

# California Department of Finance

## Awards for **Innovation** in **HIGHER EDUCATION**

### **Bakersfield College** Guided Pathways System

#### **Abstract**

Historically, two-thirds of Bakersfield College's students, 22% are from high poverty areas, have not completed a degree or transferred. Baccalaureate attainment in Kern County is low at 15.2%—less than half of the statewide figure.

With approximately 80% of Bakersfield College's students being the first ones in their family to attend college, BC is in the process of redesigning institutional policies, practices, systems and culture to make the college journey transparent. The Guided Pathways System (GPS), backed by national research, is that redesign that will decrease the time and cost to completion. Using high-touch and high-tech strategies, the GPS will make us more active in guiding students. BC has played a leadership role in the CA Guided Pathways Project that brought together key state and national leaders.

The GPS innovation focuses on three major areas of clarity that reduces time and cost to completion:

- 1) Preparing for college while in high school
- 2) Choosing a path in college
- 3) Staying on the path and completing college

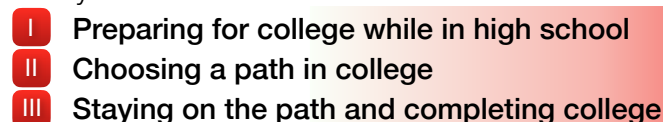
To make the 25,000 students become visible as individuals, BC will create manageable clusters ranging from 500 to 2000 students based on nine meta-majors and 15 affinity groups. Each cluster will be guided by a completion coaching community ranging from 10 to 20 faculty and staff trained as completion coaches. The full package of transparency in the pathways and active guidance will enable all students but especially the first-generation students to get their bachelor's degree in much less time and cost than before. The GPS Innovation will provide a model that can be scaled across California.

**Question 1:** The need is great. Kern County educational attainment rate in the central valley is half that of the state (15.2% vs. 31%) and residents struggle with high poverty levels, low employment rates and lack of economic resiliency. Although BC students received \$56,478,090 in taxpayer-funded financial aid last year, too large a financial burden remains for most of our students to complete a degree<sup>1</sup>. These trends are relevant to the current lagging trends in college graduation, research indicates that California will be behind 1 million workers that require a degree by 2030<sup>2</sup>.

From the perspective of BC's 25,321 students, 21.9% are from areas of high poverty – a rate that has increased from 18.1% in 2007 (California rate 15.3%). Educational attainment is low: 25.5% of all adults 25 and over are without even a high school diploma. Odds are high that students won't cross paths or have significant access to people with a baccalaureate degree. Education is the primary means of breaking the cycle of poverty.

Approximately 80% of BC's population, roughly 18,864 come from first-generation and/or under-represented student populations lacking clarity, support and resources for the challenges of college<sup>3</sup> and 13,496 are the first in their family to set foot on a college campus. These factors create multiple problems students must overcome on a daily basis.

The problem for the student that the Guided Pathways System (GPS) innovation will solve is the "lack of clarity" in navigating the world of higher education; specifically a lack of clarity in three areas:

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- I Preparing for college while in high school**
  - II Choosing a path in college**
  - III Staying on the path and completing college**

**Lack of clarity results in:**

- Longer time to completion
- Higher costs for student and taxpayer.

**I Preparing for college while in high school:** BC serves 44 feeder high schools with enrollment last year of 49,651 primarily first generation students who are (a) unclear on what courses to take in high school to be college ready and (b) don't have familiarity with college or employment expectations. Less than 32.2% of these students complete A-G requirements<sup>4</sup> and most arrive at college needing remediation (80% required remediation at BC).

**II Choosing a path in college:** From a student perspective, the 72 BC degree options is paralyzing. What are my career options? What is the path to my chosen career? What do I need to take? How much will it cost and how long will it take? Without a plan, excess units accrue as students search for direction. At BC, students take an average 85 units to get a 60-unit degree, which is 25 excess units. In 2014-15 this represented \$1,048,800 in excess tuition at BC, potential crippling debt for students and wasted taxpayer dollars.

**III Staying on the path and completing college:** How does one handle a college-level course? How does one succeed in college? How do students cope with the work and family responsibilities? GPS provides strong intrusive advising through completion coaching. When a student transfers with additional lower division courses, the student is understandably frustrated because "those college people" were supposed to have the transfer system all worked out.

Historically, the number of California degree completions from target populations has been inadequate, resulting in disproportionate impact, limits to upward social mobility and inequitable educational outcomes. Statewide at 113 CCC's, where the majority of under-represented, low SES students attend, completion (certificate, degree or transfer) is a reality for less than half (47.1%). The GPS Innovation will provide a replicable model that addresses this challenge.

<sup>1</sup> CCCCCO Datamart [http://datamart.cccco.edu/Services/FinAid\\_Summary.aspx](http://datamart.cccco.edu/Services/FinAid_Summary.aspx)

<sup>2</sup> Will California Run Out of College Graduates? Johnson, H; Mejia, M.C.; Bohn, S. (Oct 2015). Public Policy

<sup>3</sup> Closing the Gap. Johnson, H and Sengupta, R (2009) Public Policy Institute of California (PPIC)

<sup>4</sup> Source: CDE DataQuest, <http://data1/cde/ca/gov/dataquest/>

**Question 2:** BC's innovation is the continued implementation of the Guided Pathways System (GPS). This comprehensive, integrated strategy establishes changes in policy, practice, systems, and culture to bring clarity through a high-touch case management approach combined with high tech. Meta-major<sup>5</sup> re-organization leveraging intrusive student advising through completion coaching will reduce time to degree completion and units taken (60 units vs 85). Additionally, collaboration with high schools begins preparation, clarity and coursework earlier. These changes, in turn, reduce the total cost of attendance for students. (PG1, PG2)<sup>6</sup>

**GPS Innovation summary:** The innovation has several key integrated elements 1) accelerated entry into meta-majors and college-readiness, 2) relentlessly clarified pathways, 3) redesigned curriculum and support, 4) supervised student progress and proactive feedback, 5) strategically incorporated technology to improve learning and program delivery. The approximately 25,000 students attending BC will be better served by creating manageable clusters ranging from 500 to 2000 students using the 9 meta-majors and 15 affinity groups which specifically include the identified underrepresented groups in BC's Equity Plan<sup>7</sup>. Each meta-major and affinity group will be surrounded by a completion coaching community ranging from 10 to 20 faculty and staff trained as completion coaches. Every student and completion coach will be able to track degree progress using DegreeWorks or MyPath. The high-touch approach of these completion coaching communities combined with the power of high-tech data analytics to monitor progress and target student communication, will result in each student visibly emerging from the 25,000 to be carefully advised on their individual path to degree completion. Technology like MyPath and Starfish<sup>8</sup> will integrate degree planning and early alert advising of students. Other data analytics using AccuSQL, Alex, Plato, and Canvas, will provide completion coaches data to consistently track and nudge students. Campus Logic software will track student financial aid document completion and message on-time application needs. (SP1, SP2, SP3)<sup>9</sup>

Preliminary implementation of the GPS components already shows a reduction in the number of units to degree completion and a reduction in cost of attendance (PG1, PG2). Full GPS implementation will focus on three key areas further saving time and money:

**1 Preparing for College in High School:** Working with the local high schools, the GPS requires changes and collaboration to prepare students for college:

**(a) Making policy and systems changes (SP1, -SP2):**

- Expand Multiple Measures (AP, CLEP, military service) for student placement.
- Increase HS students taking and the CSU Expository Reading and Writing course (ERWC)
- Create a home grown math course similar to the ERWC as an alternative math pathways to college level math;

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<sup>5</sup> Meta-major clusters organize 72 majors into 9 clusters to clarify pathways and reduce extra units e.g. The Health Science meta-major clusters Nursing, X-Ray, Human Biology, Health Informatics and Kinesiology.

<sup>6</sup> Program Goal 1 (PG1) = Reduce time to completion; Program Goal 2 (PG2) = Reduce cost of attendance.

<sup>7</sup> Identified Populations =African American, Hispanic, Foster Youth, and Veterans

<sup>8</sup> CCCCO Educational Portal Initiative (EPI) applications <https://cccedplan.org/about>

<sup>9</sup> State Priority 1 (SP1) = Curricular redesign and alignment; State Priority 2 (SP2) = Progression and Completion including Prior Learning and Prior Experience; State Priority 3 (SP3) = Expanding Financial Aid

**State of California**  
Awards for Innovation in Higher Education  
Bakersfield College, Kern Community College District

- Expand dual enrollment to more than the current 4 feeder high schools.
- Incorporate new policy with high schools incorporating FAFSA completion at the high school so students are qualified for Financial Aid prior to their arrival at BC. (SP3)

BC's previous policy change to use Multiple Measure over the past three years resulted in placement into the college-level English course increasing from 29% to 54% and college-level math from 3% to 34%. The success rate 3-year English completion went up from 69% to 77% and 59.9% to 68.8% for math; the largest gains in all categories were seen in our African American and Hispanic students.

**(b)** Deepening the culture of collaboration for student success by increasing professional development interactions among high school teachers and college faculty. (SP1)

**II Choosing a Path in College:** BC's GPS will reduce credits to degree completion by helping students choose a path early in their college career (PG1, PG2):

**(c)** Preventing "choice paralysis" from the overwhelming task of choosing from 72 majors by reducing the choice to 9 meta-majors getting students on the path sooner. The meta-major gives students a sense of identity with the subject area and creates greater motivation to make a real commitment without having to make a serious commitment to a narrow "major" in their first semester. The meta-major work will also enable faculty to do the necessary curricular work to: i) clarify the skills needed in upper division courses and eventual careers and ii) intensely engage in the cross-discipline discussions to clarify the General Education courses needed in the programs. (SP1, SP2)

**(d)** Making BC's Summer Bridge the default option for all incoming first-year students. Data from 2016 show that Summer Bridge students successfully complete courses at five percentage points higher than non-Bridge students. (SP2)

**(e)** Clarifying the onboarding for underprepared students through accelerated remedial math and English pathways linked to their meta-major curricular work. (SP2)

**III Staying on the Path and Completing College:** BC's GPS will reduce time and money spent in college particularly for underrepresented groups in our Equity Plan by (PG1, PG2):

**(f)** Streamlining the transfer curriculum policies: Working each semester with discipline faculty and counselors at CSU Bakersfield (CSUB) to solidify transfer with a 60-credit ADT and ensure C-ID course articulations are in place (SP1).

**(g)** Integrating Academic Support Services: BC will provide integrated academic support<sup>10</sup> through a weekly planner app (available in the statewide EPI). (SP2)

**(h)** Completion coaching communities, as described above, will meet monthly and will receive data on their students weekly. Coordination and communication will use the new technologies and the EPI portal.(SP2)

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<sup>10</sup> Student Support -Tutoring, Supplemental Instruction, Writing Center, Student Success Center, Math Lab

**Question 3: Organizations involved:** The implementation of the GPS at Bakersfield College represents a comprehensive change, not just for BC, but also for the community. It requires BC to do intensive and substantive work with partners in local high schools and industry as well as four year institutions. Over the last two years, BC has developed a well-connected network with organizations within the community; there is a shared vision for the entire community as it relates to economic development, workforce preparation, and education. As such, this focused vision with ongoing connectivity, enhanced through virtual forums and face-to-face meetings, has sustained and advanced the work. Below is an overview of the organizations in the network and their role in the implementation of the GPS, as well as the students affected:

Organizations Involved	Role in Implementation	People Affected
K-8 Districts & Industry (Energy, Agriculture, Education, Engineering)	Support Role, Expectations & Data Sharing I II	Students, K-12, Future Employees, Business Partners and Industry
KHSD, Delano Joint Union High School District	Curricular Redesign I II	HS Students, BC Transfer Students
KHSD, DJUHSD, CSUB, Industry Partners	Progress to Completion I II III	Mentoring, Internship Recipients
KHSD, DJUHSD, CSUB, CalSOAP, Kern Foundation, Community Groups	Program Goals: Reduce Time & Cost III	Dual Enrollment Students, BC Students, including ADT and C-ID
CalPASS Plus, CAI, EPI, OEI, OER, AccuSQL, Degreeworks, MyPath	Technology Platforms & Solutions I II III	HS, BC, and transfer students

### Organizational Roles and Potential Risk Mitigation:

#### I Preparing for College in High School

Who?	What?
<b>BC:</b> Outreach, Enrollment Services Services, Counseling, English, Math <b>KHSD:</b> District Office, Counselors <b>KCCD:</b> IT (Technology) and IR (Research)	Continue and Expand Policy and Systems Changes for Multiple Measures and College Preparation
<b>BC:</b> Outreach, Financial Aid, Counseling <b>KHSD:</b> District Office, Counselors	Continue to Expand Financial Aid
<b>BC:</b> Faculty <b>DHSD &amp; KHSD:</b> Teachers	Expand Curriculum Redesign

#### Preparing for College in High School - Anticipated Risks

*Technology issues with implementation and automation*

**Mitigation:** Tech consultant budget to alleviate in-house shortages

*Lack of staff to go out to high schools*

**Mitigation:** Additional positions in key areas, such as Financial Aid

*Lack of engagement from faculty and staff*

**Mitigation:** Extensive publicity and planning to ensure engagement

## Pathways INNOVATION Timeline

### Pre-2016

- I MIH Mentors Begin (2014)
- I Summer Bridge: 4 Sections (2015)
- I Multiple Measures (2015) n = 500

### Spring 2016

- I Multiple Measures n = 1600
- III Began Pathways With AACC

### Summer 2016

- I Summer Bridge 18 Sections
- III BC Pathways Institute 105 Attendees
- III Began California Pathways Work

### Fall 2016

- I Affinity Group Completion Coaching
- I Program Dir. Hired Dual Enrollment
- II Multiple Measures Fully Implemented
- II Catalog Redesign
- III HS Counselor Training

### Spring 2017

- I Math Redesign Local HS & CSUB
- II Curr. Redesign Discussions ATD & CID
- II Catalog Phase 1
- III Pathways Institute 155 Attendees
- III Completion Coach Training
- III Research Analyst Hired

## II Choosing a Path in College

Who?	What?
<b>BC:</b> Counseling, Discipline Faculty, Deans, Curriculum Committee BC & KCCD IT for Web & Catalog Redesign	Preventing “choice paralysis” by Implementing Meta Majors Making Appropriate Changes to KCCD Portal and Catalog
<b>BC:</b> Outreach, Counseling, Discipline Faculty Participating in Summer Bridge	Scaling Up BC’s Summer Bridge
<b>BC:</b> Discipline Faculty, Counselors, Curriculum Committee	Clarifying the Onboarding for Students in Accelerated Remedial Math and English

### Choosing a Path in College - Anticipated Risks

*Faculty resistance*

**Mitigation:** Curricular and program discussions including gen ed requirements with an external expert, faculty involvement throughout

*Increased IT workload*

**Mitigation:** Contract web & development work as needed

## III Staying on the Path and Completing College

Who?	What?
<b>BC:</b> Counseling, discipline faculty, deans, curriculum committee <b>CSUB:</b> Faculty, counselors, deans	Streamlining the Curriculum
<b>BC:</b> Discipline faculty advisors, counseling distributed to pathways, academic support services connected to pathways by need	Integrated/Embedded Academic Support Services
<b>BC:</b> Discipline faculty advisors, counselors, Financial Aid, etc.	Creating Completion Coaching Communities

### Staying on the Path and Completing College - Anticipated Risks

*Institutional infrastructure redesign policies & setting up the systems*

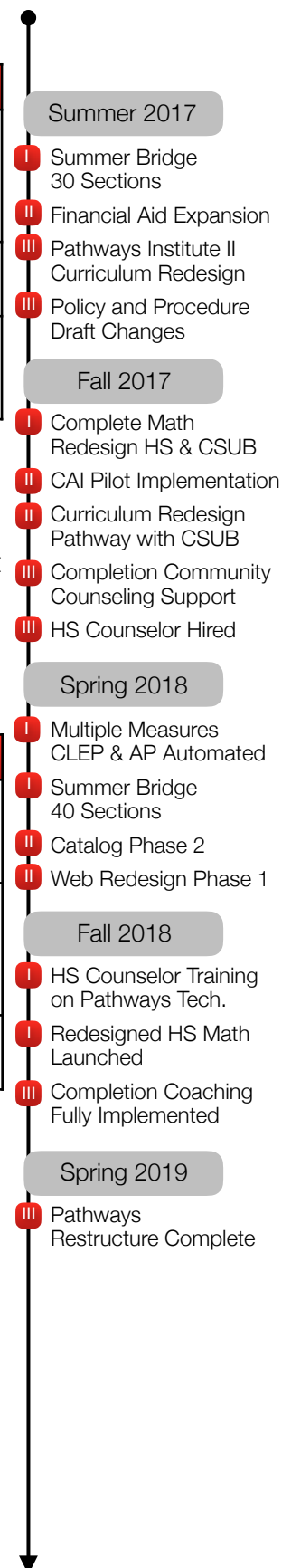
**Mitigation:** Bringing in a tech consultant and leadership change professional development

*Distributed work and lack of clarity for authority; culture change*

**Mitigation:** Ongoing campus discussions and documented policy

*Setting up communication between disparate systems & technologies*

**Mitigation:** Development of an Academic Technology Department to aid in coordinating efforts and developing a cohesive technology strategy



**Question 4:** The Guided Pathways System (GPS) builds upon the foundation of past California initiatives that each focused on a piece of the student success puzzle and integrates these initiatives into a framework that truly transforms the core of the California Community College system. The alignment with past initiatives is shown in the table below but the GPS is more than a cobbling together of past initiatives. Just as a pile of bricks has less strength and functionality than the same bricks intentionally placed in a structure that can become a home, the GPS will enable BC to take the gains in student success from current initiatives to the next level and significantly reduce the time and cost to completion of a degree (PG1, PG2). Initiatives integrated into the GPS include: the Student Success and Support Program-SSSP (SB 860; SP3); the Student Equity Plan (SB 860); the BSI and BSI Transformation work (SP1, SP2); Associate Degree Transfer-ADTs (SB 1440; SP1, SP2); Trust grants, CCPT1 and CCPT 2 (SP1, SP2)

The table below how the GPS innovation integrates work across institutional silos.

	Initiatives	BC Alignment & Efforts	GPS Innovation
Choosing a Path in College	Dual enrollment (AB288) <b>SP1, SP2</b>	Doubled dual enrollment yielding college credit in high school	Align dual enrollment to pathways and awards
	Common Assessment, Multiple Measures & CSU Early Assessment (EAP) <b>SP2</b>	Higher placement using HS GPA & EAP scaled from 500 students (2014)	Scaled to all students Reduce time to completion.
Preparing for College in High School	CAPP and Adult Ed Block Grants <b>SP1</b>	Alignment of high school, BC and CSUB curriculum	Aligns math to pathway-specific needs
	California Career Pathways Trust1 / 2 & College Futures <b>SP1, SP2</b>	Pathways and curriculum connection from high school to college	Align with high school pathway focus
	Basic Skills Initiative (BSI) and BSI Transformation Grant. <b>SP1</b>	Direct intervention providing learning support, accelerated course redesign.	GPS aligns these efforts with pathway-specific Math & English Outcomes
Staying on the Path and Completing College	ADT (Associate Degrees for Transfer) and C-ID (Course Identification Numbering System -SB 1440)	BC increased ADTs from 3 to 25 degrees; 31 ADTs conferred in 2013 and 422 in 2016. Shifting from local degrees to a degree with a guarantee	Extend efforts to connect seamlessly at CSU & transfer institutions by faculty pathway meetings
	Unit reduction and acceleration English gateway curriculum	English 1A was reduced from 4 to 3 units & in combination with Multiple measures increased gateway enrollment from 2,481 (2013-14) to 4670 students (2015-16)	Align English gateway and student support to pathways by contextualizing materials and topics within pathways and degrees.
	Educational Planning Initiative, Online Education Initiative, Open Educational Resources	Student support, online resources & intrusive messaging, lowering costs to students	The technology initiatives will be implemented as pathways and made part of the faculty and high school professional development

**Question 5:** In Fall 2015 Bakersfield College engaged in a college-wide reading and book discussion on *Redesigning America's Community Colleges*<sup>11</sup> that describes the Guided Pathways System (GPS) and the extensive national research behind this transformative framework. The GPS is not prescriptive; it is a flexible framework that is adaptable to a small or large college and scalable to the entire state. The GPS became the integrating framework for the numerous initiatives and categorical funding streams already in place at BC. For example: Student Success & Support Program (SSSP), Student Equity, Basic Skills Transformation, the Strong Workforce Program, and California College Promise. BC was selected in Spring 2016 to be one of 30 community colleges in the nation (and one of just three in California) to participate in the American Association of Community Colleges (AACCC) Pathways Project funded by the Gates Foundation.

**Scaling to the Whole College** - BC has been scaling up this innovation through changes in policy (for example multiple measures), practices (for example changing the agenda of the 12 governance committees to focusing on topics of student success), systems (for example, adoption of DegreeWorks so students can see their progression on their degree path), and culture (investing in large scale professional development). Fall 2015 the whole college, including students, read and discussed *Redesigning America's community Colleges*. Discussions continued through Spring 2016 while implementation of various aspects of the GPS, like the Summer Bridge program, were being implemented. In May of 2016, BC held a two-day institute with 105 faculty from 22 different disciplines as well as student support staff to lay the groundwork for meta-majors and program pathways. In Fall 2016, the discussions and the implementation continued (for example, BC expanded the number of Associate Degrees for Transfer (ADTs) from 3 to 25). A follow-up two-day institute in January, 2017 with 155 participants examined key factors, sticking points and planning needs for creating these pathways and completion coaching teams<sup>12</sup>. The ten new counselors, 11 new educational advisors and over two dozen managers and support staff along with faculty and deans are now part of the 24 completion coaching communities—9 of the 24 are meta-major cohorts and 15 of the 24 affinity groups. Individuals, departments, committees across BC are active participants in the GPS.

**Replicating the Innovation Across the State** - BC has played a leadership role in the adaptation of the Guided Pathways System throughout California. BC hosted the first statewide Guided Pathways Summit in February of 2016. Recognition of California's unique education code requirements and funding formulas made it clear that a California-customized Guided Pathways could easily scale concepts effectively to the statewide system. BC received a planning grant from College Futures in Spring 2016 to scale Guided Pathways in California. This resulted in the CA Guided Pathways Advisory Committee, of which the BC president is chair, and includes key state and national leaders. Additionally, BC disseminates information via the Guided Pathways Trailblazer newsletter with over 600 readers. BC partnered with the Chancellor's Office and IEPI to bring two sold out workshops dedicated to Guided Pathways. The Governor's budget has now identified a one-time allocation of \$150 Million for CCC Guided Pathways. The BC President was invited to speak at the Academic Senate Plenary in Fall 2016, at the Board of Governors and the CCC Trustees Board in January 2017.

The implementation of the GPS at Bakersfield College will serve as a model for other community colleges throughout the state, including four CCCs who have already been directly helped.

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<sup>11</sup> Bailey, T., Jaggars, S. & Jenkins, D. (2015). *Redesigning America's Community Colleges*. CCRC Community College Research Center, New York, NY

<sup>12</sup> Refer to response to Question 2 definitions of Educational and Career Pathways, and Completion Coaching Teams.



**Question 6:** Evidence of effectiveness: The research by Bailey, Jagers, and Jenkins in Redesigning America's Community Colleges demonstrates that the GPS has reduced time to completion and reduced cost of attendance (PG1, PG2)<sup>13</sup> for various colleges and universities across the country; for example: Guttman College in New York, Broward College in Florida, etc. At these colleges, the research shows that the structure and guidance of the GPS also helps in closing the achievement gap of underrepresented groups. Bakersfield College (BC) started on this journey two years ago and has implemented parts of the GPS which have already reduced time to completion and reduced cost of attendance. For example, implementing Multiple Measures and Acceleration through the remedial coursework, the cost to students decreased from \$1.7M to \$208,851.

Expertise and experience of participants: BC is one of the 30 colleges in the national Guided Pathways project of the American Association of Community Colleges (AACC) with expertise provided by the CCRC researchers, the Aspen Institute, Achieving the Dream, and Public Agenda. BC President Sonya Christian is chair of the California Guided Pathways Project that customizes the GPS for California Community Colleges (CCCs) based on the California initiatives, funding and education code. The College Futures Foundation has funded the first demonstration project that includes 15-20 community colleges in California and the BC President was one of the authors, along with Kay McClenney and Rob Johnstone, of that proposal. The California governor has \$150 million in next year's state budget specifically for Guided Pathways in CCCs. BC's Dean of Institutional Effectiveness is invited to be a trainer at various workshops across the state. BC faculty member Prof. Nick Strobel and President Sonya Christian co-authored an article on the GPS which was published by the League for Innovations in their January Learning Perspectives newsletter.

The GPS is a framework that integrates many existing California initiatives and funding streams. Here are some examples of initial successes:

**I Preparing for college in high school:** This is best met by collaboration between high schools and colleges. The number of dual sections has risen to 173 for the Spring of 2017, with an average success rate of over 86% over the last two years. These are funded by CCPT 1 and CCPT 2, as well as College Futures and 1+1 Game Changer grants, totaling ~ \$2 million. Equity and SSSP funds, totaling almost \$6.5 million, have been invested in outreach to pre-collegiate students specifically targeting under-represented populations and first generation college students. Use of Multiple Measures for placement has increased the rate of placement in college level courses from 3% to 37% for Math, and from 29% to 54% for English.

**II Choosing a path in college:** The percentage of students with completed Student Education Plans has steadily increased due to college-wide efforts and the embedding of planning in curriculum. BC students do degree planning using DegreeWorks. Students report that this is extremely useful in completing their plan. BC is also evaluating MyPath for future use. In 2010, only 44.5% of students completed SEPs. That increased to 73.5% in 2015-2016.

**III Staying on the path and completing college:** BC has strengthened its academic support programs and improved course success rates. Completion of transfer level English has increased from 18 to 26.9% in English (42% for EOP&S students). For Math, the increase was from 17.1 to 23% (36% for EOP&S)<sup>14</sup>. BC has improved the number of CSU transfers from 326 in 2013-2014 to 789 in 2015-2016. Full implementation of the GPS will increase these numbers even more.

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<sup>13</sup> Program Goal 1 (PG1) = Reduce time to completion; Program Goal 2 (PG2) = Reduce cost of attendance

<sup>14</sup> Extended Opportunity Programs and Services (EOP&S) is a program supporting economically disadvantaged students.

**Question 7:** The purpose of the Guided Pathways System is to transform our systems in order to **(1)** better prepare students for college, **(2)** streamline the process of choosing and navigating a major, and **(3)** ensure higher rates of completion in shorter periods of time. Specific focus on improving student outcomes for historically under-represented student groups, (as indicated low-income, first generation, foster youth and veterans) is key. As a result, all data will be disaggregated to allow tracking by group. Milestone and completion data will be analyzed for continuous improvement. Publications to partners will inform future efforts and planning. The data-informed and motivated culture at BC is responsive to changes and improvements.

- I Preparing for College in High School**
  - A. Dual Enrollment Numbers and Success **(B C D)**
  - B. College Readiness, Student Numbers/Percent attending college direct from high school, High School enrollment yields **(A B C)**
  - C. Placement at BC, Remedial Success and Completion **(C D)**
  - D. Gateway English and Math Completion **(C D)**
  - E. Summer Bridge numbers and completion data **(C H)**
  - F. Curriculum alignment analysis on Dual enrollment, C-ID, and ADT's **(H)**
  - G. Meetings to align fourth year English, math and dual enrollment courses **(H)**
  - H. Faculty Focus groups from KCCD, BC, CSUB on curriculum effectiveness **(H)**
- II Choosing a Path in College**
  - A. Number of Students by meta-major and major **(C)**
  - B. Completion Coaching data analysis using AccuSQL and DegreeWorks **(H)**
  - C. Student Ed Plan completion by pathways **(H)**
  - D. Completion Coaching focus groups **(H)**
  - E. Student focus groups organized by pathways **(H)**
- III Staying on and Completing the Path in College**
  - A. Average units per degree and time to degree by pathway **(C)**
  - B. Financial Aid Disbursement Analysis by pathway **(C D)**
  - C. Award Completion (ADT, Local Degrees, and Certificates) **(C D)**
  - D. Transfer (CSU, UC, and Privates) and Transfer Degree Completion **(C D E F)**
  - E. Employment **(D G)**
  - F. Completion Coaching focus groups **(H)**
  - G. Number of pathway changes **(H)**

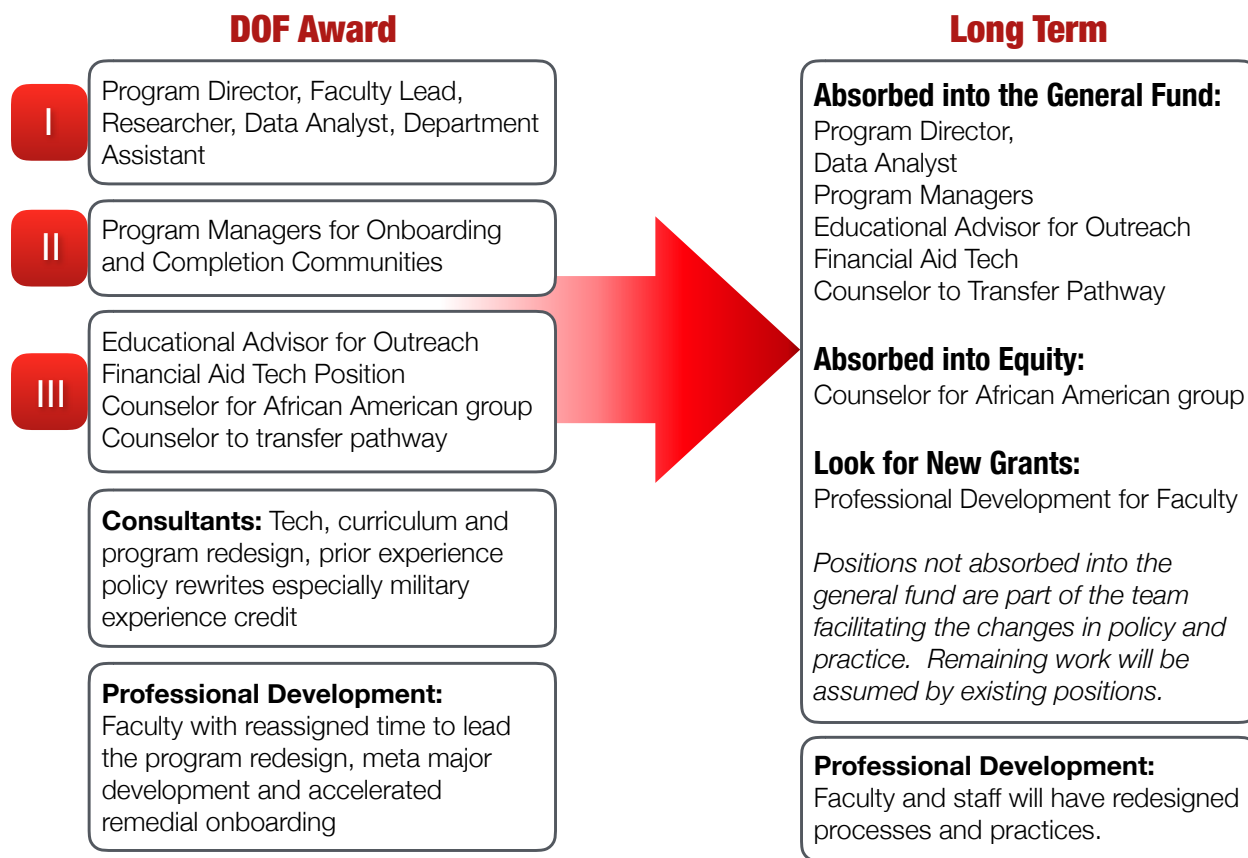
### Key to Data Sources:

- (A)** California Department of Education (CDE)
- (B)** Local High School Data
- (C)** KCCD local Data
- (D)** California Community College Chancellor's Office (CCCCO) data mart
- (E)** CSU Analytics
- (F)** Institutional Research and Academic Planning | UCOP | ucop.edu
- (G)** Economic Modeling Services Inc (EMSI)
- (H)** BC Institutional Effectiveness

These data are crucial to guide the intrusive completion coaching, provide information to guide policy change and as measures to ensure institutional barriers are identified early. Strong metrics and data will help other CCCs successfully implement the GPS.

**Question 8: Sustainability:** The GPS innovation is not just another initiative. It is a large-scale college wide rethinking of how we go about the business of student success— student completion and student learning. Simply put, BC will use the innovation award to buy faculty time, consultation expertise, and systems development with the intent of changing how we do our work rather than creating new work. Therefore the college will not need to find new base funding after the grant sunsets as there will be minimal new work to be funded. We will be doing our work, in the time allocated, but in a different way.

Having said that, BC will continue to pursue external grants to resource the continuous quality improvement that is required in an academic enterprise. As the graphic below shows, several of the positions funded by the DOF award will be absorbed into the General Fund or other categorical funding sources.



**BC's Budget History:** BC and the KCCD have a stellar reputation in California for fiscal prudence. We have strong reserves, a strong compliance with the 50% law<sup>15</sup>, a strong compliance with 75-25<sup>16</sup>, and clean audit reports. The trend lines for the last four years show strong budget growth with a growing amount for categorical programs which we, more and more, operate in an integrated manner.

	2013-2014	2014-2015	2015-2016	2016-2017
Total General Budget	\$68,122,615	\$74,983,068	\$83,600,477	\$92,452,895
Restricted (Categorical)	\$9,491,453	\$9,398,048	\$11,931,995	\$16,899,264

<sup>15</sup> The 50% requires that 50% of every dollar be spent on instruction.

<sup>16</sup> The 75-25 law requires that 75% of all courses be taught by full time faculty.