rate analysis by CCCCO
Course Completion			
Increase African American course completion.	Increase the baseline African American course success rate.	Baseline 2013 50.5% 2015-2016 51% 2017-2018 52%	KCCD MIS CCCCO Datamart
Maintain high persistence rates for all groups.	Maintain at or above current persistence rate	Baseline 72% 2015-2016 72% 2017-2018 72%	KCCD MIS CCCCO Datamart
Increase the 30-Unit Milestone attainment in Under-prepared and Hispanic student groups.	Increase the 30-Unit Milestone attainment among under-prepared student cohort.	Baseline 2013 60.6% 2015-16 61% 2017-18 62%	KCCD MIS CCCCO Scorecard

District: Kern Community College District   College: Bakersfield College

Quantitative Goals	Target	Timeline	Data Source
	Increase the 30-Unit Milestone attainment among Hispanic student cohort.	Baseline 2013 60.3% 2015-16 60.8% 2017-18 62%	
ESL and Basic Skills Completion			
Increase remedial English cohort success for students over 40, African American, DSPS and Economically Disadvantaged beginning with 2013-14 cohort.	Increase African American Remedial English Success by 0.5% per annually. Increase DSPS student English success by 0.5% per annually. Increase Economically Disadvantaged students English success by .5% annually Increase 40+ age group English Success	Baseline 2013 16.7% 2015-16 17.3% 2017-18 17.8% Baseline 2013 21.5% 2015-16 22% 2017-18 22.5% Baseline 2013 26.6% 2015-16 27% 2017-18 27.5% Baseline 2013 25.4% 2015-16 25.9% 2017-18 26.4%	KCCD MIS CCCCO Scorecard Basis Skills Tracker
Increase overall ESL and DSPS ESL cohort success rates beginning with 2013-14 cohort.	Increase overall ESL cohort success rate. Increase DSPS students ESL cohort success rate.	Baseline 2013 31.1% 2015-16 32% 2017-18 32.5% Baseline 2013 21.5% 2015-16 22% 2017-18. 22.5%	KCCD MIS CCCCO Scorecard Basis Skills Tracker
Increase remedial Math cohort success for African American and overall math success beginning with 2013-14 cohort.	Increase Remedial Math success in African American student cohort. Increase overall Remedial Math cohort success.	Baseline 2013 12.5% 2015-16 13% 2017-18 13.5% Baseline 2013 21.4% 2015-16 21.9% 2017-18 23%	KCCD MIS CCCCO Scorecard Basis Skills Tracker
Research remedial Math success for students over 40 and DSPS students.	Monitor for disproportionate impact with proportionality index.	Annually	KCCD MIS

District: Kern Community College District　　　　　　　　College: Bakersfield College

Quantitative Goals	Target	Timeline	Data Source
Degree and Certificate Completion			
Increase the number of African Americans and 20-24 year olds achieving degrees/certificates.	Increase the number of African Americans achieving degrees/certificates. Increase the number 20-24 year olds achieving degrees/certificates.	Baseline 2013　76 2015-16　　77 2017-18　　79 Baseline 2013　922 2015-16　　923 2017-18　　924	KCCD MIS CCCCO DOD
Transfer			
Increase total transfer numbers (which will affect the Hispanic student majority the most) by 1% annually.	Increase transfers to any institution.	Baseline 2013　1010 2015-15　　1020 2016-17　　1040	KCCD MIS CCCCO DOD Transfer Velocity CSU & UC data

District: Kern Community College District   College: Bakersfield College

Qualitative Goals	Method of Evaluation	Timeline
Year 1 Qualitative Goals		
XXI. Create a variety of workgroups and resources (composed of all impacted groups including but not limited to Administrators, Classified Employees, Faculty, Students, and Community members and partners) dedicated to understanding the problems revealed through the data to create meaningful and strategic interventions.	Focus group minutes and survey	Fall 2015
XXII. Develop a college cultural competency program (as influenced by other bodies such as ASCCC (in development at the state level)). This may include more conscious efforts for transparency in the community about the college's mission and dedication to equity.	Evidence of program and effectiveness. Evidence of review of mission with equity emphasis added to current diversity language.	Spring 2016
XXIII. Conduct research (quantitative research through further disaggregated analysis and qualitative research such as focus groups among others) to understand issues regarding equity (specifically looking at data across the indicators for achievement gaps, disproportionate impact, and disparities) among services and resources.	Focus group	Spring 2015 Spring 2016 Fall 2017
XXIV. Identifying how categorical and college-based programs: A. Address equity within their area, B. Use data in their decision making processes, C. Map their goals, objectives, and activities in relationship to Disproportionately Impacted Groups, D. Identify how categorical and college-based programs work to successfully implement and utilize practices which support equity and inclusion.	Analysis of program review data	Spring 2016

Qualitative Goals	Method of Evaluation	Timeline
XXV. Embed equity within the mission of the college.	Evidence of review of strategic focus and mission language change	Spring 2016
XXVI. Establish and continue professional development, college-wide discussion and activities, and other efforts to increase literacy and promote change regarding equity.	Review evidence of Professional development offerings and attendance	Determine baseline compare annually in Summer 2015-17
XXVII. Develop specific interventions for each of the indicators to carry out in year two of the Student Equity Plan.	Assess current interventions and list modified or new interventions.	Fall 2015
XXVIII. Assess current college processes (program, specific governance groups, taskforces, and work team, special initiatives, students and interventions, and other efforts) to measure effectiveness, then review and evaluate how those support/hinder implementation.	Incorporated in Program review	Annual beginning Fall 2015
XXIX. Conduct further research and analyze the additional sub-groups added by the State Chancellor's Office identified in the Student Equity Plan Template: A. Unknown ethnicity, B. More than one ethnicity, C. Current or former foster youth, D. Veterans.	Implementation into quantitative evaluation if warranted	Spring 2016
XXX. Identify resources (programs, specific governance groups, taskforces, and work teams, special initiatives, students and interventions, and other efforts) that address equity to improve all internal and external processes related to student success. A. AAMMP B. ASTEP C. Athletics D. Habits of Mind E. Making it Happen F. Bridge Program G. Financial Aid	Survey Evaluation	Spring 2016

Qualitative Goals	Method of Evaluation	Timeline
H. Equity Summit I. Categorical Groups		
XXXI. Assessment of Individual Programs designed for equity efforts	Incorporated in Program review	Annual beginning Fall 2015
Year 2 Qualitative Goals		
XXXII. Continue to increase the cultural competency through Professional Development Activities	See VI above	
XXXIII. Continue areas requiring further study and research identified in the plan	Incorporated in Program review	Annual beginning Fall 2015
XXXIV. Implement and scale-up interventions	Incorporated in Program review	Annual beginning Fall 2015
XXXV. Assess all interventions and activities over the calendar year in Year 2.	Incorporated in Program review	Annual beginning Fall 2016
XXXVI. Student Outreach/Early Intervention: Visit local high schools (Indicator A: Access)	Assess outreach through focus groups or survey	Fall 2016
XXXVII. Complete Annual Program Review on Equity Plan	Incorporated in Program review	Annual beginning Fall 2016
Year 3 Qualitative Goals		
XXXVIII. Evaluate the effectiveness of the activities and objectives designed to address the disproportionately impacted groups	Incorporated in Program review	Annual beginning Spring 2016
XXXIX. Begin to implement revised or new goals based on the research and data analysis		
XL. Complete Annual Program Review	Incorporated in Program review	Annual beginning Fall 2017

Bakersfield College   Program Review – Annual Update

I. Program Information:

    Program Name: Student Equity Plan

    Program Type: Instructional and Non-Instructional

    Program Mission Statement:

    Program Description: Describe how the program supports the Bakersfield College Mission.

II. Program Assessment (focus on most recent year):

    A. How did your outcomes assessment results inform your program planning?

    B. How did your outcomes assessment results inform your resource requests?

    C. Instructional Programs only: How do course level student learning outcomes align with program learning outcomes?

    D. How do the program learning outcomes align with Institutional Learning Outcomes?

    E. Describe any significant changes in your program's strengths since last year.

    F. Describe any significant changes in your program's weaknesses since last year.

    G. If applicable, describe any unplanned events that affected your program.

III. Resource Analysis:

A. Human Resources

    1. If you are requesting any additional positions, explain briefly how the additional positions will contribute

    to increased student success. (Faculty Request form; Classified Request form)

    2. Professional Development (Professional Development form)

        a. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.

        b. Provide rationale for future professional development opportunities and contributions that your program can make.

B. Facilities (M&O requests can be submitted by completing the M&O request form.) Has your area received any facilities maintenance, repair or updating in this cycle?

    1. If yes, how has the outcome contributed to student success?

    2. If no, how will your facilities request contribute to student success? Revised by: Program Review Committee (May 12, 2014, Final) Program Review – Annual Update Page 2

C. Technology (Technology requests can be made by filling out the ISIT Request form.)

    1. Has your program received new or repurposed technology in this cycle?

        a. If yes, how has this technology contributed to student success?

        b. If no, how will your new or repurposed technology request contribute to student success?

    2. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.

D. Budget (Changes to the budget allocation can be requested using the Budget Change Request Form). If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

IV. Trend Data Analysis:

Highlight any significant changes in the following metrics and discuss what such changes mean to your program.

    A. Changes in student demographics (gender, age and ethnicity).

    B. Changes in enrollment (headcount, sections, course enrollment and productivity).

    C. Success and retention for face-to-face, as well as online/distance courses.

    D. Other program-specific data that reflects significant changes (please specify or attach).

V. Progress on Program Goals:

A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section

V. Progress on Program Goals:

A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments (if applicable)
1.	☐ 1: Student Success ☐ 2: Communication ☐ 3: Facilities & Infrastructure ☐ 4: Oversight & Accountability ☐ 5: Integration ☐ 6: Professional Development	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) ☐ Ongoing: _____ (Date)	

B. New or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Anticipated Results
	☐ 1: Student Success ☐ 2: Communication ☐ 3: Facilities & Infrastructure ☐ 4: Oversight & Accountability ☐ 5: Integration ☐ 6: Professional Development	

Attachments

ATTACHMENTS

APPENDIX 1: Student Equity Plan Data

Prepared by the District Institutional Research Department, Kern Community College District

Bakersfield College

(Indicator A - Access) Service Area Population vs. Student Population

The Proportionality Index measure is shown below for the Service Area Population vs. Student Population element. This element is only reviewed with the Proportionality Index because unlike other elements, population does not have an 'outcome' to measure.

Source: Economic Modeling Specialists International (EMSI) was used for Service Area Population and the internal reporting system (ODS) was used for Student Population.

Proportionality Index	2008			2009			2010			2011			2012		
	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index
Female	47.5%	55.5%	1.17	47.6%	53.8%	1.13	47.6%	54.3%	1.14	47.5%	54.6%	1.15	47.5%	53.9%	1.13
Male	52.5%	44.2%	0.84	52.4%	46.0%	0.88	52.4%	45.4%	0.87	52.5%	44.9%	0.86	52.5%	45.4%	0.86
19 or Younger*	5.6%	25.6%	4.60	5.6%	26.4%	4.74	5.5%	24.7%	4.52	5.3%	24.2%	4.55	5.2%	24.2%	4.66
20 to 24 years	12.9%	31.8%	2.48	12.9%	33.0%	2.56	13.0%	34.8%	2.68	13.3%	36.5%	2.75	13.4%	37.1%	2.76
25 to 39 years	35.2%	29.2%	0.83	35.0%	29.0%	0.83	34.8%	28.9%	0.83	34.7%	28.0%	0.81	34.9%	28.1%	0.81
40 or Older*	46.4%	13.4%	0.29	46.5%	11.6%	0.25	46.7%	11.5%	0.25	46.7%	11.3%	0.24	46.5%	10.6%	0.23
African American	5.9%	7.1%	1.20	5.9%	7.4%	1.26	5.8%	7.6%	1.30	5.8%	7.2%	1.24	5.8%	6.0%	1.04
American Indian	0.8%	1.1%	1.41	0.8%	0.9%	1.18	0.7%	0.8%	1.08	0.7%	0.6%	0.83	0.7%	0.5%	0.71
Asian/ Filipino	4.5%	5.2%	1.16	4.6%	5.1%	1.12	4.6%	4.6%	0.99	4.7%	4.3%	0.92	4.7%	4.3%	0.91
Hispanic	49.1%	48.6%	0.99	49.9%	50.1%	1.00	50.9%	52.8%	1.04	51.8%	55.6%	1.07	52.7%	58.0%	1.10
Pacific Islander	0.1%	0.3%	2.55	0.1%	0.2%	1.74	0.1%	0.2%	1.63	0.1%	0.2%	1.63	0.1%	0.1%	0.81
White	38.9%	33.3%	0.86	38.1%	32.3%	0.85	37.0%	30.4%	0.82	36.1%	28.0%	0.78	35.2%	26.3%	0.75
Two or More Races	0.7%	1.5%	2.27	0.7%	2.0%	2.83	0.8%	2.6%	3.40	0.8%	3.0%	3.87	0.8%	3.3%	4.03

* Population age is limited to adults between the ages of 18 and 65.

District: <u>Kern Community College District</u>　　　　　　　　College: <u>Bakersfield College</u>

Trend Data from Institutional Research and Reporting

Counseling

Student Headcount, Unduplicated[1]	2009-10		2010-11		2011-12		2012-13		2013-14	
	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.
First-Time Students	6,336	-	5,859	-8%	5,218	-11%	4,890	-6%	5,496	12%
CA Matriculation Requirements[2]	#	%	#	%	#	%	#	%	#	%
Assessment										
Completed	5,179	82%	4,923	84%	4,402	84%	4,092	84%	4,523	82%
Exempt	3	0%	2	0%	1	0%	1	0%	1	0%
Not Completed	1,154	18%	934	16%	815	16%	797	16%	972	18%
Orientation										
Completed	4,468	71%	4,467	76%	4,224	81%	4,046	83%	4,622	84%
Exempt	2	0%	3	0%	2	0%	1	0%	1	0%
Not Completed	1,866	29%	1,389	24%	992	19%	843	17%	873	16%
Counseling										
Completed	3,970	63%	3,694	63%	3,679	71%	3,560	73%	3,949	72%
Exempt	1	0%	2	0%	1	0%	1	0%	1	0%
Not Completed	2,365	37%	2,163	37%	1,538	29%	1,329	27%	1,546	28%
Ed Plan										
Completed	1,021	16%	946	16%	1,254	24%	1,431	29%	1,848	34%
Exempt	1	0%	2	0%	1	0%	1	0%	1	0%
Not Completed	5,314	84%	4,911	84%	3,963	76%	3,458	71%	3,647	66%
Fully Matriculated										
Fully Matriculated[3]	940	15%	899	15%	1,213	23%	1,387	28%	1,787	33%
Not Fully Matriculated	5,396	85%	4,960	85%	4,005	77%	3,503	72%	3,709	67%

Source: ODS Reports (August, 2013)

[1] First-Time Student Headcount, *Unduplicated* : Number of first-time students enrolled on census day, where each student is counted one time.

[2] Matriculation Requirements: There are four matriculation requirements for CA Community College students: Orientation, Assessment, Counseling/Advising and the development of an Educational Plan.

[3] Fully Matriculated: Students who completed or were exempt from all four matriculation requirements.

	Rate of SEP 2009-2010
total	Percent with
African American	17.70%
American Indian	14.70%
Asian/Filipino/Pacific Is	28.60%
Hispanic	28.30%
White	24.50%

22.88

Rate of Student Ed Plan Completion by Ethnicity

Less than 22.8% = disproportionate impact

Percent of Students Completing Student Ed Plans

	African American	American Indian	Asian/Filipino/Pacific Is	Hispanic	White
Series1	17.70%	14.70%	28.60%	28.30%	24.50%

Bakersfield College
(Indicator B - Course Completion) Successful Course Completion by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Successful Course Completion Element.
Source: Internal reporting system (ODS);   **Source Explanation:** Data includes grades counted in the Retention and Success calculations. The denominator includes grades of A, B, C, P, D, F, I, NP, W, and DR. Successful grades include A, B, C, and P. Grades changes made within the system are included. Data was extracted as of May 26, 2014.

80-Percent Index	2008-09		2009-10		2010-11		2011-12		2012-13	
	Success Rate	80% of Top Rate: 52.7%	Success Rate	80% of Top Rate: 52.7%	Success Rate	80% of Top Rate: 51.7%	Success Rate	80% of Top Rate: 54.0%	Success Rate	80% of Top Rate: 54.6%
Female	65.1%	ok	65.7%	ok	64.1%	ok	65.0%	ok	67.7%	ok
Male	65.9%	ok	65.9%	ok	64.6%	ok	67.4%	ok	68.3%	ok
Sum	65.5%	ok	65.8%	ok	64.3%	ok	66.1%	ok	68.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2008-09			2009-10			2010-11			2011-12			2012-13		
	% in Denomin-ator	% of Successful Grades	Proport. Index	% in Denomin-ator	% of Successful Grades	Proport. Index	% in Denomin-ator	% of Successful Grades	Proport. Index	% in Denomin-ator	% of Successful Grades	Proport. Index	% in Denomin-ator	% of Successful Grades	Proport. Index
Female	56.7%	56.4%	0.99	55.2%	55.1%	1.00	55.3%	55.1%	1.00	55.9%	55.0%	0.98	55.5%	55.3%	1.00
Male	43.0%	43.2%	1.01	44.6%	44.7%	1.00	44.4%	44.6%	1.00	43.7%	44.6%	1.02	44.0%	44.2%	1.00

Bakersfield College
(Indicator B - Course Completion) Successful Course Completion by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Successful Course Completion Element.
Source: Internal reporting system (ODS);   **Source Explanation:** Data includes grades counted in the Retention and Success calculations. The denominator includes grades of A, B, C, P, D, F, I, NP, W, and DR. Successful grades include A, B, C, and P. Grades changes made within the system are included. Data was extracted as of May 26, 2014.

80-Percent Index	2008-09		2009-10		2010-11		2011-12		2012-13	
	Success Rate	80% of Top Rate: 59.1%	Success Rate	80% of Top Rate: 58.8%	Success Rate	80% of Top Rate: 56.8%	Success Rate	80% of Top Rate: 57.4%	Success Rate	80% of Top Rate: 59.6%
19 or Younger	60.8%	ok	63.4%	ok	62.3%	ok	64.6%	ok	65.5%	ok
20 - 24	64.7%	ok	63.7%	ok	62.2%	ok	63.6%	ok	65.9%	ok
25 - 39	70.7%	ok	69.7%	ok	67.9%	ok	69.8%	ok	72.8%	ok
40 or Older	73.9%	ok	73.5%	ok	71.0%	ok	71.8%	ok	74.4%	ok
Sum	65.5%	ok	65.8%	ok	64.3%	ok	66.1%	ok	68.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2008-09			2009-10			2010-11			2011-12			2012-13		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	35.6%	33.0%	0.93	35.5%	34.2%	0.96	33.8%	32.7%	0.97	32.3%	31.6%	0.98	32.4%	31.2%	0.96
20 - 24	33.3%	32.9%	0.99	32.7%	31.7%	0.97	34.5%	33.4%	0.97	35.7%	34.3%	0.96	37.5%	36.3%	0.97
25 - 39	22.7%	24.5%	1.08	23.7%	25.1%	1.06	23.4%	24.8%	1.06	23.2%	24.6%	1.06	22.5%	24.1%	1.07
40 or Older	8.5%	9.6%	1.13	8.1%	9.0%	1.12	8.3%	9.1%	1.10	8.8%	9.5%	1.09	7.7%	8.4%	1.09

Bakersfield College

(Indicator B - Course Completion) Successful Course Completion by Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Successful Course Completion Element.
Source: Internal reporting system (ODS);   **Source Explanation:** Data includes grades counted in the Retention and Success calculations. The denominator includes grades of A, B, C, P, D, F, I, NP, W, and DR. Successful grades include A, B, C, and P. Grades changes made within the system are included. Data was extracted as of May 26, 2014.

80-Percent Index	2008-09		2009-10		2010-11		2011-12		2012-13	
	Success Rate	80% of Top Rate: 59.1%	Success Rate	80% of Top Rate: 60.4%	Success Rate	80% of Top Rate: 59.9%	Success Rate	80% of Top Rate: 66.4%	Success Rate	80% of Top Rate: 69.1%
African American	50.5%	low	47.2%	low	44.8%	low	48.9%	low	50.5%	low
American Indian	64.1%	ok	62.6%	ok	59.5%	low	60.1%	low	64.1%	low
Asian/ Filipino	73.9%	ok	75.5%	ok	74.9%	ok	72.9%	ok	75.0%	ok
Hispanic/ Latino	63.3%	ok	64.1%	ok	62.4%	ok	64.3%	low	66.0%	low
Pacific Islander	63.8%	ok	64.6%	ok	60.4%	ok	68.3%	ok	74.1%	ok
Two or More Races	62.3%	ok	64.3%	ok	60.9%	ok	63.9%	low	68.3%	low
Unknown	69.3%	ok	67.7%	ok	73.2%	ok	83.0%	ok	86.3%	ok
White	70.6%	ok	71.7%	ok	71.4%	ok	73.3%	ok	75.3%	ok
Sum	65.5%	ok	65.8%	ok	64.3%	ok	66.1%	low	68.0%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2008-09			2009-10			2010-11			2011-12			2012-13		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	7.2%	5.6%	0.77	7.6%	5.5%	0.72	7.5%	5.2%	0.70	7.1%	5.3%	0.74	5.9%	4.4%	0.74
American Indian	1.1%	1.1%	0.98	0.9%	0.9%	0.95	0.7%	0.7%	0.93	0.6%	0.6%	0.91	0.4%	0.4%	0.94
Asian/ Filipino	5.6%	6.3%	1.13	5.2%	6.0%	1.15	4.8%	5.6%	1.17	4.4%	4.9%	1.10	4.5%	5.0%	1.10
Hispanic/ Latino	49.1%	47.4%	0.97	51.1%	49.8%	0.97	53.9%	52.3%	0.97	56.5%	55.0%	0.97	59.4%	57.6%	0.97
Pacific Islander	0.3%	0.3%	0.97	0.3%	0.3%	0.98	0.2%	0.2%	0.94	0.2%	0.2%	1.03	0.1%	0.2%	1.09
Two or More Races	1.9%	1.8%	0.95	2.4%	2.3%	0.98	3.1%	2.9%	0.95	3.4%	3.2%	0.97	3.7%	3.7%	1.00
Unknown	2.2%	2.3%	1.06	1.3%	1.4%	1.03	0.5%	0.5%	1.14	0.4%	0.5%	1.26	0.6%	0.8%	1.27
White	32.6%	35.2%	1.08	31.1%	33.9%	1.09	29.2%	32.4%	1.11	27.4%	30.4%	1.11	25.3%	27.9%	1.11

Bakersfield College

(Indicator B - Course Completion) 30-Unit Milestone by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the 30-Unit milestone element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they successfully complete at least 30 units. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 53.4%	Success Rate	80% of Top Rate: 52.8%	Success Rate	80% of Top Rate: 50.7%	Success Rate	80% of Top Rate: 52.9%	Success Rate	80% of Top Rate: 50.1%	Success Rate	80% of Top Rate: 51.4%
Female	66.7%	ok	66.0%	ok	63.4%	ok	63.3%	ok	62.1%	ok	64.2%	ok
Male	63.6%	ok	63.8%	ok	62.3%	ok	66.1%	ok	62.6%	ok	63.7%	ok
Grand Total	65.4%	ok	65.1%	ok	62.9%	ok	64.5%	ok	62.3%	ok	64.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	59.1%	60.2%	1.02	59.9%	60.7%	1.01	57.9%	58.4%	1.01	57.1%	56.0%	0.98	55.6%	55.4%	1.00	57.8%	58.1%	1.00
Male	40.9%	39.8%	0.97	40.1%	39.3%	0.98	42.1%	41.6%	0.99	42.8%	43.9%	1.02	44.0%	44.2%	1.00	42.0%	41.8%	1.00

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Bakersfield College

(Indicator B - Course Completion) 30-Unit Milestone by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the 30-Unit milestone element.
Source: ARCC Student Success Scorecard Data;　**Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they successfully complete at least 30 units. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 53.5%	Success Rate	80% of Top Rate: 53.6%	Success Rate	80% of Top Rate: 51.8%	Success Rate	80% of Top Rate: 52.9%	Success Rate	80% of Top Rate: 51.0%	Success Rate	80% of Top Rate: 52.5%
19 or Younger	66.9%	ok	67.0%	ok	64.8%	ok	66.1%	ok	63.8%	ok	65.6%	ok
20 to 24	56.2%	ok	52.5%	low	50.8%	low	54.7%	ok	52.8%	ok	53.5%	ok
25 to 39	63.9%	ok	60.0%	ok	60.6%	ok	56.4%	ok	61.1%	ok	60.5%	ok
40 or Older	60.0%	ok	60.0%	ok	44.8%	low	63.6%	ok	54.5%	ok	56.8%	ok
Grand Total	65.4%	ok	65.1%	ok	62.9%	ok	64.5%	ok	62.3%	ok	64.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	79.2%	81.0%	1.02	82.4%	84.8%	1.03	83.6%	86.0%	1.03	83.0%	85.1%	1.02	81.8%	83.7%	1.02	82.0%	84.1%	1.03
20 to 24	9.3%	8.0%	0.86	8.5%	6.9%	0.81	7.6%	6.1%	0.81	8.5%	7.2%	0.85	8.8%	7.5%	0.85	8.5%	7.1%	0.84
25 to 39	7.7%	7.5%	0.98	5.9%	5.4%	0.92	6.2%	5.9%	0.96	6.1%	5.3%	0.87	6.2%	6.1%	0.98	6.4%	6.0%	0.94
40 or Older	3.9%	3.5%	0.92	3.1%	2.9%	0.92	2.7%	1.9%	0.71	2.4%	2.4%	0.99	3.1%	2.7%	0.87	3.0%	2.7%	0.89

Bakersfield College

(Indicator B - Course Completion) 30-Unit Milestone by Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the 30-Unit milestone element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they successfully complete at least 30 units. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 61.9%	Success Rate	80% of Top Rate: 61.9%	Success Rate	80% of Top Rate: 60.6%	Success Rate	80% of Top Rate: 61.8%	Success Rate	80% of Top Rate: 65.2%	Success Rate	80% of Top Rate: 58.2%
African American	51.9%	low	53.2%	low	50.7%	low	60.8%	low	51.4%	low	53.4%	low
American Indian			67.6%	ok	55.8%	low			64.7%	low	62.7%	ok
Asian	74.7%	ok	64.7%	ok	75.8%	ok	67.3%	ok	81.4%	ok	72.8%	ok
Filipino	77.3%	ok	68.7%	ok	66.7%	ok	77.2%	ok	73.8%	ok	72.5%	ok
Hispanic	63.0%	ok	63.7%	ok	60.1%	low	60.4%	low	61.5%	low	61.6%	ok
Pacific Islander											64.4%	ok
Unknown	65.6%	ok	77.4%	ok	71.6%	ok	65.3%	ok	64.8%	low	67.3%	ok
White	68.5%	ok	67.4%	ok	66.5%	ok	69.3%	ok	61.2%	low	66.6%	ok
Grand Total	65.4%	ok	65.1%	ok	62.9%	ok	64.5%	ok	62.3%	low	64.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	5.6%	4.4%	0.79	6.1%	5.0%	0.82	5.9%	4.7%	0.81	4.6%	4.3%	0.94	4.9%	4.1%	0.83	5.4%	4.5%	0.83
American Indian				1.3%	1.4%	1.04	1.7%	1.5%	0.89				1.2%	1.3%	1.04	1.3%	1.3%	0.98
Asian	3.2%	3.7%	1.14	3.3%	3.3%	0.99	3.9%	4.7%	1.20	3.9%	4.1%	1.04	3.5%	4.5%	1.31	3.6%	4.1%	1.14
Filipino	3.2%	3.8%	1.18	3.3%	3.4%	1.05	4.1%	4.3%	1.06	3.7%	4.4%	1.20	2.3%	2.7%	1.18	3.3%	3.7%	1.13
Hispanic	45.7%	44.0%	0.96	44.5%	43.5%	0.98	47.7%	45.5%	0.95	47.7%	44.7%	0.94	44.6%	44.0%	0.99	46.1%	44.4%	0.96
Pacific Islander																0.5%	0.5%	1.01
Unknown	2.6%	2.6%	1.00	3.3%	3.9%	1.19	2.9%	3.3%	1.14	4.4%	4.5%	1.01	11.5%	12.0%	1.04	5.1%	5.4%	1.05
White	37.9%	39.7%	1.05	37.6%	38.9%	1.04	33.5%	35.4%	1.06	34.3%	36.8%	1.07	31.2%	30.7%	0.98	34.8%	36.2%	1.04

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Bakersfield College

(Indicator B - Course Completion) 30-Unit Milestone by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the 30-Unit milestone element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they successfully complete at least 30 units. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 52.6%	Success Rate	80% of Top Rate: 52.1%	Success Rate	80% of Top Rate: 50.8%	Success Rate	80% of Top Rate: 52.8%	Success Rate	80% of Top Rate: 53.3%	Success Rate	80% of Top Rate: 51.2%
No	65.4%	ok	65.2%	ok	63.4%	ok	64.4%	ok	62.1%	ok	64.0%	ok
Yes (DSPS)	65.8%	ok	64.1%	ok	54.4%	ok	65.9%	ok	66.7%	ok	63.3%	ok
Grand Total	65.4%	ok	65.1%	ok	62.9%	ok	64.5%	ok	62.3%	ok	64.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	93.8%	93.7%	1.00	94.0%	94.1%	1.00	94.2%	94.9%	1.01	94.9%	94.8%	1.00	94.8%	94.4%	1.00	94.3%	94.4%	1.00
Yes (DSPS)	6.2%	6.3%	1.01	6.0%	5.9%	0.98	5.8%	5.1%	0.86	5.1%	5.2%	1.02	5.2%	5.6%	1.07	5.7%	5.6%	0.99

2014 Bakersfield College Student Success Scorecard 30-Unit Milestone - Prepared

Revision Date: 5/9/2014 CCCCO Scorecard									
30 Units Prepared	**2003-2004**		**2004-2005**		**2005-2006**		**2006-2007**		**2007-2008**	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	372	75.3%	479	75.4%	334	70.7%	415	71.3%	448	71.4%
Female	185	78.4%	256	78.1%	189	73.5%	208	73.1%	224	71.0%
Male	187	72.2%	223	72.2%	145	66.9%	207	69.6%	224	71.9%
< 20 years old	342	75.7%	450	76.0%	314	70.7%	390	71.0%	412	72.8%
20 to 24 years old	23	69.6%	14	78.6%	1 to 9	88.9%	17	76.5%	17	47.1%
25 to 39 years old	1 to 9	83.3%	1 to 9	62.5%	1 to 9	66.7%	1 to 9	50.0%	1 to 9	66.7%
40+ years old	1 to 9	0.0%	1 to 9	42.9%	1 to 9	0.0%	1 to 9	100.0%	10	60.0%
African American	11	36.4%	20	50.0%	1 to 9	75.0%	18	55.6%	18	66.7%
American Indian/Alaska Native	1 to 9	80.0%	11	63.6%	1 to 9	83.3%	1 to 9	33.3%	1 to 9	71.4%
Asian	21	81.0%	22	81.8%	24	70.8%	26	57.7%	29	82.8%
Filipino	1 to 9	83.3%	16	93.8%	1 to 9	66.7%	13	76.9%	16	81.3%
Hispanic	95	73.7%	87	71.3%	90	62.2%	110	68.2%	114	72.8%
Pacific Islander	1 to 9	50.0%	1 to 9	100.0%	1 to 9	100.0%	1 to 9	0.0%	1 to 9	60.0%
White	208	77.4%	291	75.9%	178	74.7%	221	76.0%	207	70.0%

Note small numbers (fewer than 20 students) makes conclusions difficult and unreliable

2014 Bakersfield College Student Success Scorecard 30-Unit Milestone Underprepared

Revision Date: 5/9/2014 CCCCO Scorecard

30 Units Unprepared	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	1,965	63.6%	2,061	62.7%	2,182	61.7%	2,312	63.2%	2,359	60.6%
Female	1,196	64.9%	1,265	63.6%	1,269	61.9%	1,349	61.7%	1,337	60.7%
Male	769	61.5%	796	61.4%	913	61.6%	960	65.3%	1,010	60.6%
< 20 years old	1,508	64.9%	1,643	64.5%	1,789	63.7%	1,874	65.0%	1,884	61.8%
20 to 24 years old	194	54.6%	203	50.7%	182	48.9%	215	53.0%	231	53.2%
25 to 39 years old	174	63.2%	142	59.9%	146	60.3%	161	56.5%	166	60.8%
40+ years old	89	60.7%	73	61.6%	65	46.2%	62	61.3%	78	53.8%
African American	120	53.3%	136	53.7%	140	49.3%	107	61.7%	120	49.2%
American Indian/Alaska Native	24	66.7%	23	69.6%	37	51.4%	23	60.9%	27	63.0%
Asian	54	72.2%	63	58.7%	75	77.3%	81	70.4%	68	80.9%
Filipino	69	76.8%	67	62.7%	93	66.7%	88	77.3%	49	71.4%
Hispanic	974	61.9%	1,044	63.0%	1,110	59.9%	1,192	59.6%	1,139	60.3%
Pacific Islander	1 to 9	66.7%	11	54.5%	1 to 9	100.0%	1 to 9	55.6%	14	71.4%
White	678	65.8%	664	63.7%	666	64.3%	713	67.2%	670	58.5%

Note small numbers (fewer than 20 students) makes conclusions difficult and unreliable

Bakersfield College

(Indicator B - Course Completion) Persistence by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Persistence element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first
   three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 60.8%	Success Rate	80% of Top Rate: 60.8%	Success Rate	80% of Top Rate: 57.6%	Success Rate	80% of Top Rate: 58.1%	Success Rate	80% of Top Rate: 57.5%	Success Rate	80% of Top Rate: 58.5%
Female	76.0%	ok	74.7%	ok	70.6%	ok	71.2%	ok	70.3%	ok	72.5%	ok
Male	73.6%	ok	76.0%	ok	72.0%	ok	72.7%	ok	71.9%	ok	73.2%	ok
Grand Total	75.1%	ok	75.2%	ok	71.2%	ok	71.8%	ok	71.0%	ok	72.8%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	59.1%	59.9%	1.01	59.9%	59.5%	0.99	57.9%	57.5%	0.99	57.1%	56.6%	0.99	55.6%	55.0%	0.99	57.8%	57.6%	1.00
Male	40.9%	40.1%	0.98	40.1%	40.5%	1.01	42.1%	42.5%	1.01	42.8%	43.3%	1.01	44.0%	44.5%	1.01	42.0%	42.3%	1.01

Bakersfield College

(Indicator B - Course Completion) Persistence by Ethnicity

Two measures of disporportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Persistence element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first
   three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 64.0%	Success Rate	80% of Top Rate: 70.5%	Success Rate	80% of Top Rate: 60.6%	Success Rate	80% of Top Rate: 59.5%	Success Rate	80% of Top Rate: 66.5%	Success Rate	80% of Top Rate: 60.1%
African American	67.2%	ok	59.6%	low	63.5%	ok	72.8%	ok	66.7%	ok	65.6%	ok
American Indian			79.4%	ok	60.5%	low			82.4%	ok	67.5%	ok
Asian	80.0%	ok	78.8%	ok	75.8%	ok	66.4%	ok	77.3%	ok	75.2%	ok
Filipino	80.0%	ok	72.3%	ok	65.7%	ok	73.3%	ok	83.1%	ok	73.9%	ok
Hispanic	74.3%	ok	73.2%	ok	72.6%	ok	72.7%	ok	71.1%	ok	72.7%	ok
Pacific Islander											64.4%	ok
Unknown	60.7%	low	88.1%	ok	74.3%	ok	74.4%	ok	73.8%	ok	74.5%	ok
White	77.7%	ok	79.0%	ok	70.9%	ok	71.3%	ok	68.9%	ok	73.6%	ok
Grand Total	75.1%	ok	75.2%	ok	71.2%	ok	71.8%	ok	71.0%	ok	72.8%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	5.6%	5.0%	0.90	6.1%	4.9%	0.79	5.9%	5.2%	0.89	4.6%	4.6%	1.01	4.9%	4.6%	0.94	5.4%	4.9%	0.90
American Indian				1.3%	1.4%	1.06	1.7%	1.5%	0.85				1.2%	1.4%	1.16	1.3%	1.2%	0.93
Asian	3.2%	3.4%	1.07	3.3%	3.5%	1.05	3.9%	4.2%	1.06	3.9%	3.6%	0.92	3.5%	3.8%	1.09	3.6%	3.7%	1.03
Filipino	3.2%	3.4%	1.07	3.3%	3.1%	0.96	4.1%	3.7%	0.92	3.7%	3.8%	1.02	2.3%	2.7%	1.17	3.3%	3.3%	1.02
Hispanic	45.7%	45.3%	0.99	44.5%	43.4%	0.97	47.7%	48.6%	1.02	47.7%	48.4%	1.01	44.6%	44.7%	1.00	46.1%	46.0%	1.00
Pacific Islander																0.5%	0.4%	0.89
Unknown	2.6%	2.1%	0.81	3.3%	3.9%	1.17	2.9%	3.1%	1.04	4.4%	4.6%	1.04	11.5%	12.0%	1.04	5.1%	5.3%	1.02
White	37.9%	39.2%	1.03	37.6%	39.5%	1.05	33.5%	33.4%	1.00	34.3%	34.0%	0.99	31.2%	30.3%	0.97	34.8%	35.2%	1.01

Indicator B: Course Completion Data Analysis by Center for Urban Education (CUE) May 2014

BAKERSFIELD COLLEGE

COURSE COMPLETION (RETENTION)
Primary Indicator: Retention and success in courses.
(1) Degree-applicable course retention & success

DEGREE APPLICABLE
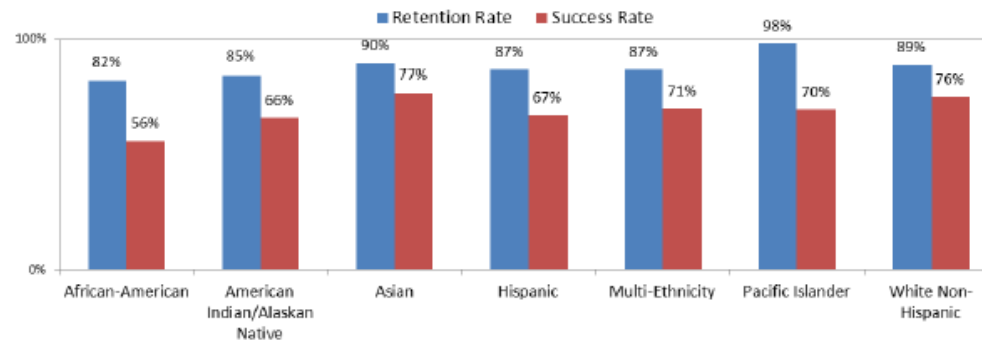
	African-American	American Indian/Alaskan Native	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	White Non-Hispanic
80% RULE RETENTION	0.84	0.87	0.92	0.89	0.89	1.00	0.91
80% RULE SUCCESS	0.73	0.86	1.00	0.87	0.91	0.91	0.98
PROP. INDEX RETENTION	0.94	0.97	1.03	1.00	0.99	1.12	1.02
PROP. INDEX SUCCESS	0.81	0.95	1.11	0.97	1.02	1.01	1.09

Notes: Data retrieved from CCCCO Datamart for 2012-2013. 80% rule uses highest-performing group as the reference point. Proportionality index compares the proportion of students of each racial/ethnic group in the course-enrollment cohort to the proportion of students in the retention and success counts. Retention count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW. Success count is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP.

Bakersfield College

(Indicator B - Course Completion) Persistence by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Persistence element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 64.1%	Success Rate	80% of Top Rate: 62.7%	Success Rate	80% of Top Rate: 59.3%	Success Rate	80% of Top Rate: 61.4%	Success Rate	80% of Top Rate: 61.5%	Success Rate	80% of Top Rate: 61.8%
No	74.7%	ok	75.0%	ok	71.0%	ok	71.5%	ok	70.7%	ok	72.5%	ok
Yes (DSPS)	80.1%	ok	78.4%	ok	74.1%	ok	76.8%	ok	76.9%	ok	77.3%	ok
Grand Total	75.1%	ok	75.2%	ok	71.2%	ok	71.8%	ok	71.0%	ok	72.8%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	93.8%	93.3%	1.00	94.0%	93.7%	1.00	94.2%	93.9%	1.00	94.9%	94.6%	1.00	94.8%	94.3%	1.00	94.3%	94.0%	1.00
Yes (DSPS)	6.2%	6.7%	1.07	6.0%	6.3%	1.04	5.8%	6.1%	1.04	5.1%	5.4%	1.07	5.2%	5.7%	1.08	5.7%	6.0%	1.06

Bakersfield College

(Indicator B - Course Completion) Persistence by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Persistence element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 61.3%	Success Rate	80% of Top Rate: 60.8%	Success Rate	80% of Top Rate: 57.2%	Success Rate	80% of Top Rate: 58.5%	Success Rate	80% of Top Rate: 57.6%	Success Rate	80% of Top Rate: 58.2%
No	76.6%	ok	76.0%	ok	70.6%	ok	69.2%	ok	72.0%	ok	72.8%	ok
Yes (Econ Disadv.)	74.3%	ok	74.8%	ok	71.5%	ok	73.1%	ok	70.6%	ok	72.8%	ok
Grand Total	75.1%	ok	75.2%	ok	71.2%	ok	71.8%	ok	71.0%	ok	72.8%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	34.1%	34.8%	1.02	33.3%	33.7%	1.01	32.7%	32.4%	0.99	33.0%	31.8%	0.96	29.8%	30.2%	1.01	32.5%	32.5%	1.00
Yes (Econ Disadv.)	65.9%	65.2%	0.99	66.7%	66.3%	0.99	67.3%	67.6%	1.00	67.0%	68.2%	1.02	70.2%	69.8%	0.99	67.5%	67.5%	1.00

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial ESL by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for Remedial ESL element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial ESL course is tracked to determine
　whether they successfully complete a college-level ESL or English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 30.7%	Success Rate	80% of Top Rate: 25.4%	Success Rate	80% of Top Rate: 26.9%	Success Rate	80% of Top Rate: 28.3%	Success Rate	80% of Top Rate: 27.6%	Success Rate	80% of Top Rate: 27.7%
Female	38.4%	ok	31.8%	ok	33.6%	ok	35.4%	ok	34.5%	ok	34.6%	ok
Male	25.5%	low	18.8%	low	27.8%	ok	26.8%	low	25.3%	low	25.0%	low
Grand Total	34.4%	ok	27.9%	ok	31.6%	ok	32.6%	ok	31.1%	ok	31.3%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	68.8%	76.9%	1.12	70.4%	80.2%	1.14	64.7%	68.9%	1.06	64.6%	70.2%	1.09	62.7%	69.6%	1.11	66.2%	73.0%	1.10
Male	31.2%	23.1%	0.74	29.4%	19.8%	0.67	35.3%	31.1%	0.88	35.1%	28.9%	0.82	36.3%	29.6%	0.82	33.5%	26.7%	0.80

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial ESL by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for Remedial ESL element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial ESL course is tracked to determine
   whether they successfully complete a college-level ESL or English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 30.8%	Success Rate	80% of Top Rate: 26.4%	Success Rate	80% of Top Rate: 27.0%	Success Rate	80% of Top Rate: 29.8%	Success Rate	80% of Top Rate: 30.0%	Success Rate	80% of Top Rate: 26.7%
19 or Younger	38.5%	ok	29.7%	ok	30.0%	ok	33.5%	ok	29.6%	low	31.8%	ok
20 to 24	34.1%	ok	25.5%	low	33.0%	ok	37.2%	ok	29.5%	low	31.6%	ok
25 to 39	35.0%	ok	33.0%	ok	33.8%	ok	26.9%	low	37.5%	ok	33.4%	ok
40 or Older							28.2%	low	28.6%	low	24.0%	low
Grand Total	34.4%	ok	27.9%	ok	31.6%	ok	32.6%	ok	31.1%	ok	31.3%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	37.3%	41.7%	1.12	37.2%	39.6%	1.07	45.1%	42.9%	0.95	45.1%	46.5%	1.03	49.5%	47.2%	0.95	43.0%	43.7%	1.02
20 to 24	27.1%	26.9%	0.99	26.6%	24.3%	0.91	26.5%	27.7%	1.05	24.6%	28.1%	1.14	21.9%	20.8%	0.95	25.3%	25.5%	1.01
25 to 39	25.5%	25.9%	1.02	24.4%	28.8%	1.18	20.4%	21.8%	1.07	19.1%	15.8%	0.82	19.9%	24.0%	1.21	21.8%	23.2%	1.07
40 or Older										11.1%	9.6%	0.87	8.7%	8.0%	0.92	9.9%	7.6%	0.77

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial ESL by Race/Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for Remedial ESL element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial ESL course is tracked to determine whether they successfully complete a college-level ESL or English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 27.5%	Success Rate	80% of Top Rate: 40.0%	Success Rate	80% of Top Rate: 41.7%	Success Rate	80% of Top Rate: 38.2%	Success Rate	80% of Top Rate: 47.0%	Success Rate	80% of Top Rate: 41.0%
African American												
American Indian												
Asian			50.0%	ok	52.1%	ok	47.7%	ok	58.7%	ok	51.2%	ok
Filipino											37.6%	low
Hispanic	33.5%	ok	25.6%	low	28.1%	low	30.2%	low	26.9%	low	28.7%	low
Pacific Islander												
Unknown									30.3%	low	25.0%	low
White											32.8%	low
Grand Total	34.4%	ok	27.9%	low	31.6%	low	32.6%	low	31.1%	low	31.3%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American																		
American Indian																		
Asian				9.5%	17.1%	1.79	12.7%	21.0%	1.65	12.6%	18.4%	1.47	11.4%	21.6%	1.89	10.9%	17.9%	1.64
Filipino																5.5%	6.6%	1.20
Hispanic	84.7%	82.4%	0.97	74.6%	68.5%	0.92	76.4%	68.1%	0.89	69.1%	64.0%	0.93	70.4%	60.8%	0.86	74.7%	68.5%	0.92
Pacific Islander																		
Unknown													8.2%	8.0%	0.97	2.8%	2.3%	0.80
White																3.6%	3.8%	1.05

Indicator C ESL and Basic Skills Completion data form Center for Urban Education (CUE) May 2014

BAKERSFIELD COLLEGE

ESL & BASIC SKILLS SUCCESS
Primary Indicator: Students who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same subject.

Math

	0%	100%
African American	13%	
American Indian	22%	
Asian	45%	
Filipino	30%	
Hispanic/Latino	21%	
Pacific Islander	50%	
White	22%	

80% Rule	Math
African American	0.25
American Indian	0.44
Asian	0.90
Filipino	0.60
Hispanic/Latino	0.41
Pacific Islander	1.00
White	0.44

English

African American	17%
American Indian	22%
Asian	41%
Filipino	36%
Hispanic/Latino	27%
Pacific Islander	46%
White	37%
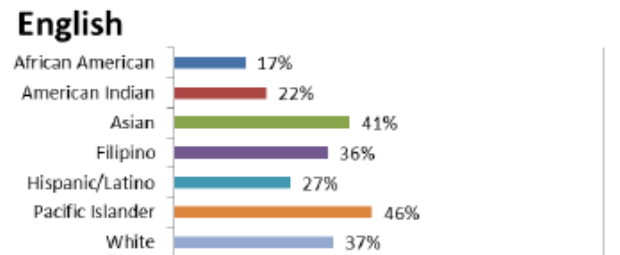
80% Rule	English
African American	0.36
American Indian	0.47
Asian	0.89
Filipino	0.77
Hispanic/Latino	0.59
Pacific Islander	1.00
White	0.80

ESL

Asian	59%
Filipino	41%
Hispanic/Latino	27%
Pacific Islander	50%
White	13%
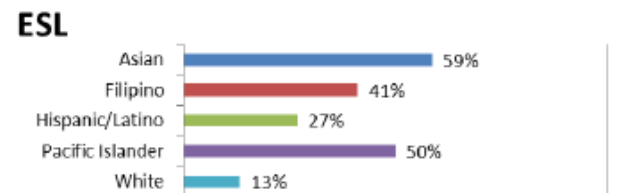
80% Rule	ESL
African American	0.85
Asian	1.00
Filipino	0.70
Hispanic/Latino	0.46
Pacific Islander	0.85
White	0.23

Note: Data retrieved from Student Success Scorecard for 2012-13. Groups not included in ESL chart had cohorts smaller than 10. 80% rule references highest-performing group.

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial ESL by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for Remedial ESL element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial ESL course is tracked to determine
   whether they successfully complete a college-level ESL or English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 28.4%	Success Rate	80% of Top Rate: 22.6%	Success Rate	80% of Top Rate: 27.2%	Success Rate	80% of Top Rate: 26.8%	Success Rate	80% of Top Rate: 26.1%	Success Rate	80% of Top Rate: 26.1%
No	35.5%	ok	28.3%	ok	34.0%	ok	33.4%	ok	32.7%	ok	32.7%	ok
Yes (DSPS)			24.4%	ok							18.6%	low
Grand Total	34.4%	ok	27.9%	ok	31.6%	ok	32.6%	ok	31.1%	ok	31.3%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	93.3%	96.3%	1.03	89.7%	91.0%	1.01	90.5%	97.5%	1.08	90.6%	93.0%	1.03	89.8%	94.4%	1.05	90.7%	94.5%	1.04
Yes (DSPS)				10.3%	9.0%	0.87										9.3%	5.5%	0.59

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial English by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial English element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial English course is tracked to determine
  whether they successfully complete a college-level English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 26.7%	Success Rate	80% of Top Rate: 26.1%	Success Rate	80% of Top Rate: 24.7%	Success Rate	80% of Top Rate: 24.2%	Success Rate	80% of Top Rate: 26.7%	Success Rate	80% of Top Rate: 25.7%
Female	33.4%	ok	32.6%	ok	30.9%	ok	30.2%	ok	33.4%	ok	32.1%	ok
Male	25.9%	low	25.1%	low	27.0%	ok	29.3%	ok	26.5%	low	26.8%	ok
Grand Total	30.5%	ok	29.6%	ok	29.3%	ok	29.8%	ok	30.5%	ok	29.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	61.3%	67.2%	1.10	60.1%	66.2%	1.10	59.5%	62.7%	1.05	59.5%	60.2%	1.01	58.1%	63.7%	1.10	59.7%	64.0%	1.07
Male	38.7%	32.8%	0.85	39.9%	33.8%	0.85	40.5%	37.3%	0.92	40.4%	39.6%	0.98	41.7%	36.2%	0.87	40.2%	36.0%	0.89

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial English by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial English element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** A cohort of students who attempt a Remedial English course is tracked to determine whether they successfully complete a college-level English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).
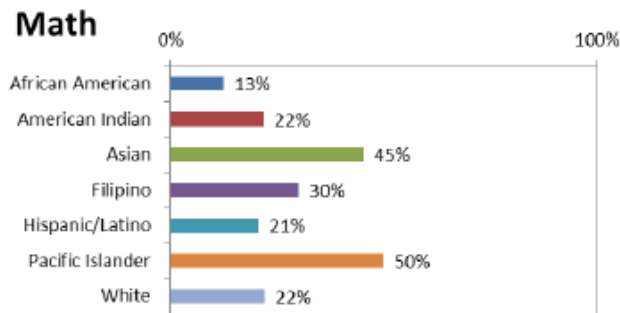
80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 26.6%	Success Rate	80% of Top Rate: 25.6%	Success Rate	80% of Top Rate: 25.9%	Success Rate	80% of Top Rate: 25.9%	Success Rate	80% of Top Rate: 26.3%	Success Rate	80% of Top Rate: 26.1%
19 or Younger	33.3%	ok	32.0%	ok	32.4%	ok	32.4%	ok	32.9%	ok	32.6%	ok
20 to 24	26.7%	ok	24.0%	low	24.2%	low	26.7%	ok	25.5%	low	25.4%	low
25 to 39	28.8%	ok	29.4%	ok	27.6%	ok	25.5%	low	28.3%	ok	27.9%	ok
40 or Older	21.9%	low	22.4%	low	14.0%	low	16.5%	low	25.4%	low	20.4%	low
Grand Total	30.5%	ok	29.6%	ok	29.3%	ok	29.8%	ok	30.5%	ok	29.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	56.8%	62.0%	1.09	63.3%	68.5%	1.08	63.3%	69.9%	1.10	64.2%	69.7%	1.09	62.8%	67.7%	1.08	62.1%	67.5%	1.09
20 to 24	21.3%	18.7%	0.88	19.9%	16.1%	0.81	19.5%	16.1%	0.83	18.8%	16.8%	0.89	18.8%	15.7%	0.84	19.7%	16.7%	0.85
25 to 39	15.8%	14.9%	0.94	11.5%	11.4%	0.99	12.5%	11.7%	0.94	13.5%	11.5%	0.86	13.1%	12.2%	0.93	13.3%	12.4%	0.93
40 or Older	6.0%	4.3%	0.72	5.3%	4.0%	0.76	4.7%	2.2%	0.48	3.5%	1.9%	0.55	5.3%	4.4%	0.83	5.0%	3.4%	0.68

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial English by Race/Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial English element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** A cohort of students who attempt a Remedial English course is tracked to determine
   whether they successfully complete a college-level English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 41.0%	Success Rate	80% of Top Rate: 42.1%	Success Rate	80% of Top Rate: 41.4%	Success Rate	80% of Top Rate: 37.1%	Success Rate	80% of Top Rate: 32.7%	Success Rate	80% of Top Rate: 36.4%
African American	12.0%	low	16.1%	low	22.2%	low	18.2%	low	16.7%	low	17.1%	low
American Indian	34.3%	low			38.5%	low					27.7%	low
Asian	36.5%	low	45.2%	ok	46.6%	ok	46.4%	ok	40.9%	ok	43.1%	ok
Filipino	51.3%	ok	52.6%	ok	51.8%	ok	33.3%	low	35.7%	ok	45.5%	ok
Hispanic	28.0%	low	25.6%	low	25.8%	low	28.1%	low	27.3%	low	26.9%	low
Pacific Islander											31.3%	low
Unknown	38.3%	low	23.6%	low	29.5%	low	32.6%	low	34.5%	ok	32.3%	low
White	35.1%	low	36.3%	low	32.9%	low	33.6%	low	37.1%	ok	35.0%	low
Grand Total	30.5%	low	29.6%	low	29.3%	low	29.8%	low	30.5%	low	29.9%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	7.9%	3.1%	0.39	8.2%	4.5%	0.55	7.7%	5.8%	0.76	6.1%	3.8%	0.61	7.5%	4.1%	0.55	7.5%	4.3%	0.57
American Indian	1.4%	1.6%	1.12				1.5%	2.0%	1.31							1.4%	1.3%	0.93
Asian	2.6%	3.1%	1.20	2.6%	4.0%	1.53	2.2%	3.6%	1.59	2.3%	3.6%	1.56	1.9%	2.6%	1.34	2.3%	3.4%	1.44
Filipino	3.3%	5.6%	1.68	3.2%	5.8%	1.78	3.2%	5.7%	1.77	3.4%	3.8%	1.12	2.4%	2.8%	1.17	3.1%	4.7%	1.52
Hispanic	47.5%	43.7%	0.92	49.8%	43.2%	0.87	51.8%	45.6%	0.88	51.3%	48.3%	0.94	48.4%	43.4%	0.90	49.8%	44.9%	0.90
Pacific Islander																0.4%	0.4%	1.04
Unknown	1.9%	2.4%	1.26	2.3%	1.9%	0.80	3.0%	3.0%	1.01	3.6%	3.9%	1.09	7.4%	8.4%	1.13	3.6%	3.9%	1.08
White	34.9%	40.2%	1.15	32.2%	39.4%	1.23	30.2%	33.9%	1.12	31.6%	35.6%	1.13	30.2%	36.7%	1.22	31.8%	37.1%	1.17

Base Tables are on the following page.

Bakersfield College
(Indicator C - ESL and Basic Skills Completion) Remedial English by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial English element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial English course is tracked to determine
   whether they successfully complete a college-level English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 25.0%	Success Rate	80% of Top Rate: 24.2%	Success Rate	80% of Top Rate: 24.4%	Success Rate	80% of Top Rate: 24.4%	Success Rate	80% of Top Rate: 24.4%	Success Rate	80% of Top Rate: 24.5%
No	31.3%	ok	30.3%	ok	30.5%	ok	30.5%	ok	30.5%	ok	30.6%	ok
Yes (DSPS)	22.0%	low	22.2%	low	15.8%	low	20.4%	low	29.6%	ok	21.5%	low
Grand Total	30.5%	ok	29.6%	ok	29.3%	ok	29.8%	ok	30.5%	ok	29.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	91.5%	93.9%	1.03	91.7%	93.8%	1.02	92.1%	95.8%	1.04	93.7%	95.7%	1.02	93.9%	94.0%	1.00	92.6%	94.7%	1.02
Yes (DSPS)	8.5%	6.1%	0.72	8.3%	6.2%	0.75	7.9%	4.2%	0.54	6.3%	4.3%	0.68	6.1%	6.0%	0.97	7.4%	5.3%	0.72

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial English by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial English element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial English course is tracked to determine
　whether they successfully complete a college-level English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 29.2%	Success Rate	80% of Top Rate: 30.2%	Success Rate	80% of Top Rate: 27.3%	Success Rate	80% of Top Rate: 28.5%	Success Rate	80% of Top Rate: 28.2%	Success Rate	80% of Top Rate: 28.6%
No	36.5%	ok	37.8%	ok	34.2%	ok	35.6%	ok	35.2%	ok	35.8%	ok
Yes (Econ Disadv.)	26.8%	low	25.4%	low	26.5%	low	26.3%	low	27.9%	low	26.6%	low
Grand Total	30.5%	ok	29.6%	low	29.3%	ok	29.8%	ok	30.5%	ok	29.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	38.2%	45.7%	1.20	34.1%	43.5%	1.28	36.3%	42.3%	1.17	37.7%	44.9%	1.19	35.5%	41.0%	1.16	36.4%	43.5%	1.20
Yes (Econ Disadv.)	61.8%	54.3%	0.88	65.9%	56.5%	0.86	63.7%	57.7%	0.91	62.3%	55.1%	0.88	64.5%	59.0%	0.91	63.6%	56.5%	0.89

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial Math by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial Math element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** A cohort of students who attempt a Remedial Math course is tracked to determine
   whether they successfully complete a college-level Math course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 16.8%	Success Rate	80% of Top Rate: 19.3%	Success Rate	80% of Top Rate: 19.2%	Success Rate	80% of Top Rate: 19.6%	Success Rate	80% of Top Rate: 17.5%	Success Rate	80% of Top Rate: 18.0%
Female	19.8%	ok	**24.1%**	ok	23.5%	ok	**24.5%**	ok	21.1%	ok	**22.5%**	ok
Male	**21.0%**	ok	20.3%	ok	**24.1%**	ok	23.3%	ok	**21.9%**	ok	22.1%	ok
Grand Total	20.2%	ok	22.9%	ok	23.7%	ok	24.1%	ok	21.4%	ok	22.4%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	64.5%	63.2%	0.98	65.5%	69.1%	1.05	61.5%	61.0%	0.99	60.9%	62.0%	1.02	60.2%	59.3%	0.99	62.3%	62.7%	1.01
Male	35.5%	36.8%	1.04	34.5%	30.7%	0.89	38.5%	39.0%	1.01	39.0%	37.8%	0.97	39.4%	40.3%	1.02	37.5%	37.2%	0.99

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial Math by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial Math element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial Math course is tracked to determine
 whether they successfully complete a college-level Math course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 18.6%	Success Rate	80% of Top Rate: 18.9%	Success Rate	80% of Top Rate: 20.4%	Success Rate	80% of Top Rate: 20.5%	Success Rate	80% of Top Rate: 18.3%	Success Rate	80% of Top Rate: 19.1%
19 or Younger	23.2%	ok	23.4%	ok	24.1%	ok	25.6%	ok	22.9%	ok	23.8%	ok
20 to 24	19.8%	ok	23.7%	ok	24.1%	ok	23.3%	ok	20.2%	ok	22.1%	ok
25 to 39	18.0%	low	21.9%	ok	25.5%	ok	22.7%	ok	20.0%	ok	21.3%	ok
40 or Older	13.5%	low	19.4%	ok	16.0%	low	18.5%	low	16.9%	low	16.6%	low
Grand Total	20.2%	ok	22.9%	ok	23.7%	ok	24.1%	ok	21.4%	ok	22.4%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	42.1%	48.4%	1.15	48.0%	49.1%	1.02	52.1%	53.1%	1.02	50.9%	54.1%	1.06	54.1%	57.9%	1.07	49.7%	52.9%	1.06
20 to 24	25.4%	24.9%	0.98	25.0%	25.8%	1.04	22.9%	23.2%	1.02	23.9%	23.1%	0.97	21.1%	19.9%	0.94	23.5%	23.2%	0.99
25 to 39	22.4%	20.0%	0.89	18.9%	18.2%	0.96	17.1%	18.4%	1.08	19.2%	18.0%	0.94	18.0%	16.8%	0.93	19.1%	18.2%	0.95
40 or Older	10.1%	6.8%	0.67	8.1%	6.9%	0.85	7.9%	5.4%	0.68	6.1%	4.7%	0.77	6.9%	5.4%	0.79	7.7%	5.7%	0.74

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Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial Math by Race/Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial Math element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** A cohort of students who attempt a Remedial Math course is tracked to determine whether they successfully complete a college-level Math course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 33.9%	Success Rate	80% of Top Rate: 23.5%	Success Rate	80% of Top Rate: 38.0%	Success Rate	80% of Top Rate: 26.7%	Success Rate	80% of Top Rate: 36.2%	Success Rate	80% of Top Rate: 31.0%
African American	7.1%	low	11.0%	low	17.2%	low	12.9%	low	12.5%	low	12.1%	low
American Indian											20.9%	low
Asian	42.4%	ok	29.4%	ok	47.5%	ok	30.8%	ok	45.2%	ok	38.8%	ok
Filipino	27.7%	low			27.7%	low	21.8%	low	30.0%	low	24.8%	low
Hispanic	18.8%	low	22.6%	low	22.9%	low	23.9%	low	20.6%	low	21.7%	low
Pacific Islander												
Unknown							33.3%	ok	23.5%	low	23.4%	low
White	23.5%	low	25.6%	ok	26.3%	low	24.3%	low	22.1%	low	24.2%	low
Grand Total	20.2%	low	22.9%	low	23.7%	low	24.1%	low	21.4%	low	22.4%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	7.7%	2.7%	0.35	6.9%	3.3%	0.48	7.4%	5.4%	0.73	5.9%	3.2%	0.54	7.9%	4.6%	0.58	7.2%	3.9%	0.54
American Indian																1.5%	1.4%	0.94
Asian	1.8%	3.8%	2.10	2.0%	2.6%	1.29	2.4%	4.8%	2.00	2.7%	3.4%	1.28	1.7%	3.7%	2.12	2.1%	3.6%	1.73
Filipino	2.6%	3.5%	1.37				2.8%	3.3%	1.17	2.8%	2.5%	0.91	2.1%	2.9%	1.40	2.6%	2.9%	1.11
Hispanic	46.0%	42.7%	0.93	49.1%	48.6%	0.99	47.6%	45.9%	0.96	48.7%	48.4%	0.99	47.8%	45.9%	0.96	47.8%	46.4%	0.97
Pacific Islander																		
Unknown										4.7%	6.6%	1.39	8.1%	8.9%	1.10	4.4%	4.6%	1.05
White	37.0%	43.0%	1.16	35.4%	39.6%	1.12	34.8%	38.5%	1.11	33.4%	33.8%	1.01	30.7%	31.7%	1.03	34.0%	36.8%	1.08

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial Math by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial Math element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial Math course is tracked to determine
   whether they successfully complete a college-level Math course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 16.5%	Success Rate	80% of Top Rate: 19.1%	Success Rate	80% of Top Rate: 19.5%	Success Rate	80% of Top Rate: 19.2%	Success Rate	80% of Top Rate: 17.4%	Success Rate	80% of Top Rate: 18.1%
No	20.7%	ok	22.8%	ok	24.4%	ok	24.1%	ok	21.7%	ok	22.6%	ok
Yes (DSPS)	15.8%	low	23.8%	ok	16.1%	low	24.0%	ok	17.2%	low	19.3%	ok
Grand Total	20.2%	ok	22.9%	ok	23.7%	ok	24.1%	ok	21.4%	ok	22.4%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	91.0%	93.0%	1.02	91.2%	90.8%	1.00	91.7%	94.4%	1.03	92.5%	92.6%	1.00	93.3%	94.6%	1.01	92.0%	93.1%	1.01
Yes (DSPS)	9.0%	7.0%	0.78	8.8%	9.2%	1.04	8.3%	5.6%	0.68	7.5%	7.4%	1.00	6.7%	5.4%	0.80	8.0%	6.9%	0.86

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial Math by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial Math element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** A cohort of students who attempt a Remedial Math course is tracked to determine
　whether they successfully complete a college-level Math course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 18.8%	Success Rate	80% of Top Rate: 20.7%	Success Rate	80% of Top Rate: 20.1%	Success Rate	80% of Top Rate: 20.3%	Success Rate	80% of Top Rate: 18.7%	Success Rate	80% of Top Rate: 19.7%
No	23.5%	ok	25.9%	ok	25.2%	ok	25.4%	ok	23.4%	ok	24.6%	ok
Yes (Econ Disadv.)	18.3%	low	21.1%	ok	22.9%	ok	23.2%	ok	20.3%	ok	21.1%	ok
Grand Total	20.2%	ok	22.9%	ok	23.7%	ok	24.1%	ok	21.4%	ok	22.4%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	36.7%	42.7%	1.16	36.1%	40.9%	1.13	34.6%	36.7%	1.06	37.9%	40.1%	1.06	35.7%	39.0%	1.09	36.2%	39.8%	1.10
Yes (Econ Disadv.)	63.3%	57.3%	0.90	63.9%	59.1%	0.92	65.4%	63.3%	0.97	62.1%	59.9%	0.96	64.3%	61.0%	0.95	63.8%	60.2%	0.94

Bakersfield College

(Indicator D - Degree/Certificate Completion) Degree/Certificate Completion by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Degree and Certificate Completion element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
  first three years are tracked for six years to see if they earn a Certificate or Degree. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 18.0%	Success Rate	80% of Top Rate: 17.5%	Success Rate	80% of Top Rate: 14.8%	Success Rate	80% of Top Rate: 15.8%	Success Rate	80% of Top Rate: 13.7%	Success Rate	80% of Top Rate: 15.9%
Female	22.5%	ok	21.9%	ok	18.5%	ok	19.7%	ok	17.2%	ok	19.9%	ok
Male	18.1%	ok	16.3%	low	15.4%	ok	18.4%	ok	15.3%	ok	16.7%	ok
Grand Total	20.7%	ok	19.6%	ok	17.2%	ok	19.1%	ok	16.4%	ok	18.5%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	59.1%	64.3%	1.09	59.9%	66.7%	1.11	57.9%	62.4%	1.08	57.1%	58.8%	1.03	55.6%	58.4%	1.05	57.8%	62.1%	1.07
Male	40.9%	35.7%	0.87	40.1%	33.3%	0.83	42.1%	37.6%	0.90	42.8%	41.2%	0.96	44.0%	41.2%	0.94	42.0%	37.8%	0.90

Bakersfield College
(Indicator D - Degree/Certificate Completion) CTE Degree/Certificate Completion by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the CTE Degree and Certificate Completion element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** Students who initially complete a CTE course and then subsequently complete more than eight additional units in a single discipline (one coded as occupational SAM B or C) within three years are tracked for six years to see if they earn a Certificate or Degree. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 24.9%	Success Rate	80% of Top Rate: 28.7%	Success Rate	80% of Top Rate: 25.5%	Success Rate	80% of Top Rate: 27.1%	Success Rate	80% of Top Rate: 24.3%	Success Rate	80% of Top Rate: 25.3%
19 or Younger	31.1%	ok	29.4%	ok	31.9%	ok	31.1%	ok	30.3%	ok	30.8%	ok
20 to 24	29.2%	ok	35.9%	ok	29.8%	ok	33.8%	ok	29.5%	ok	31.6%	ok
25 to 39	29.7%	ok	24.6%	low	24.3%	low	26.4%	low	25.0%	ok	26.0%	ok
40 or Older	24.1%	low	17.1%	low	24.5%	low	26.2%	low	25.5%	ok	23.6%	low
Grand Total	29.3%	ok	28.2%	low	28.8%	ok	30.0%	ok	28.2%	ok	28.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	37.0%	39.4%	1.06	39.6%	41.3%	1.04	41.6%	46.1%	1.11	40.7%	42.3%	1.04	40.0%	42.9%	1.07	39.8%	42.4%	1.07
20 to 24	20.8%	20.8%	1.00	23.1%	29.5%	1.27	23.5%	24.4%	1.04	22.5%	25.5%	1.13	23.6%	24.6%	1.05	22.7%	24.9%	1.09
25 to 39	26.8%	27.2%	1.02	24.9%	21.7%	0.87	23.8%	20.1%	0.84	25.5%	22.5%	0.88	26.0%	23.0%	0.89	25.4%	22.9%	0.90
40 or Older	15.4%	12.7%	0.82	12.4%	7.5%	0.61	11.0%	9.4%	0.85	11.2%	9.8%	0.87	10.5%	9.5%	0.90	12.0%	9.8%	0.81

Base Tables are on the following page.

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Bakersfield College

(Indicator D - Degree/Certificate Completion) Degree/Certificate Completion by Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Degree and Certificate Completion element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they earn a Certificate or Degree. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 19.2%	Success Rate	80% of Top Rate: 28.9%	Success Rate	80% of Top Rate: 20.5%	Success Rate	80% of Top Rate: 17.5%	Success Rate	80% of Top Rate: 18.1%	Success Rate	80% of Top Rate: 19.7%
African American	12.2%	low	13.5%	low	11.5%	low	11.2%	low	11.6%	low	12.0%	low
American Indian			32.4%	ok	25.6%	ok					22.9%	ok
Asian	16.0%	low	23.5%	low	19.2%	low	19.6%	ok	22.7%	ok	20.3%	ok
Filipino	24.0%	ok	36.1%	ok	22.5%	ok	19.8%	ok	21.5%	ok	24.6%	ok
Hispanic	19.9%	ok	17.1%	low	14.8%	low	18.0%	ok	14.9%	low	16.9%	low
Pacific Islander												
Unknown	19.7%	ok	27.4%	low			21.5%	ok	16.4%	low	18.4%	low
White	23.0%	ok	20.9%	low	20.9%	ok	21.8%	ok	17.8%	low	20.9%	ok
Grand Total	20.7%	ok	19.6%	low	17.2%	low	19.1%	ok	16.4%	low	18.5%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	5.6%	3.3%	0.59	6.1%	4.2%	0.69	5.9%	3.9%	0.67	4.6%	2.7%	0.59	4.9%	3.5%	0.71	5.4%	3.5%	0.65
American Indian				1.3%	2.2%	1.65	1.7%	2.5%	1.49							1.3%	1.6%	1.23
Asian	3.2%	2.5%	0.77	3.3%	4.0%	1.20	3.9%	4.4%	1.12	3.9%	4.0%	1.03	3.5%	4.8%	1.39	3.6%	3.9%	1.09
Filipino	3.2%	3.7%	1.16	3.3%	6.0%	1.84	4.1%	5.3%	1.31	3.7%	3.8%	1.03	2.3%	3.1%	1.32	3.3%	4.4%	1.33
Hispanic	45.7%	44.0%	0.96	44.5%	38.7%	0.87	47.7%	41.1%	0.86	47.7%	45.0%	0.94	44.6%	40.7%	0.91	46.1%	42.0%	0.91
Pacific Islander																		
Unknown	2.6%	2.5%	0.95	3.3%	4.6%	1.39				4.4%	5.0%	1.12	11.5%	11.5%	1.00	5.1%	5.1%	0.99
White	37.9%	42.1%	1.11	37.6%	40.1%	1.07	33.5%	40.6%	1.21	34.3%	39.1%	1.14	31.2%	34.0%	1.09	34.8%	39.2%	1.13

Bakersfield College

(Indicator D - Degree/Certificate Completion) Degree/Certificate Completion by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Degree and Certificate Completion element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they earn a Certificate or Degree. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 16.7%	Success Rate	80% of Top Rate: 15.8%	Success Rate	80% of Top Rate: 13.9%	Success Rate	80% of Top Rate: 15.7%	Success Rate	80% of Top Rate: 13.6%	Success Rate	80% of Top Rate: 14.9%
No	20.9%	ok	19.7%	ok	17.4%	ok	19.1%	ok	16.3%	ok	18.6%	ok
Yes (DSPS)	17.8%	ok	19.0%	ok	14.3%	ok	19.6%	ok	17.0%	ok	17.5%	ok
Grand Total	20.7%	ok	19.6%	ok	17.2%	ok	19.1%	ok	16.4%	ok	18.5%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	93.8%	94.6%	1.01	94.0%	94.2%	1.00	94.2%	95.2%	1.01	94.9%	94.8%	1.00	94.8%	94.6%	1.00	94.3%	94.7%	1.00
Yes (DSPS)	6.2%	5.4%	0.86	6.0%	5.8%	0.96	5.8%	4.8%	0.83	5.1%	5.2%	1.02	5.2%	5.4%	1.04	5.7%	5.3%	0.94

Bakersfield College

(Indicator D - Degree/Certificate Completion) Degree/Certificate Completion by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Degree and Certificate Completion element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they earn a Certificate or Degree. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 17.7%	Success Rate	80% of Top Rate: 16.2%	Success Rate	80% of Top Rate: 15.8%	Success Rate	80% of Top Rate: 16.4%	Success Rate	80% of Top Rate: 14.9%	Success Rate	80% of Top Rate: 16.2%
No	22.2%	ok	20.2%	ok	19.7%	ok	20.5%	ok	18.6%	ok	20.2%	ok
Yes (Econ Disadv.)	19.9%	ok	19.4%	ok	16.0%	ok	18.5%	ok	15.4%	ok	17.7%	ok
Grand Total	20.7%	ok	19.6%	ok	17.2%	ok	19.1%	ok	16.4%	ok	18.5%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	34.1%	36.6%	1.07	33.3%	34.3%	1.03	32.7%	37.4%	1.15	33.0%	35.2%	1.07	29.8%	34.0%	1.14	32.5%	35.5%	1.09
Yes (Econ Disadv.)	65.9%	63.4%	0.96	66.7%	65.7%	0.99	67.3%	62.6%	0.93	67.0%	64.8%	0.97	70.2%	66.0%	0.94	67.5%	64.5%	0.96

Bakersfield College
Associate Degrees and Certificates Awarded
2004-05 to 2013-14

BAKERSFIELD COLLEGE 1913–2013

Degrees and Certificates awarded during each academic year with unduplicated student demographics. These awards data are from Banner and are updated as students apply for their degree or certificate. This may differ slightly from awards data at the CCCCO DataMart, IPEDS or CalPASS, which are populated from MIS data reported at one point in time.

BC Degrees and Certificates	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5 yr % Change	10 yr % Change
All Award Types	1,358	1,539	1,865	1,936	1,823	1,712	1,640	1,792	1,832	2,042	19.3%	50.4%
AA or AS Degrees	907	973	1,014	1,028	1,039	977	942	891	782	945	-3.3%	4.2%
AA-T or AS-T Degrees	-	-	-	-	-	-	-	4	31	81	-	-
Certificates of Achievement	150	140	185	185	233	250	169	226	283	294	17.6%	96.0%
Job Skills Certificates	301	426	666	723	551	485	529	671	736	722	48.9%	139.9%
Demographic Breakdown of Students (Unduplicated) with One or More Award												
Unduplicated Students	1,231	1,392	1,628	1,643	1,645	1,510	1,451	1,526	1,509	1,659	9.9%	34.8%
Female	759 61.7%	840 60.3%	956 58.7%	1021 62.1%	1039 63.2%	942 62.4%	855 58.9%	934 61.2%	954 63.2%	1061 64.0%	12.6%	39.8%
Male	471 38.3%	551 39.6%	670 41.2%	620 37.7%	601 36.5%	568 37.6%	595 41.0%	592 38.8%	554 36.7%	598 36.0%	5.3%	27.0%
19 or Younger	79 6.4%	91 6.5%	102 6.3%	106 6.5%	103 6.3%	98 6.5%	91 6.3%	84 5.5%	105 7.0%	92 5.5%	-6.1%	16.5%
20-24	543 44.1%	625 44.9%	723 44.4%	708 43.1%	765 46.5%	667 44.2%	684 47.1%	690 45.2%	717 47.5%	804 48.5%	20.5%	48.1%
25-29	204 16.6%	238 17.1%	287 17.6%	323 19.7%	293 17.8%	318 21.1%	266 18.3%	306 20.1%	277 18.4%	338 20.4%	6.3%	65.7%
30-39	222 18.0%	229 16.5%	276 17.0%	263 16.0%	263 16.0%	253 16.8%	245 16.9%	268 17.6%	262 17.4%	265 16.0%	4.7%	19.4%
40 or Older	182 14.8%	209 15.0%	240 14.7%	243 14.8%	221 13.4%	174 11.5%	165 11.4%	178 11.7%	148 9.8%	160 9.6%	-8.0%	-12.1%
African American	74 6.0%	56 4.0%	83 5.1%	82 5.0%	89 5.4%	90 6.0%	71 4.9%	75 4.9%	78 5.2%	76 4.6%	-15.6%	2.7%
American Indian	19 1.5%	22 1.6%	24 1.5%	22 1.3%	26 1.6%	14 0.9%	11 0.8%	7 0.5%	13 0.9%	10 0.6%	-28.6%	-47.4%
Asian/ Filipino/ Pacific Isl.	82 6.7%	106 7.6%	112 6.9%	132 8.0%	110 6.7%	108 7.2%	107 7.4%	98 6.4%	67 4.4%	76 4.6%	-29.6%	-7.3%
Hispanic/ Latino	451 36.6%	549 39.4%	643 39.5%	658 40.0%	733 44.6%	670 44.4%	668 46.0%	816 53.5%	822 54.5%	922 55.6%	37.6%	104.4%
White	565 45.9%	613 44.0%	716 44.0%	683 41.6%	628 38.2%	566 37.5%	551 38.0%	481 31.5%	484 32.1%	511 30.8%	-9.7%	-9.6%
Two or More Races	5 0.4%	9 0.6%	9 0.6%	22 1.3%	20 1.2%	24 1.6%	32 2.2%	39 2.6%	43 2.8%	62 3.7%	158.3%	1140.0%
Unknown	35 2.8%	37 2.7%	41 2.5%	44 2.7%	39 2.4%	38 2.5%	11 0.8%	10 0.7%	2 0.1%	2 0.1%	-94.7%	-94.3%

Bakersfield College
(Indicator E - Transfer) Transfer by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
    first three years are tracked for six years to see if they transfer to a four-year college. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 26.6%	Success Rate	80% of Top Rate: 26.6%	Success Rate	80% of Top Rate: 24.2%	Success Rate	80% of Top Rate: 27.4%	Success Rate	80% of Top Rate: 22.8%	Success Rate	80% of Top Rate: 25.3%
Female	32.3%	ok	33.2%	ok	30.1%	ok	30.3%	ok	27.6%	ok	30.7%	ok
Male	33.3%	ok	32.5%	ok	30.2%	ok	34.3%	ok	28.5%	ok	31.7%	ok
Grand Total	32.7%	ok	32.9%	ok	30.2%	ok	32.0%	ok	28.0%	ok	31.1%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	59.1%	58.4%	0.99	59.9%	60.4%	1.01	57.9%	57.8%	1.00	57.1%	54.1%	0.95	55.6%	54.8%	0.98	57.8%	57.1%	0.99
Male	40.9%	41.6%	1.02	40.1%	39.6%	0.99	42.1%	42.2%	1.00	42.8%	45.9%	1.07	44.0%	44.7%	1.02	42.0%	42.8%	1.02

Bakersfield College

(Indicator E - Transfer) Transfer by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
   first three years are tracked for six years to see if they transfer to a four-year college. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 29.5%	Success Rate	80% of Top Rate: 28.5%	Success Rate	80% of Top Rate: 26.2%	Success Rate	80% of Top Rate: 28.1%	Success Rate	80% of Top Rate: 24.7%	Success Rate	80% of Top Rate: 27.3%
19 or Younger	36.9%	ok	35.6%	ok	32.8%	ok	35.1%	ok	30.8%	ok	34.1%	ok
20 to 24	17.5%	low	22.6%	low	17.8%	low	19.8%	low	12.5%	low	17.9%	low
25 to 39	14.4%	low	20.0%	low	13.5%	low	13.3%	low	17.7%	low	15.8%	low
40 or Older	18.9%	low	13.8%	low	20.9%	low	15.2%	low	19.3%	low	17.6%	low
Grand Total	32.7%	ok	32.9%	ok	30.2%	ok	32.0%	ok	28.0%	ok	31.1%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	79.2%	89.4%	1.13	82.4%	89.2%	1.08	83.6%	90.9%	1.09	83.0%	91.1%	1.10	81.8%	90.0%	1.10	82.0%	90.1%	1.10
20 to 24	9.3%	5.0%	0.54	8.5%	5.9%	0.69	7.6%	4.5%	0.59	8.5%	5.3%	0.62	8.8%	3.9%	0.45	8.5%	4.9%	0.58
25 to 39	7.7%	3.4%	0.44	5.9%	3.6%	0.61	6.2%	2.8%	0.45	6.1%	2.5%	0.42	6.2%	3.9%	0.63	6.4%	3.2%	0.51
40 or Older	3.9%	2.2%	0.58	3.1%	1.3%	0.42	2.7%	1.8%	0.69	2.4%	1.1%	0.47	3.1%	2.2%	0.69	3.0%	1.7%	0.57

Bakersfield College

(Indicator E - Transfer) Transfer by Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation**: First-time students who complete six or more units and attempt any Math or English in their
   first three years are tracked for six years to see if they transfer to a four-year college. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 39.5%	Success Rate	80% of Top Rate: 42.9%	Success Rate	80% of Top Rate: 46.9%	Success Rate	80% of Top Rate: 34.4%	Success Rate	80% of Top Rate: 40.4%	Success Rate	80% of Top Rate: 40.4%
African American	35.1%	low	28.2%	low	31.1%	low	36.0%	ok	29.7%	low	31.8%	low
American Indian			35.3%	low	34.9%	low					28.9%	low
Asian	49.3%	ok	51.8%	ok	58.6%	ok	43.0%	ok	50.5%	ok	50.5%	ok
Filipino	22.7%	low	26.5%	low	29.4%	low	24.8%	low	26.2%	low	26.1%	low
Hispanic	25.8%	low	23.9%	low	23.3%	low	25.9%	low	20.9%	low	23.9%	low
Pacific Islander											40.7%	ok
Unknown	39.3%	low	53.6%	ok	36.5%	low	34.7%	ok	25.3%	low	33.1%	low
White	39.5%	ok	41.4%	low	35.7%	low	39.2%	ok	36.8%	low	38.6%	low
Grand Total	32.7%	low	32.9%	low	30.2%	low	32.0%	low	28.0%	low	31.1%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	5.6%	6.0%	1.07	6.1%	5.3%	0.86	5.9%	6.1%	1.03	4.6%	5.2%	1.13	4.9%	5.2%	1.06	5.4%	5.5%	1.02
American Indian				1.3%	1.4%	1.07	1.7%	2.0%	1.16							1.3%	1.2%	0.93
Asian	3.2%	4.8%	1.51	3.3%	5.3%	1.57	3.9%	7.6%	1.94	3.9%	5.3%	1.34	3.5%	6.2%	1.80	3.6%	5.8%	1.63
Filipino	3.2%	2.2%	0.69	3.3%	2.6%	0.81	4.1%	4.0%	0.97	3.7%	2.9%	0.77	2.3%	2.2%	0.93	3.3%	2.8%	0.84
Hispanic	45.7%	36.1%	0.79	44.5%	32.3%	0.73	47.7%	36.8%	0.77	47.7%	38.6%	0.81	44.6%	33.3%	0.75	46.1%	35.4%	0.77
Pacific Islander																0.5%	0.6%	1.31
Unknown	2.6%	3.1%	1.20	3.3%	5.4%	1.63	2.9%	3.6%	1.21	4.4%	4.8%	1.09	11.5%	10.4%	0.90	5.1%	5.5%	1.07
White	37.9%	45.8%	1.21	37.6%	47.2%	1.26	33.5%	39.7%	1.18	34.3%	42.0%	1.23	31.2%	41.0%	1.31	34.8%	43.2%	1.24

Bakersfield College

(Indicator E - Transfer) Transfer by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
   first three years are tracked for six years to see if they transfer to a four-year college. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 26.9%	Success Rate	80% of Top Rate: 26.9%	Success Rate	80% of Top Rate: 24.8%	Success Rate	80% of Top Rate: 26.0%	Success Rate	80% of Top Rate: 22.8%	Success Rate	80% of Top Rate: 25.4%
No	33.7%	ok	33.6%	ok	30.9%	ok	32.6%	ok	28.5%	ok	31.8%	ok
Yes (DSPS)	17.8%	low	22.2%	low	17.7%	low	21.0%	low	20.4%	low	19.8%	low
Grand Total	32.7%	ok	32.9%	ok	30.2%	ok	32.0%	ok	28.0%	ok	31.1%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	93.8%	96.6%	1.03	94.0%	95.9%	1.02	94.2%	96.6%	1.03	94.9%	96.7%	1.02	94.8%	96.2%	1.02	94.3%	96.4%	1.02
Yes (DSPS)	6.2%	3.4%	0.54	6.0%	4.1%	0.68	5.8%	3.4%	0.59	5.1%	3.3%	0.66	5.2%	3.8%	0.73	5.7%	3.6%	0.64

Bakersfield College
(Indicator E - Transfer) Transfer by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
   first three years are tracked for six years to see if they transfer to a four-year college. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 34.7%	Success Rate	80% of Top Rate: 36.1%	Success Rate	80% of Top Rate: 32.0%	Success Rate	80% of Top Rate: 32.4%	Success Rate	80% of Top Rate: 29.6%	Success Rate	80% of Top Rate: 32.9%
No	43.4%	ok	45.1%	ok	40.0%	ok	40.5%	ok	37.0%	ok	41.2%	ok
Yes (Econ Disadv.)	27.2%	low	26.8%	low	25.4%	low	27.8%	low	24.2%	low	26.2%	low
Grand Total	32.7%	low	32.9%	low	30.2%	low	32.0%	low	28.0%	low	31.1%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	34.1%	45.3%	1.33	33.3%	45.7%	1.37	32.7%	43.3%	1.33	33.0%	41.7%	1.27	29.8%	39.4%	1.32	32.5%	43.1%	1.33
Yes (Econ Disadv.)	65.9%	54.7%	0.83	66.7%	54.3%	0.81	67.3%	56.7%	0.84	67.0%	58.3%	0.87	70.2%	60.6%	0.86	67.5%	56.9%	0.84

Bakersfield College

(Indicator E - Transfer) Transfer-Prepared Students by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer-Prepared element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
    first three years are tracked for six years to see if they become "Transfer Prepared" (completion of 60 UC/CSU transferrable units with a 2.0 GPA or better). Results for
    the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 23.9%	Success Rate	80% of Top Rate: 25.0%	Success Rate	80% of Top Rate: 22.2%	Success Rate	80% of Top Rate: 23.3%	Success Rate	80% of Top Rate: 20.8%	Success Rate	80% of Top Rate: 22.9%
Female	29.9%	ok	31.2%	ok	27.8%	ok	28.5%	ok	25.9%	ok	28.6%	ok
Male	27.0%	ok	28.2%	ok	26.0%	ok	29.1%	ok	24.7%	ok	27.0%	ok
Grand Total	28.7%	ok	30.0%	ok	27.0%	ok	28.7%	ok	25.4%	ok	27.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	59.1%	61.5%	1.04	59.9%	62.3%	1.04	57.9%	59.6%	1.03	57.1%	56.6%	0.99	55.6%	56.9%	1.02	57.8%	59.3%	1.03
Male	40.9%	38.5%	0.94	40.1%	37.7%	0.94	42.1%	40.4%	0.96	42.8%	43.4%	1.01	44.0%	42.8%	0.97	42.0%	40.6%	0.97

Bakersfield College
(Indicator E - Transfer) Transfer-Prepared Students by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer-Prepared element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
   first three years are tracked for six years to see if they become "Transfer Prepared" (completion of 60 UC/CSU transferrable units with a 2.0 GPA or better). Results for
   the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 25.2%	Success Rate	80% of Top Rate: 26.0%	Success Rate	80% of Top Rate: 23.7%	Success Rate	80% of Top Rate: 25.2%	Success Rate	80% of Top Rate: 21.9%	Success Rate	80% of Top Rate: 24.3%
19 or Younger	31.5%	ok	32.4%	ok	29.6%	ok	31.5%	ok	27.4%	ok	30.4%	ok
20 to 24	17.1%	low	17.5%	low	12.6%	low	15.1%	low	14.9%	low	15.5%	low
25 to 39	20.0%	low	18.7%	low	14.8%	low	13.9%	low	17.7%	low	17.1%	low
40 or Older	17.8%	low	21.3%	low	14.9%	low	16.7%	low	18.2%	low	17.9%	low
Grand Total	28.7%	ok	30.0%	ok	27.0%	ok	28.7%	ok	25.4%	ok	27.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	79.2%	86.7%	1.10	82.4%	89.1%	1.08	83.6%	91.6%	1.10	83.0%	91.2%	1.10	81.8%	88.2%	1.08	82.0%	89.4%	1.09
20 to 24	9.3%	5.5%	0.59	8.5%	5.0%	0.58	7.6%	3.5%	0.46	8.5%	4.5%	0.53	8.8%	5.2%	0.59	8.5%	4.7%	0.55
25 to 39	7.7%	5.4%	0.70	5.9%	3.7%	0.62	6.2%	3.4%	0.55	6.1%	2.9%	0.49	6.2%	4.4%	0.70	6.4%	3.9%	0.61
40 or Older	3.9%	2.4%	0.62	3.1%	2.2%	0.71	2.7%	1.5%	0.55	2.4%	1.4%	0.58	3.1%	2.2%	0.72	3.0%	1.9%	0.64

Bakersfield College

(Indicator E - Transfer) Transfer-Prepared Students by Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer-Prepared element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
   first three years are tracked for six years to see if they become "Transfer Prepared" (completion of 60 UC/CSU transferrable units with a 2.0 GPA or better). Results for
   the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 33.1%	Success Rate	80% of Top Rate: 34.7%	Success Rate	80% of Top Rate: 33.9%	Success Rate	80% of Top Rate: 26.9%	Success Rate	80% of Top Rate: 30.5%	Success Rate	80% of Top Rate: 30.8%
African American	16.0%	low	19.2%	low	18.9%	low	19.2%	low	14.5%	low	17.6%	low
American Indian			41.2%	ok	32.6%	low			29.4%	low	27.7%	low
Asian	41.3%	ok	37.6%	ok	42.4%	ok	33.6%	ok	38.1%	ok	38.4%	ok
Filipino	34.7%	ok	43.4%	ok	35.3%	ok	33.7%	ok	29.2%	low	35.4%	ok
Hispanic	26.6%	low	24.5%	low	24.3%	low	27.5%	ok	23.1%	low	25.2%	low
Pacific Islander											30.5%	low
Unknown	29.5%	low	38.1%	ok	25.7%	low	27.3%	ok	27.8%	low	28.9%	low
White	31.9%	low	35.4%	ok	29.3%	low	31.2%	ok	27.6%	low	31.2%	ok
Grand Total	28.7%	low	30.0%	low	27.0%	low	28.7%	ok	25.4%	low	27.9%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	5.6%	3.1%	0.56	6.1%	3.9%	0.64	5.9%	4.1%	0.70	4.6%	3.1%	0.67	4.9%	2.8%	0.57	5.4%	3.4%	0.63
American Indian				1.3%	1.8%	1.37	1.7%	2.1%	1.20				1.2%	1.4%	1.16	1.3%	1.3%	0.99
Asian	3.2%	4.6%	1.44	3.3%	4.2%	1.25	3.9%	6.2%	1.57	3.9%	4.6%	1.17	3.5%	5.2%	1.50	3.6%	4.9%	1.38
Filipino	3.2%	3.9%	1.21	3.3%	4.7%	1.45	4.1%	5.3%	1.31	3.7%	4.3%	1.17	2.3%	2.7%	1.15	3.3%	4.2%	1.27
Hispanic	45.7%	42.3%	0.93	44.5%	36.4%	0.82	47.7%	42.8%	0.90	47.7%	45.7%	0.96	44.6%	40.6%	0.91	46.1%	41.5%	0.90
Pacific Islander																0.5%	0.5%	1.09
Unknown	2.6%	2.7%	1.03	3.3%	4.2%	1.27	2.9%	2.8%	0.95	4.4%	4.2%	0.95	11.5%	12.6%	1.10	5.1%	5.3%	1.04
White	37.9%	42.2%	1.11	37.6%	44.4%	1.18	33.5%	36.3%	1.08	34.3%	37.2%	1.09	31.2%	34.0%	1.09	34.8%	38.8%	1.12

Bakersfield College

(Indicator E - Transfer) Transfer-Prepared Students by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer-Prepared element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
    first three years are tracked for six years to see if they become "Transfer Prepared" (completion of 60 UC/CSU transferrable units with a 2.0 GPA or better). Results for
    the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 23.3%	Success Rate	80% of Top Rate: 24.1%	Success Rate	80% of Top Rate: 21.9%	Success Rate	80% of Top Rate: 23.2%	Success Rate	80% of Top Rate: 20.3%	Success Rate	80% of Top Rate: 22.5%
No	29.2%	ok	30.1%	ok	27.4%	ok	29.0%	ok	25.4%	ok	28.1%	ok
Yes (DSPS)	21.9%	low	28.1%	ok	21.8%	low	23.2%	low	24.5%	ok	23.9%	ok
Grand Total	28.7%	ok	30.0%	ok	27.0%	ok	28.7%	ok	25.4%	ok	27.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	93.8%	95.2%	1.02	94.0%	94.4%	1.00	94.2%	95.3%	1.01	94.9%	95.9%	1.01	94.8%	94.9%	1.00	94.3%	95.1%	1.01
Yes (DSPS)	6.2%	4.8%	0.76	6.0%	5.6%	0.94	5.8%	4.7%	0.81	5.1%	4.1%	0.81	5.2%	5.1%	0.97	5.7%	4.9%	0.86

Bakersfield College

(Indicator E - Transfer) Transfer-Prepared Students by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer-Prepared element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they become "Transfer Prepared" (completion of 60 UC/CSU transferrable units with a 2.0 GPA or better). Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 27.1%	Success Rate	80% of Top Rate: 27.9%	Success Rate	80% of Top Rate: 24.2%	Success Rate	80% of Top Rate: 23.2%	Success Rate	80% of Top Rate: 22.7%	Success Rate	80% of Top Rate: 25.0%
No	33.8%	ok	34.8%	ok	30.3%	ok	29.0%	ok	28.4%	ok	31.2%	ok
Yes (Econ Disadv.)	26.1%	low	27.6%	low	25.4%	ok	28.6%	ok	24.1%	ok	26.3%	ok
Grand Total	28.7%	ok	30.0%	ok	27.0%	ok	28.7%	ok	25.4%	ok	27.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	34.1%	40.2%	1.18	33.3%	38.7%	1.16	32.7%	36.6%	1.12	33.0%	33.3%	1.01	29.8%	33.4%	1.12	32.5%	36.4%	1.12
Yes (Econ Disadv.)	65.9%	59.8%	0.91	66.7%	61.3%	0.92	67.3%	63.4%	0.94	67.0%	66.7%	0.99	70.2%	66.6%	0.95	67.5%	63.6%	0.94

BAKERSFIELD COLLEGE
1913 – 2013

Bakersfield College
Student Transfers to UC, CSU, ISP, and OOS
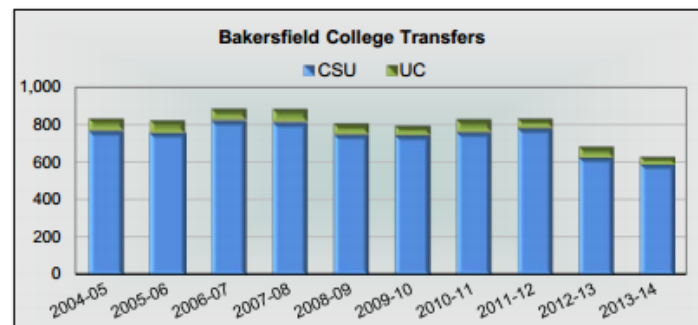2003-04 through 2013-14 (partial)

UC - University of California, CSU - California State University, ISP - In-State Private, and OOS - Out-of-State

Academic Year	UC	% of Total	CSU	% of Total	Sub Total	Sub Total % Change Prev Yr	ISP	% of Total	OOS	% of Total	Sub Total	Sub Total % Change Prev Yr	Total	Total % Change Prev Yr
2013-14 [1]	41	-	593	-	634	-7.7%	-	-	-	-	-	-	-	-
2012-13	59	5.8%	628	62.2%	687	-17.3%	164	16.2%	159	15.7%	323	-9.5%	1010	-15.0%
2011-12	48	4.0%	783	65.9%	831	0.5%	214	18.0%	143	12.0%	357	-3.8%	1188	-0.8%
2010-11	65	5.4%	762	63.6%	827	4.2%	234	19.5%	137	11.4%	371	-3.9%	1198	1.5%
2009-10	48	4.1%	746	63.2%	794	-1.4%	261	22.1%	125	10.6%	386	6.9%	1180	1.2%
2008-09	55	4.7%	750	64.3%	805	-8.6%	250	21.4%	111	9.5%	361	-17.4%	1166	-11.5%
2007-08	66	5.0%	815	61.8%	881	-0.1%	319	24.2%	118	9.0%	437	32.8%	1318	8.8%
2006-07	58	4.8%	824	68.0%	882	7.2%	232	19.2%	97	8.0%	329	-7.1%	1211	2.9%
2005-06	68	5.8%	755	64.1%	823	-1.2%	234	19.9%	120	10.2%	354	26.0%	1177	5.7%
2004-05	64	5.7%	769	69.0%	833	-5.6%	176	15.8%	105	9.4%	281	3.3%	1114	-3.5%
2003-04	53	4.6%	829	71.8%	882	-	184	15.9%	88	7.6%	272	-	1154	-

[1] 2013-14 data not available for In-State Private (ISP) and Out-of-State (OOS)

BAKERSFIELD COLLEGE
1913 — 2013

Bakersfield College
Student Transfers to CSU or UC
2004-05 through 2013-14

Academic Year	UC	% of Total	CSU	% of Total	Total	% Change Prev Yr	5 Yr % Change	10 Yr % Change
2013-14	41	6.5%	593	93.5%	634	-7.7%	-20.2%	-23.9%
2012-13	59	8.6%	628	91.4%	687	-17.3%		
2011-12	48	5.8%	783	94.2%	831	0.5%		
2010-11	65	7.9%	762	92.1%	827	4.2%		
2009-10	48	6.0%	746	94.0%	794	-1.4%		
2008-09	55	6.8%	750	93.2%	805	-8.6%		
2007-08	66	7.5%	815	92.5%	881	-0.1%		
2006-07	58	6.6%	824	93.4%	882	7.2%		
2005-06	68	8.3%	755	91.7%	823	-1.2%		
2004-05	64	7.7%	769	92.3%	833	-		

Bakersfield College Transfers

Bakersfield College
Transfer Velocity
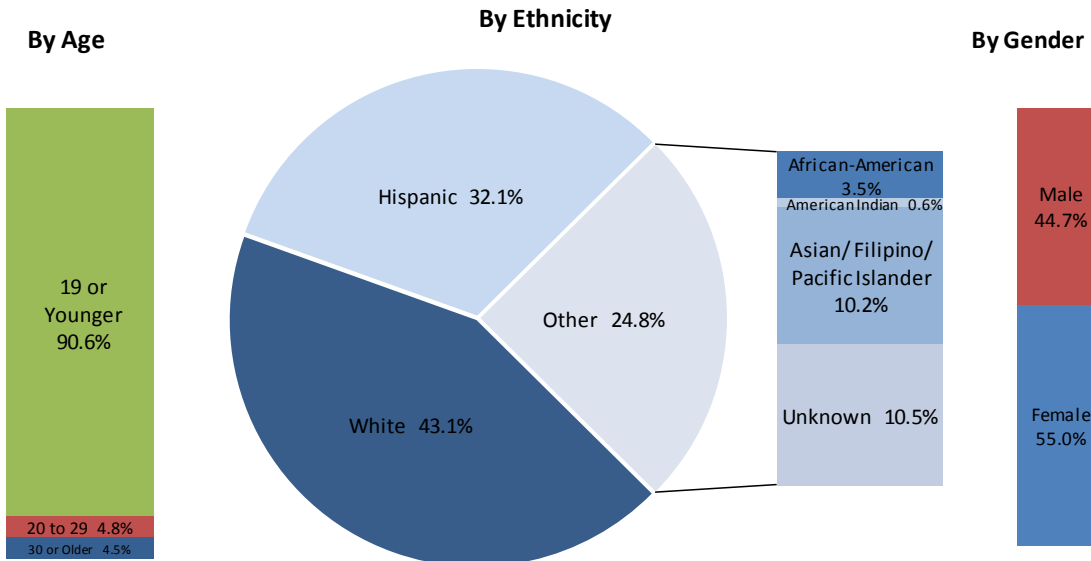Rate of Student Transfer to 4-year Institutions
2008-09 through 2012-13

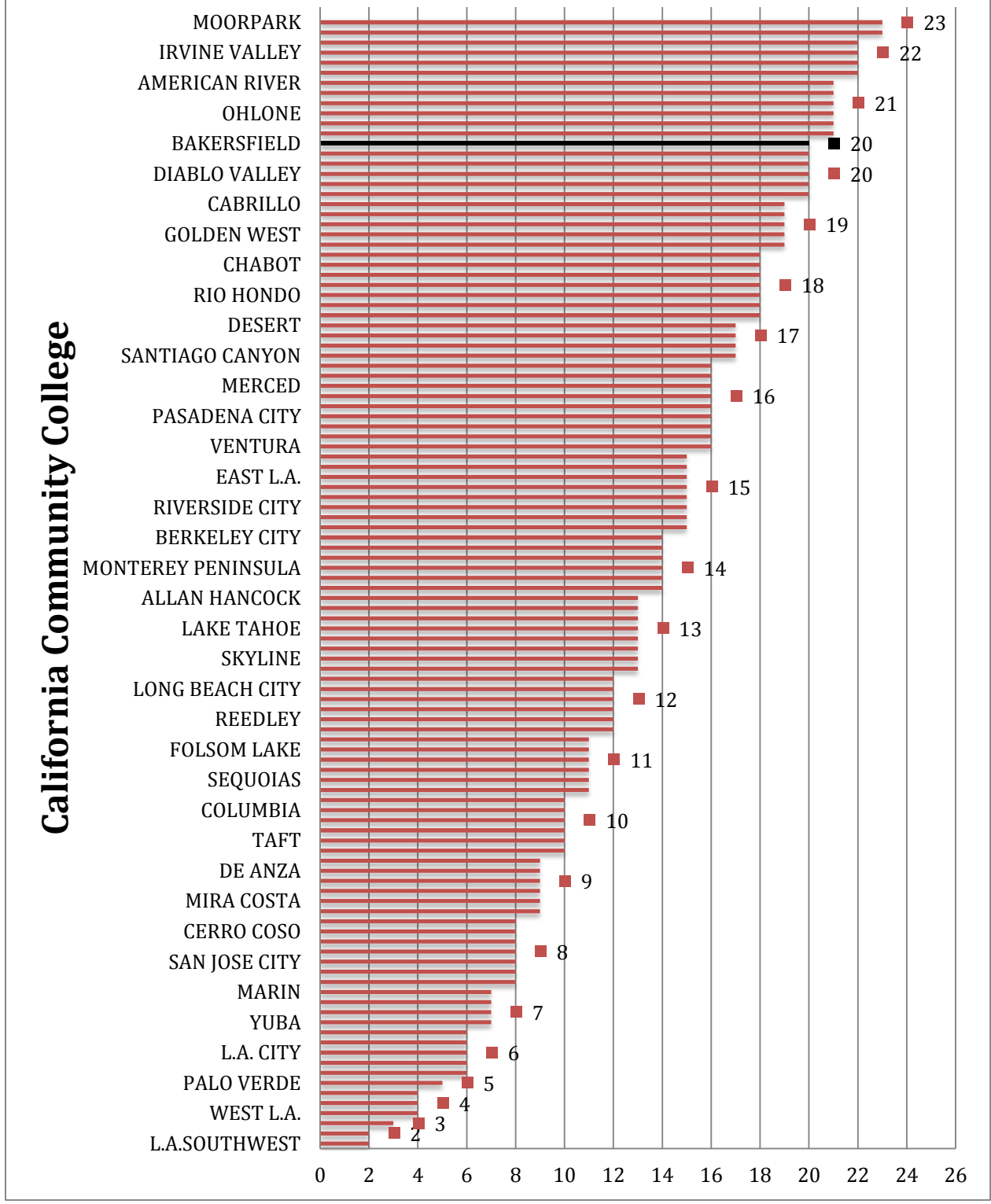| BC Transfer Velocity	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Trendlines
6-Year Transfer Rate	**41.0%**	**40.0%**	**37.5%**	**40.6%**	**37.4%**	
Cohort	*1581*	*1756*	*1610*	*1871*	*1657*	
Transfer	*649*	*703*	*604*	*759*	*620*	
Female	41.1%	40.4%	37.0%	37.9%	36.5%	
Male	41.0%	39.4%	38.2%	44.2%	38.7%	
19 or Younger	43.8%	41.9%	40.0%	43.1%	39.5%	
20-29	25.3%	26.9%	22.5%	23.3%	20.5%	
30 or Older	28.4%	26.7%	16.7%	24.4%	31.1%	
African American	41.4%	35.1%	42.4%	34.3%	40.0%	
American Indian	*47.4%*	*40.7%*	*48.1%*	*23.5%*	*19.0%*	
Asian/ Filipino/ Pacific Isl.	44.6%	44.9%	43.9%	41.5%	48.1%	
Hispanic/ Latino	36.1%	31.6%	31.9%	36.8%	29.4%	
White	44.2%	45.8%	40.6%	45.0%	46.1%	

Transfer Velocity is a six-year transfer rate derived from the CA Community College Chancellor's Office Transfer Cohort project. The project tracks first-time students to determine if they show "behavioral intent to transfer". Intent to transfer is determined when a student completes 12 units and attempts transfer-level Math or English within a six-year period. In the table, percentages shown in grey are from groups of fewer than 30 where overall results are more influenced by individual results.

The table displays the percentage of students who successfully transferred within each demographic category, while the graphics below illustrate the demographic profile of the students who successfully transferred in the 2007-08 to 2012-13 cohort. For example, 55.0% of all students who successfully transferred in the 2007-08 to 2012-13 cohort were female, but of all females in the 2007-08 to 2012-13 cohort, 36.5% successfully transferred within the time period.

Demographic Profile of Bakersfield College Transfer Students
2007-08 to 2012-13 Cohort

By Age

By Ethnicity

By Gender

19 or Younger 90.6%

20 to 29 4.8%

30 or Older 4.5%

Hispanic 32.1%

White 43.1%

Other 24.8%

African-American 3.5%

American Indian 0.6%

Asian/Filipino/ Pacific Islander 10.2%

Unknown 10.5%

Male 44.7%

Female 55.0%

Number of CCCCO Approved AS-T and AA-T Degrees Oct 19, 2014

California Community College

College	Value
MOORPARK	23
IRVINE VALLEY	22
AMERICAN RIVER	21
OHLONE	21
BAKERSFIELD	20
DIABLO VALLEY	20
CABRILLO	19
GOLDEN WEST	19
CHABOT	18
RIO HONDO	18
DESERT	17
SANTIAGO CANYON	17
MERCED	16
PASADENA CITY	16
VENTURA	16
EAST L.A.	15
RIVERSIDE CITY	15
BERKELEY CITY	15
MONTEREY PENINSULA	14
ALLAN HANCOCK	14
LAKE TAHOE	13
SKYLINE	13
LONG BEACH CITY	12
REEDLEY	12
FOLSOM LAKE	11
SEQUOIAS	11
COLUMBIA	10
TAFT	10
DE ANZA	9
MIRA COSTA	9
CERRO COSO	8
SAN JOSE CITY	8
MARIN	7
YUBA	7
L.A. CITY	6
PALO VERDE	5
WEST L.A.	4
L.A.SOUTHWEST	2

0   2   4   6   8   10   12   14   16   18   20   22   24   26

2014 Approved Associate Degrees for Transfer

12/15/ 2014		Transfer Degree	Degree type	Approval Date	Major Units	Total Units
1	32459	Anthropology	A.A.-T Degree	2014	19 - 21	60
2	30629	Communication Studies	A.A.-T Degree	2011	18	60
3	32967	Economics	A.A.-T Degree	2014	20 - 22	60
4	32796	English	A.A.-T Degree	2014	19	60
5	32781	History	A.A.-T Degree	2014	18	60
6	32786	Journalism	A.A.-T Degree	2014	18 - 20	60
7	32801	Kinesiology	A.A.-T Degree	2014	21 - 24	60
8	32724	Music	A.A.-T Degree	2014	23 - 25	60
9	32783	Political Science	A.A.-T Degree	2014	19 - 20	60
10	30593	Psychology	A.A.-T Degree	2011	21	60
11	30628	Sociology	A.A.-T Degree	2011	18 - 21	60
12	32800	Spanish	A.A.-T Degree	2014	19 - 21	60
13	31667	Studio Arts	A.A.-T Degree	2012	24	60
14	32769	Theatre Arts	A.A.-T Degree	2014	18	60
15	32460	Geology	A.S.-T Degree	2014	26	60
16	32797	Administration of Justice	A.S.-T Degree	2014	18 - 20	60
17	32798	Business Administration	A.S.-T Degree	2014	26 - 27	60
18	32826	Computer Science	A.S.-T Degree	2014	28	60
19	32897	Early Childhood Education	A.S.-T Degree	2014	24	60
20	32557	MATH	A.S.-T Degree	2014	18	60
21	32461	Physics	A.S.-T Degree	2014	24	60