

2015-2020 Title 5 Project Summary Approximately \$500,000/Year

Making it Happen! – A Pathway for Equitable Degree Completion at Bakersfield College.

Bakersfield College (BC) is the primary gateway to higher education for a growing Hispanic student population that is increasingly high need and underprepared for college. Institution-wide planning and analysis led to the Comprehensive Development Plan that reflects BC’s top priority commitment to underlining student success in all operations and development. BC has many strengths and a long history of serving basic skills students, but increased enrollment of underprepared students and reliance on ad hoc, disconnected services is no longer adequate. The proposed project will address BC’s most significant problem affecting student outcomes by developing a more holistic, integrated pre-college pathway based on proven strategies that increase Hispanic and other underrepresented student success.

GOALS	OBJECTIVES
<p>Goal 1. To develop an exemplary, holistic pathway for our underprepared students – through improving vertical and horizontal connections and processes - with a clear mission to significantly improve learning and success from entry to degree completion.</p>	<p>1. 50% of all first-time, degree-seeking, underprepared students are participating in BC’s Completion Program and have signed a success contract for “<i>Making It Happen!</i>” 2. 20% decrease in student enrollment in courses three and four levels below transfer, with concurrent increases in levels one and two levels below transfer, over baseline. 3. 100% of basic skills faculty are trained through the <i>Making it Happen! Academy</i> in best practice pedagogy and methods including effective use of instructional technology.</p>
<p>Goal 2. To significantly increase underprepared student learning and success rates while closing the equity gap at identified <i>momentum points</i> through development of an engaging, integrated, and supported degree pathway that utilizes technology as a means to improve delivery of instruction and services.</p>	<p>4. 15% increase in the successful completion of developmental instruction within two years, over baseline. 5. 15% increase in successful completion of the initial college level/gateway courses in English and math, over baseline. 6. 12% increase in students who successfully complete at least 30 college level units within six-years of enrollment.</p>
<p>Goal 3. To significantly increase BC’s productivity and overall six-year <i>completion</i> rate by addressing the needs of our underprepared students.</p>	<p>7. 10% increase in the underprepared student six-year completion rate. 8. 5% increase in BC’s overall six-year completion rate for underprepared students. 9. 10% improvement in CA Scorecard efficiency metric over the life of the grant. currently being developed, with baseline expected by Summer 2015).</p>
<p>Competitive Preference Priority 1: <u>Every</u> project goal and objective is designed to increase academic success by increasing success rates at each momentum point through to completion (metrics are defined by a statewide student success scorecard). All project strategies were selected after extensive analysis of what works with high need, at-risk students.</p>	
<p>Competitive Preference Priority 2: The project includes well thought-out online student support services as well as research-based hybrid methods of instruction in developmental math and English, in order to increase access and accommodate students that work or are otherwise unable to attend traditional courses and take advantage of face-to-face student services. The new methods of course delivery and student engagement will significantly reduce costs.</p>	

The Making It Happen! Action Plan (Ready!- Set!-Go!)		
Stage 1: “Ready!”	Stage 2: “Set!”	Stage 3: “Go!”
<ul style="list-style-type: none"> • High School Outreach • Early Preparation • Pre-assessment • Pre-college intensive preparation • Parental Outreach 	<ul style="list-style-type: none"> • Multiple Measures Assessment and Placement (MMAP) • Early Alert • Intrusive Counseling • Degree Completion Plan • Renegade Freshman Seminar 	<ul style="list-style-type: none"> • Accelerated Basic Skills courses • Hybrid and fully online basic skills curriculum • Online Supplemental Instruction • Contextualized learning in basic skills
Table 1: Overview of Proposed Title V Goals, CDP Objectives, and Project Strategies		
Overall Project Goal		
To develop an accessible and equitable degree pathway for service areas students that supports success and timely progression from first touch through to completion.		
CDP Goals		
<p>G1: (Academic Programs) To develop an exemplary, holistic pathway (Making It Happen!) for our underprepared students – through improving vertical and horizontal connections and processes - with a clear mission to significantly improve learning and success from entry to degree completion.</p> <p>G2: (Institutional Management) To significantly increase underprepared student learning and success rates while closing the equity gap at identified momentum points through development of an engaging, integrated, and supported degree pathway that utilizes technology as a means to improve delivery of instruction and services.</p> <p>G3: (Fiscal Stability) To significantly increase BC’s productivity and overall six-year completion rate by addressing the needs of our underprepared students.</p>		
CDP Objectives (Outcomes to be achieved by September 30, 2020)		
<ol style="list-style-type: none"> 1. 50% of all first-time, degree-seeking, underprepared students are participating in BC’s Completion Program and have signed a success contract for “Making It Happen!” 2. 20% decrease in student enrollment in courses three and four levels below transfer, with concurrent increases in levels one and two levels below transfer. 3. 100% of basic skills faculty (N=approx. 50) are trained through the Making it Happen! Academy in best practice pedagogy and methods including effective use of instructional technology. 4. 15% increase in the successful completion of developmental instruction within two years. 5. 15% increase in successful completion of the initial college level/gateway courses in English and math. 6. 12% increase in students who successfully complete at least 30 college level units within six-years of enrollment. 7. 10% increase in the underprepared student six-year completion rate. 8. 5% increase in BC’s overall six-year completion rate. 9. 10% improvement in CA Scorecard efficiency metric (currently being developed, with baseline expected by Summer 2015). 		

Summary of Project Strategies

S1: Accelerated Math Programs. Develop a new Statistics pathway for non-STEM majors; develop a new course that eliminates overlap between the lowest two levels of math remedial courses; develop a new course that eliminates redundancies on course materials in the existing upper two levels or remedial math courses. Accelerate the two lowest levels of reading courses by combining them into one new course eliminating significant overall that currently exists. All new courses will include hybrid delivery format with much of the work done online using best methods to increase access and success.

S2: Contextualized Basic Skills Math and English (Basics Skills Math and English faculty will work together with Career Tech faculty to develop activities that related to specific subject areas such as nursing, industrial automation, auto-body, and many others. The new Math Lab will serve as the hub for the new student activities.)

S3: Effective Academic Student Support (Intrusive counseling, online tutoring and online supplemental instruction services.)

S4: Effective Use of Technology (Improve technology infrastructure to support the hybrid and online delivery of new accelerated basic skills courses in Math and English.)

S5: Faculty Development (faculty will be trained on new learning methodologies that use technology and support the development and delivery of hybrid and online courses.)

S6: Predictive Analytics and Multiple Measures Assessment (BC will be part of the statewide Multiple Measures Assessment and Placement (MMAP) initiative instituted by the CCC Chancellor's Office with the assistance of the CA RP Group and the CalPASS statewide educational data system. The MMAP combines student scores from a CC standardized placement test with GPA, high school English and math grades, and scores on the California Standardized Test to decide on the final placement for each student.

Primary Fund Uses

READY!: Collaboration with High Schools, Parent Education, Get Focused Stay Focused

SET!: Redesigning Student Support – Supplemental Instruction, Tutoring, Writing Center, Student Success Lab; **Facilitating Electronic Multiple Measures** for all incoming students; CSEP completion; Summer Pathway

GO!: Hybrid and Online courses and support; **Basic Skills redesign** (Instructional Design); Contextualized Learning

Personnel – Part-time Bilingual Counselor **READY!;** Title 5 Director & Support (100%) **SET!;** Math Faculty Lead (100%) **GO!;** Faculty reassign time for curriculum development in the student success, math lab and math department