

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
I n q u i r y	1. Cross-Functional Inquiry				X
	2. Shared Metrics				X
	3. Integrated Planning				X
D e s i g n	4. Inclusive Decision-Making Structures			X	
	5. Intersegmental Alignment			X	
	6. Guided Major and Career Exploration Opportunities			X	
	7. Improved Basic Skills				X
	8. Clear Program Requirements				X
I m p l e m e n t a t i o n	9. Proactive and Integrated Academic and Student Supports				X
	10. Integrated Technology Infrastructure			X	
	11. Strategic Professional Development				X
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities		X		
Overall Self-Assessment				X	

Self-Assessment Items

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p><u>X</u> Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Bakersfield College has developed and matured Completion Coaching teams and training for each of their meta-majors pathways. The completion coaching teams are composed of discipline faculty, counselors and educational advisors, deans, data coaches, academic development faculty, financial aid experts, and support services experts. These cross-functional teams are assigned to their specific pathway, and are working together to develop strategies to enable students to get on their paths, stay on their paths, and progress beyond BC. While the

scheduling of the Completion Coaching teams varies, these teams generally meet every two weeks, often on Fridays. BC also organizes 1-2 breakfasts per semester to bring all of the Completion Coaching teams together to work on shared goals.

These pathways were developed through the examination of institutional data; the iterative development of these pathways integrated faculty, administrative, and student feedback.

Guided Pathways is a recurring agenda item for the Academic Senate. The Academic Senate appointed a faculty member to serve as the ASCCC Guided Pathways liaison. Cross-functional work applies not only to employee roles but also to work across committees (e.g. curriculum, senate, Instructional Technology, etc) and across traditional instructional and student service areas (read silos).

2. Describe one or two accomplishments the college has achieved to date on this key element.

High School Outreach Program: In 2016-17, BC ensured that 4,187 students (72%) were fully matriculated through an increasing presence in the high schools. This is a 35% increase over 1,874 students in 2012-13. In 2016-17 alone, BC delivered 265 matriculation workshops in 53 schools, reaching students over 8,530 times.

Matriculation Step	# Workshops	# Students Served
Step 1 – Application	34	1502
Step 2 – Orientation	44	1784
Step 3 – Assessment	59	2390
Step 3 – Assessment (non-primary)	34	744
Step 4 – NSW & ASEP	81	2114
Step 5 – Registration	13	Unavailable
Totals:	265	Over 8,534

BC hosts one-day matriculation events, community leader breakfasts (African American, Latino, Veteran), and an annual high school counselor conference. BC has also skilled-up student support staff to serve disproportionately impacted students in the onboarding process. This includes a full-time admissions tech to work with Veteran students, an educational advisor for Outreach & Financial Aid, and a liaison for foster youth in financial aid.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Some of the pathways are having a hard time gaining traction – Business, Public Safety, Education. In part, this is a result of the reorganization of deans across the college, and the new administrators need time to acclimate to their new pathways.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Bakersfield College is an active participant in statewide discussions, workshops, and conferences. BC administrators and faculty have spoken at no less than 20 statewide events over the last year, including IEPI workshops, presentation to the Board of Governors, Academic Senate, and the California Guided Pathways Advisory Committee. BC faculty and administrators have published articles on guided pathways. BC is committed not just to guided pathways at our campus but also in the support of guided pathways throughout the state.

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>X College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

BC uses shared metrics across the different initiatives to understand how student success has improved the college regularly revises and revisits all college plans, budgeting and vision based upon these institutional guided pathways momentum points:

- Attempting 15 units in the first semester
- Completing transfer-level English and math in the first year
- Attempting 30 units in the first year
- Completing 9 core pathway units in the first year

We also track accumulated units at time of award or transfer (the overarching outcomes target)

2. Describe one or two accomplishments the college has achieved to date on this key element.

Data Coaching Model: Each Completion Coaching Community has a designated and trained Data Coach who provides cohort reports from Banner with information about the students in that meta-major or affinity group. The Data Coach is responsible for analyzing cohort reports and determine if students are reaching the previously defined milestones as a liaison with the Office of Institutional Effectiveness (OIE). OIE trains all data coaches to use Cognos, and ODS reports to help their fellow coaches understand their students. Each Completion Coaching Community will meet monthly to evaluate data reports, as guided by trained data coaches assigned to each group.

In addition to designated Data Coaches assigned to each Completion Coaching Community who provide high-level data about student cohort attributes, BC tracks student attendance at support services using AccuSQL. BC's Academic Support Services team automates reports for each instructor every week containing detailed information regarding the students in each instructor's course that attended an academic support service the week prior. For weeks, 4, 8, and 12, each instructor receives a cumulative report for all students that have attended a support service at that point. Any Completion Coach can use this information to track, in nearly live time, how engaged students are in support services.

Renegade Scorecard: Data for all metrics are disaggregated and publicly available on the interactive Renegade Scorecard

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Data sources shifting and may be unreliable; moving to Cognos from ODS

Cohort definition issues: As a participant in the AACC Pathways Project, BC has been conducting routine guided pathways momentum point analysis through using AACC's cohort definition. However, this cohort definition does not capture many of BC's key student success strategies and we have instead adopted a new cohort definition for our own pathways implementation. As a result, BC is working to mitigate communication due to two data sets with slightly different information.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>3. INTEGRATED PLANNING</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> -Student Success and Support Program (SSSP) -Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT) -Equity Planning (Student Equity/SE) -Strong Workforce Program (SWF) 	<ul style="list-style-type: none"> o College is currently not integrating or planning to integrate planning in the next few months. 	<ul style="list-style-type: none"> o Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<ul style="list-style-type: none"> o Some conversations have taken place, with all of the key constituency groups at the table. <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>X College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across the main college initiatives.</p> <p>Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

With 80% of students being the first in their family to attend college, BC is redesigning institutional policies, practices, systems, and culture to make the college journey transparent. BC uses high-touch and high-tech strategies to guide students in achieving our integrated goals:

1. Increase completion of transfer-level English in first year
2. Increase completion of transfer-level math in first year
3. Increase 15 pathway-applicable units attempt rate by end of first term
4. Increase 30 pathway-applicable units attempt rate by end of first year
5. Increase 60 pathway-applicable units attempt rate by end of second year

To accomplish its student success goals, BC is focused on the four pillars of the Guided Pathways System (GPS), reducing time and cost to completion:

	Clarify the Path	Get on the Path	Stay on the Path	Ensure Learning
High Touch	<ul style="list-style-type: none"> -Early high school engagement -Career Choices course in 9th grade -Dual enrollment -Clear educational planning -The Kern Promise -Associate Degrees for Transfer -Prep for college skills abilities 	<ul style="list-style-type: none"> -Multiple measures -Outreach & School Relations -The right courses at the right time -Summer Bridge extended orientation -Math pathways for non-STEM, Business, and Education majors -Remedial course acceleration 	<ul style="list-style-type: none"> -Retention and completion -Completion Coaching -Academic Support Services -Timely transfer -Employment in field of study 	<ul style="list-style-type: none"> -Integrated co-curricular experiences -Reinforce learning in and out of class -Learning Communities -Student employment and internships -Energy Academy; industry partnerships
High Tech	<ul style="list-style-type: none"> -DegreeWorks -Starfish Degree Planner -CCCApply -Course Catalog -BC Website 	<ul style="list-style-type: none"> -AccuPlacer -Common Assessment Initiative -Priority registration 	<ul style="list-style-type: none"> -AccuSQL -Starfish Connect: Early Alert, flags -Cohort reports via Institutional Effectiveness 	<ul style="list-style-type: none"> -JobSpeaker and Student Intern Portfolio -eLumen -Canvas -Renegade Scorecard

BC takes an integrated approach to personnel and resource management. For example, the managers of Equity, BSI, and SSSP have coordinated efforts in budgeting to staff based on student success goals rather than funding source.



	1	2	3	4
Academic Support Services <ul style="list-style-type: none"> • Director, Academic Support Services • Program Manager, Academic Support Services • Writing Center Lead • 2 Math Tutors • 10 Writing Center Professional Experts • Faculty Lead, Umoja 			X	X
Assessment and A&R <ul style="list-style-type: none"> • Program Coordinator, Assessment • Program Manager, A&R** • 2 Assessment Assistants • 2 A&R Tech II 	X	X		
Counseling/Advising <ul style="list-style-type: none"> • Director, Transfer** • Program Manager, Probation/Early Alert • Program Manager, EOPS** • 7 Ed Advisors • 7 Counselors • Department Assistant II, Probation • Department Assistant II, Cohorts 	X	X		
Outreach <ul style="list-style-type: none"> • Director, Outreach & School Relations • Faculty Lead, Veterans Center • Program Manager, Outreach & School Relations • Program Manager, Access** • 4 Educational Advisors • Department Assistant III, Outreach • Graphic Designer 	X	X		
Budget/Research/Coordination <ul style="list-style-type: none"> • Director, Student Success & Equity • Program Manager, Equity • Program Manager, SSSP • Program Manager - MIS** • Program Manager, Professional Development • Budget Analyst • Department Assistant III, Equity • Department Assistant III, SSSP • IT Systems Support Specialist • Institutional Researcher • 3 Institutional Research Analysts • 3 Web Content Editors 	X	X	X	X

Additionally, institutional documents, such as the Educational Master Plan, annual State of the College report, annual Closing the Loop report, and our strategic directions include integrated planning goals based on a guided pathways framework.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Completion Coaching: To make 30,000 students become visible as individuals, BC created cohorts based on 10 meta-majors and 8 affinity groups. A Completion Coaching Community of discipline faculty, counselors, advisors, and staff coaches track and provide timely intervention to the cohort.

Integrated Academic Support: BC has substantially expanded academic support services utilizing multiple funds. BC successfully secured funding through the Basic Skills Transformation Grant while revisiting its allocation of equity dollars to strategically expand support services to students in critical gateway courses in their pathways. In October 2015, BC earned a \$2.6 million Title V grant. Using BSI, Title V, and Equity funds, BC developed an Extend the Classroom (ETC) for Math and English. Two full-time math tutors, funded by Student Equity, staff ETC.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We have not done a complete job integrating Strong Workforce and CCPT grants into our entire institution, although the Pathways has integrated the instruction areas whether transfer or CTE that integration has not occurred well in some of the planning and reporting. We created a table with all of our grant and restricted funding requirements and reporting metrics and we discovered this integration is a herculean effort when including past work. But also helped us understand how important aligning metrics and goals are going forward.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p>	<p>○ Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p>	<p>○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>X Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Bakersfield College is in year two of our campus-wide guided pathways implementation. The phase 2 goals focus wholly on our institutional guided pathways momentum points.

- Attempting 15 units in the first semester
- Completing transfer-level English and math in the first year
- Attempting 30 units in the first year
- Completing 9 core pathway units in the first year

Our year 2 cross-functional Guided Pathways Implementation Team meets-bi-weekly and includes 17 representatives from each employee classification and key constituent groups or campus-wide initiatives.

Administrative Leads
<ul style="list-style-type: none">● Grace Commiso (Counselor Lead, Meta-Major Completion Coaching)● Manny Mourtzanos (Discipline Lead, Meta-Majors)● Lesley Bonds (Affinity Group Lead)
Management Representatives
<ul style="list-style-type: none">● Cindy Collier (Strong Workforce)● Craig Hayward (Institutional Effectiveness)● Maria Wright (Academic Support)● Steven Watkin (Outreach)
Faculty Representatives
<ul style="list-style-type: none">● Steven Holmes or designee (Academic Senate)● Kimberly Nickell (Program Review, Academic Senate)● Jennifer Johnson (Curriculum, Academic Senate)● Jessica Wojtysiak (AIQ, Academic Senate)● Nick Strobel (Budget, Academic Senate)● Janet Fulks (Data Coaching)● Regina Hukill (Math)● Keri Wolf (English)● Jonathan Schultz (Counseling)
Classified Representative
<ul style="list-style-type: none">● Julian West (Ed Advisor/Data Coach)

As such, each member is responsible for communicating updates to and from assigned groups.

Constituent Group	Communication Liaisons
Academic Senate	Lead: Steven Holmes; Support: Jessica Wojtysiak, Jennifer Johnson, Nick Strobel, Kim Nickell, Nick Strobel
Assessment & Institutional Quality	Lead: Jessica Wojtysiak; Support: Grace Commiso
Budget Committee	Lead: Nick Strobel; Support: Steven Holmes
College Council	Lead: Jennifer Johnson; Backup/Support: Jessica Wojtysiak
Counseling	Lead: Grace Commiso; Support: Jonathan Schultz, Julian West
Curriculum	Lead: Jennifer Johnson
Educational Administrators Council	Lead: Cindy Collier; Support: Manny Mourtzanos, Grace Commiso
Faculty Chairs and Directors Council	Lead: Regina Hukill; Support: Jennifer Johnson, Manny Mourtzanos, Grace Commiso, Cindy Collier, Steven Watkin
President’s Cabinet	Lead: Grace Commiso; Support: Lesley Bonds, Manny Mourtzanos, Cindy Collier, Maria Wright. Craig Hayward, Steve Watkin
Program Review	Lead: Manny Mourtzanos; Support: Kim Nickell
Student Affairs Leadership Team	Lead: Lesley Bonds; Support: Grace Commiso, Maria Wright. Steven Watkin

Additionally, the team has identified Ad Hoc Pathways Champions to support project-based work based on need and availability. Examples include: transfer/articulation work, presentations across campus, and catalog work. They also represent BC’s meta-majors:

- Articulation: Mark Osea
- Exploration: Teresa McAllister and Mindy Wilmot
- Social and Behavioral Sciences: Krista Moreland, Matt Garrett, and Helen Acosta
- Agriculture: Heather Baltis and Chris McCraw
- Business: Valerie Robinson
- Education: Kimberly Bligh
- Health Sciences: Katie Ganster and Sarah Baron
- ITT: Andrew Haney and Jason Dixon
- Public Safety: Kris Harker, and Brent Burton
- STEM: Joe Saldivar and Eddie Rangel

2. Describe one or two accomplishments the college has achieved to date on this key element.

Guided Pathways Communication Plan: In fall 2017, BC’s Guided Pathways Implementation team has created a three-phase communication plan, detailing the specific role each Completion Coach can play in disseminating important messages related to the guided pathways momentum points. The phases include:

- Phase 1 Communication Plan: October 1 through October 15
- Phase 2 Communication Plan: October 16-November 25
- Phase 3 Communication Plan: November 26-December 16

During each phase, the implementation team has carefully crafted draft email templates, posters and flyers, is developing video messages, and more for the Completion Coaches to use.

Phase 1 of the Guided Pathways Communication Plan focuses on educational planning and updating online to ensure timely and accurate student registration in 15 units, math, and English. The encouraged role for each Coach is detailed in a document deans shared with meta-major completion teams. Below is summary:

Coach Role	Encouraged Plan of Action
Dean	Communicate to department chairs, attend department meetings to share guided pathways momentum points, hold Completion Coaching Community meetings bi-weekly at minimum
Counselor/Advisor	Identify students within the pathway who do not have an educational plan and email them to encourage them to make an appointment
Discipline Faculty	Make announcements at the beginning of class, post a flyer or poster in classrooms in which they teach
Data Coach	Identify students without educational plans and report list to team; report average unit attainment, math and English enrollment
Financial Aid Expert	Verbal reminders, posters in office, handouts at each interaction; share with Completion Community the impact of educational planning and on-path progression on financial aid.
Student Support Expert	Verbal reminders, posters in office, handouts at each interaction

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The main challenges for inclusive decision making is time and communication. We have structured our committees to enable better communication through representation but we can always improve there.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>5. INTER-SEGMENTAL ALIGNMENT <i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p>X Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Bakersfield College has been working with the High Schools on a variety of things (multiple measures, assessment, alignment, dual enrollment) for the last 2 years and has recently begun alignment with our local CSU Bakersfield. BC has always been very proactive with C-ID and ADTs but has found that our transfer with the local CSU is marked with barriers. We have had several meetings with CSUB, including discipline faculty meetings. We have also incorporated a new Transfer Taskforce that will begin documenting pathway coursework from high school (noting dual enrollment options) through BC through CSUB in combined faculty meetings.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Multiple measures: Increased efficiencies and decreased institutional barriers have been the result of a three-year implementation of multiple measures to place students where historically 80-84% of students placed into remedial coursework with very low success rates in the remedial sequence. This success occurs not only in student placement, but also in subsequent college-level coursework. Curriculum reform, redesigned accelerated remedial courses, innovative learning communities, and a seamless multiple measures approach for placing students in English and math courses have proven to be very successful in improving the numbers of college-ready students BC has formalized the use of multiple measures by fully adopting the Common Assessment MMAP Decision Rules for Placement in English and math.

Table: Bakersfield College Placement into College-Level Coursework

	13-14	14-15	15-16
College-Level English	29%	31%	54%
College-Level Math	3%	12%	34%

Kern Promise: In 2015, BC conducted a literature review of unique promise programs nationwide and developed a pilot Renegade Promise program for fall 2016. BC targeted just under 400 incoming, college-ready seniors from nearly 50 high schools with a declared Associate Degree for Transfer pathway and provided priority registration, an assigned mentor-counselor to ensure comprehensive education planning, satisfactory progress, and intrusive support through existing funding sources. BC intends to scale the pilot to reach 1,000 incoming students and offer financial support in coordination with the BC Foundation, Kern Community Foundation, and Kern Economic Development Corporation Foundation in 2017-18.

Associate Degrees for Transfer: BC has rapidly scaled its Associate Degrees for Transfer from just 3 programs in 2012-13 to 28 in 2016-18. In summer 2016, the Campaign for College Opportunity recognized BC for a 900% increase in ADT conferrals.

Table 8: BC and CCCC Associate Degree for Transfer Impact

Year	2012-13	2013-14	2014-15	2015-16
BC ADT Awards	31	20	197	422
BC Overall Awards ⁵	1,822	2,040	1,967	2,263
BC All Transfers ⁶	1,315	1,228	1,637	N/A

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Sometimes our partners do not have the same priorities, goals and motivation to work on alignment issues. Getting all the aligned systems on the same focus at the same time is a recipe we are trying to discover. Math is our current biggest challenge from high school to BC to CSUB.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	<p>○ College is currently not implementing or planning to implement structures to scale students’ early major and career exploration.</p>	<p>○ Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>X Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.</p>

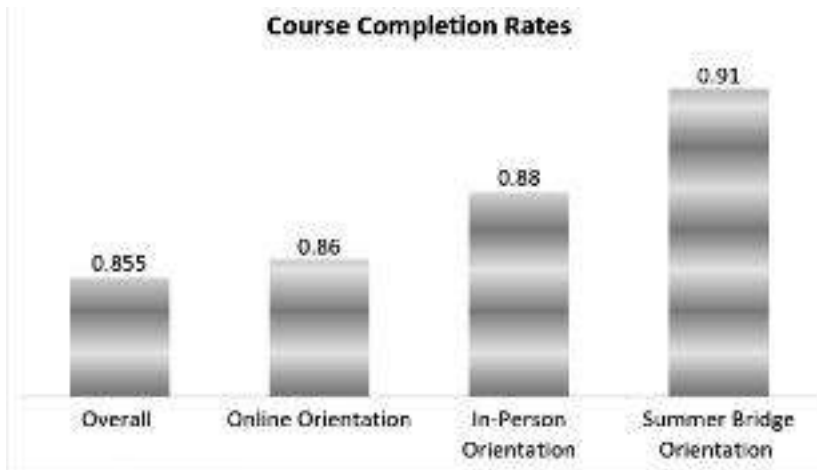
Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Bakersfield College has been hiring Education Advisors specific to career areas for the last 5 years. These locally embedded (within the programs) experts have shown greater success with students completing ed plans and greater high level outcomes. This provided a model for our completion coaching teams. Student focus groups made it clear that the students appreciated embedded advisors and counseling much greater than any trips to general advising. BC recognizes the need to provide students with better career information and earlier exploration opportunities.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- Dual Enrollment Career Choices Course - The largest number of Dual Enrolled students include those taking Get Focused Stay Focused a high school course focusing on college and career planning. This provides students an early look at potential careers and the education required to reach them.
- **Summer Bridge:** BC delivers its orientation in multiple ways: 1) in person workshops on- and off- campus, 2) Online, and 3) through an extended full-day Summer Bridge. Students who participate in an orientation are more successful at BC than those who do not. Of the orientation delivery methods, Summer Bridge is correlated with the highest course completion rates. Beginning with a small pilot for 40 students in 2014, BC has scaled the program to reach over 1,200 students in 2017 -- a 200% increase over 2016 with 400 students.



- CTE has purchased several career software programs that will enable our students to learn more about local careers and pay based upon locally derived data and employer input

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We need more professional development in career counseling techniques and people with specialty in this area of counseling. Discipline faculty need to connect coursework with jobs and transfer opportunities relevant to each area. Although BC has begun some of this research, it is not spread across all disciplines.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> -The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement -Co-requisite remediation or shortening of developmental sequence -Curricular innovations including creation of math pathways to align with students' field of study. 	<ul style="list-style-type: none"> o College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework. 	<ul style="list-style-type: none"> o College is currently piloting one or more of the evidence-based strategies listed in the "key element" description to increase access to and success in college and/or transfer-level English and math courses. 	<ul style="list-style-type: none"> o College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage. 	<p>X College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Bakersfield College has been active in the Basic Skills Initiative and in the Basic Skills Transformation Initiative. BC has won exemplary awards from the state based on our work mentoring and guiding our pre-collegiate students. In addition, BC has done deep dives with external evaluators on our basic skills progression. We have increased our student support services by turning it into a department and hiring an innovative director who began tracking student participation, then looping that back to faculty who monitor student effort. BC has invested heavily in accelerated and compressed coursework. The increase of students in transfer-level Math and English is one of our greatest achievements.

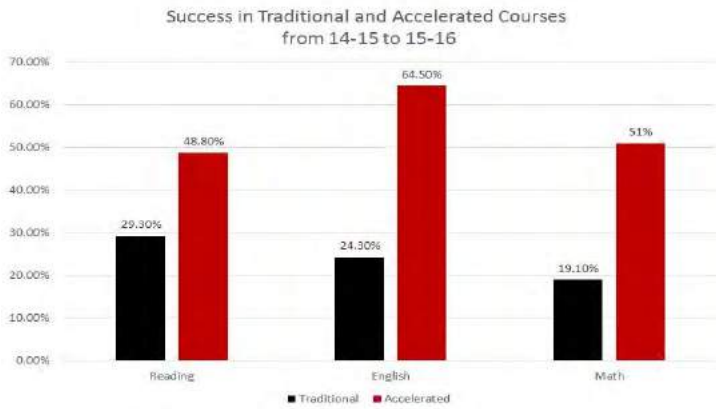
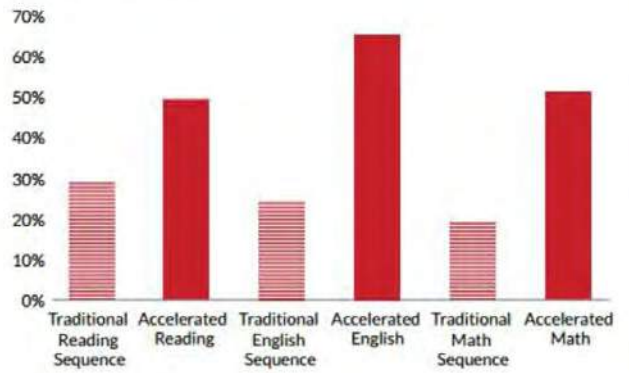


Figure 3. Course Success



2. Describe one or two accomplishments the college has achieved to date on this key element.

- **Multiple Measures:** Implementation of disjunctive multiple measures of assessment to ensure appropriate course placement
- **Course Acceleration:** Development of remedial course sequences and course acceleration to better prepare students for college-level coursework
- **Math Pathways:** <https://drive.google.com/file/d/0B1P8BB9Ox8EIVHJaU0poRHVjNnM/view?usp=sharing>

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Aligning our math pathways with the high schools and the local CSU is a real challenge.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>8. CLEAR PROGRAM REQUIREMENTS</p> <p><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>X Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Health Sciences
Majors of Study

- Biology – Human Biology
- Health Information Technology
- Kinesiology
- Paramedic
- Public Health Sciences
- Radiology Technology
- Registered Nursing
- Vocational Nursing

Science, Technology & Engineering, Math (STEM)
Majors of Study

- Biology – General Biology
- Chemistry
- COMP TIA
- Computer Science
- Engineering
- Geology
- Math
- Physics

Industrial & Transportation Technology
Majors of Study

- Architectural Drafting
- Bachelor of Science, Industrial Automation
- Brakes
- Cabinet making
- Construction
- Engine Overhaul
- Engineering Technology
- Industrial Drawing
- Industrial Technology – Automotive
- Industrial Technology – Electronics
- Industrial Technology – Industrial Drawing
- Industrial Technology – Manufacturing
- Industrial Technology – Welding
- Industrial Technology – Woodworking and Cabinetmaking
- Industrial Technology- General
- Powertrain
- Tune Up Emissions

Arts, Humanities & Design
Majors of Study

- American Sign Language
- Commercial Music
- Communication
- English
- Graphic Design
- History
- Journalism
- Media Art
- Music
- Philosophy
- Photography
- Spanish
- Studio Art
- Theater Arts

Business
Majors of Study

- Accounting
- Administrative Assistant
- Bookkeeping
- Business Administration
- Communication
- Economics
- Office Assistant
- Retail Management

Public Safety & Emergency Management
Majors of Study

- Administration of Justice
- Chief Fire Officer
- Correctional Administration
- Criminal Justice
- Fire Officer
- Fire Technology
- Paramedic
- Wildland Fire Technology

Agriculture, Nutrition & Culinary Arts
Majors of Study

- Ag Business
- Agriculture Plant Sciences
- Culinary Arts
- Animal Science
- Dietetic Services Supervisor Program
- Environmental Horticulture
- Food Service Management Option
- Forestry
- Plant Science
- Plant Science – Horticulture Emphasis
- Plant Science – Crops Emphasis

Social Sciences, Behavioral Sciences & Human Services
Majors of Study

- Administration of Justice
- Anthropology
- Communication
- Criminal Justice
- Economics
- English
- History
- Human Services
- Philosophy
- Political Science
- Psychology
- Sociology

Education (Early Childhood / K-8)
Majors of Study

- Child Development Master Teacher- Infant Toddler
- Child Development Master Teacher-Special Education
- Child development Teacher
- Early Childhood Education
- Elementary Teacher Education

Personal & Career Exploration
Majors of Study

For the undeclared student and those exploring a variety of potential careers

2. Describe one or two accomplishments the college has achieved to date on this key element.

Meta-majors: BC has created clusters of academic programs with common or related content, intended learning and career outcomes, and/or requirements. This clustering of programs into 10 meta-majors, or “Learning & Career Pathways” allows for early exploration as students enroll in a broad field of interest without collecting excess units.

Program Mapper: Bakersfield College is working with the Chancellor’s office to develop a 21st century tool that brings to life the college’s curriculum into template program maps which create both clarity and flexibility for students. Discipline faculty will develop the virtual templates with an intended launch date of spring 2017.

DegreeWorks and Starfish Implementation: All programs of student have been fully mapped into DegreeWorks and are currently being mapped into Starfish. Throughout the mapping process, BC’s Counseling Department Dean and Chair have led extensive counselor and ed advisor training to increase utilization of the degree auditing capabilities. All students can access My Degree Path; program templates are available to use for semester to semester course sequences established through multiple pathways development institutes with discipline faculty, academic development faculty, and counselors working in coordination

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Helping to get student majors accurately so that we can get them in the correct pathway has been a challenge. Scheduling courses within a pathway and adequately using enrollment management techniques to facilitate pathway completion is still a major issue.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p>○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and support services.</p>	<p>○ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>X The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

BC has strengthened its academic support programs and services and has seen growth within the usage of support services. Academic Support Services implemented AccuSQL, a software designed to track student attendance for all support services. The department provides weekly reports of student visits and automated weekly visit report to faculty and completion communities across the campus.

Support services have seen an increase across the board:

- **Supplemental Instruction:** 828 participants in fall 2015 from 291 in fall 2014. Employed 100+ SI leaders in 2016 from 15 in spring 2014
- **Writing Center:** 3,204 visits in spring 2015 to 3,729 visits in fall 2016
- **Tutoring Center:** 3,677 students in spring 2016 to 3,806 in fall 2016
- **Extend the Classroom:** newly implemented

The Kern Community College District's 2017 Elements of Student Success report indicates that in 2014-15 all groups with the exception of African American students had a decrease in course completion in their first year. Since then, BC has improved overall course success rates:

- Transfer-level English increased from 18% to 26.9%
- Transfer-level math increased from 17.1% to 23%

While these increases demonstrate substantial institutional progress, BC is also seeing improvement over the past 5 years in overall completion for those identified as disproportionately impacted in the 2015-16 Equity Plan.

Student Group	College-Level English	College-Level Math
<i>African American</i>	3.6% to 8.7%	3.9% to 5.3%
<i>Hispanic/Latino</i>	10.1% to 15.1%	11.8% to 11.7%
<i>Foster Youth</i>	2.0% to 5.4%	2.0% to 3.6%

Success in remedial English has increased as follows:

- **African American:** from 40.9% in 2013-15 to 47.6% 2014-16
- **Hispanic/Latino:** from 45.5% in 2013-15 to 49.6% 2014-16

2. Describe one or two accomplishments the college has achieved to date on this key element.



- **Completion Coaching**
- **Integration of Academic Support Services**
 - AccuSQL:

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Continued funding to provide support services to students requiring additional support post-multiple measures placement.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> -Link student demand to scheduling -Ability for students to monitor schedule and progress (e.g., Degree Audit) -System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.) -Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) -Others 	<ul style="list-style-type: none"> o College currently does not have or plan to build an integrated technology infrastructure. 	<ul style="list-style-type: none"> o The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities. 	<p>X The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<ul style="list-style-type: none"> o The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

All programs are fully mapped in DegreeWorks, and the college is mid-implementation on Starfish Degree Planner and Connect; we expect to launch in January 2017. Counselors, advisors, and students

alike use the Degree Audit feature in DegreeWorks to learn, in live time, student progress toward completion. The program also allows all to run a “what-if” audit for other programs of study.

Currently, BC utilizes SARS early alert to generate faculty-flagged alerts; however, Completion Coaching Community use of AccuSQL has proven to be more effective, allowing cross-functional teams to more proactively intervene based on students’ use of academic support services.

2. Describe one or two accomplishments the college has achieved to date on this key element.

BC uses and publishes wage information on the Renegade Scorecard; however, the upcoming Pathways Mapper tool will more clearly tie salary, career, and outlook information to programs of study for students.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Access to local employment data for some careers of interest; access to careers available to special populations, such as students enrolled through the prison education program.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>X Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> -Using learning outcomes assessment results to support/improve teaching and learning. -Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. -Improvements in those college processes directly serving students. -Leadership capacity and stability for all areas on campus and the college as a whole. -Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> -Using learning outcomes assessment results to support/improve teaching and learning -Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. -Improvements in those college processes.

				<p>directly serving students.</p> <ul style="list-style-type: none"> -Leadership capacity and stability for all areas on campus and the college as a whole. -Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. -Continued broad engagement in cross-functional decision-making. -Regular and consistent training on the use of technology to support academic programs and student services.
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Please respond to the following items (500 word maximum per item)

5. Please briefly explain why you selected this rating.

Since 2015, BC has hosted at least two *campus-wide Guided Pathways Institutes* per year reaching approximately 100 faculty, staff, and administrators each institute. In 2015, campus leaders and students participated in a common reading experience and led panels about each chapter of *Redesigning America's Community Colleges*. Since then, teams of BC faculty and staff have been participating in the AACCC Pathways Project. Through a series of 6 institutes, BC has been actively engaged in examining our momentum related to guided pathways, redesigning our systems to remove barriers and create clarity in our processes for students, and reallocating resources to support the work. Our entire FLEX week schedules have been re-organized to include strands for participants to follow based on the four pillars of guided pathways: 1) Clarify the Path, 2) Get on the Path, 3) Stay on the Path, and 4) Ensure Learning.

All new faculty hires are expected to participate as a mentor in at least one *Summer Bridge*. In summer 2017, the President invited all 55 new faculty hires to participate, and over 90 new and returning faculty and staff participated in this onboarding strategy. In summer 2018, BC intends to engage over 115 faculty and staff.

BC spent \$232,654 on professional development activities in 2016-2017 and has allocated approximately \$300,000 for 2017-18.

6. Describe one or two accomplishments the college has achieved to date on this key element.

In addition to our campus focus, Bakersfield College has hosted two *statewide guided pathways summits*. In February 2016, BC hosted 400 colleagues on campus to discuss guided pathways implementation with keynote speaker Davis Jenkins and panelists leading statewide research, development, and implementation of guided pathways activities. In May 2017, BC engaged another 400 colleagues on campus and approximately 1,000 virtually in a dialogue about leadership within a guided pathways framework.

7. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Provision of professional development opportunities to faculty assigned to rural locations.

8. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>X Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Learning outcomes are identified for all programs and communicated in the BC college catalog. Assessment of learning outcomes happens at the course and program level. Once an assessment is completed, faculty and/or department chairs submit a summary of the assessment to the Assessment Committee and it is linked on the Assessment Committee website.

When faculty are evaluated, they are required to submit a narrative describing how the results of their assessment of learning outcomes affected their instruction. The Adjunct faculty evaluation process also includes a reflection on their assessment of learning outcomes and the effects on instruction.

BC is massively expanding our “work and learn” student employment program; intended investment of over \$2M dollars. Hiring a Program Manager for co-curricular learning to emphasize this commitment. Industry advisory boards, Kern Promise, President’s Blue Ribbon Advisory, and others build focus on internships and practical experiences.

2. Describe one or two accomplishments the college has achieved to date on this key element.

BC is developing contextualized courses focused upon career skills development. For example, the student success lab offers math courses for welders and culinary arts majors. Composition courses are increasingly integrating contextualized learning by encouraging students to write about their career goals and interests.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The college does not have a database that tracks mastery of learning outcomes by individual students. Faculty are expected to maintain records of course assessments for each student.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING & DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student's learning.</p>	<p>○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>X Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Bakersfield College started assessing SLOs before it was required for accreditation. It is a part of our culture. We have had a difficult experience with Curricunet in the documentation of learning assessment but are currently fully invested in a project with Canvas and eLumen. BC has an IEPI grant to increase the technology component of this process to document learning.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The faculty contract clearly identifies assessment of learning outcomes as a faculty responsibility. A reflection upon the progress achieved and lessons learned concerned student learning outcomes is interwoven into the evaluation process. For example, faculty completing their Mode A evaluations are asked to reflect upon the assessment of SLO's and demonstrate how that reflection has changed their teaching over the last year. This clear prioritization of SLO assessment ensures that new faculty are immediately familiar with the significance of assessment of student learning outcomes.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Past damage done by Curricunet. Some loss of motivation due to a compliance emphasis versus a learning and CQI experience.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>X Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

BC has begun using peer worker as a learning opportunity for students we have nearly 800 (?) student employees. We have developed internships with industry but not enough. Some areas, like STEM and CTE are ahead of the game providing these learning opportunities. Other areas have not thought beyond the classroom walls.

2. Describe one or two accomplishments the college has achieved to date on this key element.

As we begin to focus on Pathways and outcomes, these opportunities have become both important and more valued as a part of the educational pathways. We recently hired a program manager for the Student Employment Lab, which seeks to help students find work opportunities that align with their broader academic and career interests.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The dissemination of opportunities to students enrolled in courses not found on the main campus, particularly in rural areas such as Arvin.

- 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

ADDITIONAL QUESTIONS (500 word maximum per item)

- 1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?**

- Pre-Adoption
- Early Adoption
- X** Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

As noted in the self-assessment outline, Bakersfield College is in the early adoption phase of 1 key element (applied learning opportunities), in progress in six elements, and full scale in seven key elements. The team responsible for the completion of this document adopted a conservative approach, and the mean of the elements favored the scaling in progress overall rating.

- 2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:**

We look forward to the program mapper, and we would like to see the program mapper enhanced to include data-driven grade recommendations to aid faculty in their discussions with students. We would also appreciate a wiki-style online forum in which participating colleges can share information about existing tools.

- 3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.**

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Name of college

Self-Assessment Signatories

_____ Signature, President of the Governing Board	_____ Printed Name	_____ Date signed
_____ Signature, Chief Executive Officer/President	_____ Printed Name	_____ Date signed
_____ Signature, Academic Senate President	_____ Printed Name	_____ Date signed
_____ Signature, Chief Instructional Officer	_____ Printed Name	_____ Date signed
_____ Signature, Chief Student Services Officer	_____ Printed Name	_____ Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu