



Bakersfield College

**Institute for Higher Education Policy and
Association for Institutional Research
August 2019 Summit Application**

January 31, 2019

Prepared by:

Lesley Bonds, *Director of Student Success & Equity*

Contributions from:

Dr. Sonya Christian, *President*

Dr. Jean Fuller, *Early College Project Lead*

Dr. Craig Hayward, *Dean of Institutional Effectiveness*

Describe how each member of your institution team engages with data on campus.

Throughout the past several years, Bakersfield College has invested heavily in the development of a ***culture of inquiry*** – both at the institutional level and the operational level. The purpose is three-fold:

1. Transparency with the community to leverage partnerships in student success work,
2. Transparency with institutional performance on student success and resource allocation so the campus community is mobilized,
3. Accessibility to timely analytics to correct the course with early interventions.

Institutional Data | Bakersfield College uses support provided by the KCCD’s IR Office as well as its own Office of IE and a team of Data Coaches to collect, analyze and report institutional data. The Office of Institutional Effectiveness allows research requests from any staff member on campus, and provides regular reports to the administrative team on enrollment, student momentum point attainment, and completion/transfer. The OIE creates data visualization reports using Tableau for Deans of Instruction to review data at an aggregate level each semester.

BC has established Institution-Set Standards (ISS) for student achievement. These objective, mutually-agreed upon metrics enable all stakeholders to have a common frame of reference. Data Coaches and the Office of Institutional Effectiveness validate standards and help determine aspirational goals while faculty and staff on Academic Senate, the Accreditation & Institutional Quality Committee, and College Council annually review the metrics.

All academic program, student affairs and other administrative units participate in the annual program review process, designed to assess each program’s progress toward achieving institutional goals to ensure student achievement. In addition, the KCCD IR Office annually provides disaggregated data for use in program review.

Any member of the BC community, including current and prospective students, parents, high school and business partners can access publicly available institutional data through the Renegade Scorecard. BC’s Renegade Scorecard contains data on student enrollment, student achievement, student engagement, student equity outcomes, and other key indicators of institutional effectiveness. BC strives to be transparent in our communication of assessment and evaluation results to all of our constituencies to ensure the accuracy and integrity of the assessment information while our ***deeply-rooted culture of dialog*** helps us improve the clarity of the information.

Operational Data | Through our guided pathways infrastructure, BC faculty and staff regularly engage with data in their day-to-day work. Bakersfield College has 10 Completion Coaching Communities, organized by meta-major, with an additional eight Affinity-Based Completion Coaching Communities.

BC has a cadre of 30+ ***Data Coaches who utilize data across our momentum points to improve our integrated planning and activities.*** Data Coaches are faculty, classified staff, and

administrators who participate in ongoing training, support campus-wide data projects, and directly support Completion Coaching Communities in their use of cohort-based data to illuminate the needs of students in each Completion Community. Data Coaches:

- Assist teams in framing and answering questions with accurate and relevant data;
- Find and interpret data; act as a liaison between the origin of data and the coaching team;
- Coordinate data reports for teams and aid other coaches in the creation of reports.

Each of the Completion Coaching Communities has a designated Data Coach who regularly pulls reports from the Cognos database based on students in the pathway and works with completion community members to develop an action plan to influence student behavior around our institutional Guided Pathways momentum points:

1. Attempt 15+ units in the first term
2. Complete transfer-level English and math in the first year
3. Attempt 30+ units in the first year
4. Complete 9 core pathway units in the first year

Completion Coaching Community agendas always include a review of the current data around our momentum points and discussion on steps forward or an action plan to address the students not on-path. **Completion Coaching Community members utilize a high-tech, high-touch strategy and tools to reach students**, including Starfish Connect, Starfish Analytics, AccuSQL, Cognos, eLumen, Tableau, and Canvas.

Briefly describe your institution's data use strategy, including at least two examples of data use to improve student success.

Bakersfield College's data strategy is to **ensure data are accessible and actionable** so that the result improves student outcomes. That is, data are readily available to faculty, staff, and other constituent groups but more importantly, the data facilitate solutions to persistent barriers at the institution.

Data are accessible through:

1. Renegade Scorecard
2. Closing the Loop document
3. Weekly Enrollment Reports; the Enrollment Dashboard
4. Elements of Student Success annual report
5. Program Review annual student achievement report
6. Student Equity Plan and the Student Equity Dashboard
7. AccuSQL weekly attendance reports by roster to faculty
8. Cognos reports built for Data Coaches by Completion Coaching Community
9. Tableau Visualization reports for GP Momentum Points, Dual Enrollment, etc.
10. By request via OIE Research Request form online

To ensure data are actionable, **the college's institutional momentum points provide focus and clarity in the operational work**. Members of the Completion Coaching Communities are trained to

review reports by momentum point and to focus interventions on activities that move the dial on the momentum points.

Further, the Office of Institutional Effectiveness provides local analysis and contracts out high-level analyses with well-qualified researchers. Two examples of institutional changes that have improved student success include: 1) BC's African American Initiatives, and 2) Multiple Measures and course placement practices.

African American Initiatives: In BC's Program Review process, programs use data to disaggregate student achievement by various elements, success by program type, and other demographic variables as needed. Faculty and staff address equity in the program review process and set goals to address achievement gaps. We disaggregate and analyze student access data, completion and transfer rates, and math/English learning outcomes by race, gender, age, delivery mode, and more. ***Evaluation of these data has led to institutional changes to reallocate human, fiscal and other resources;*** for example, following a data review of trailing success rates among our African American student population, BC established a robust African American Initiatives team with staffing and programmatic support, leading to major strides in student success for this population:

- *30% increase* in number of Black students completing transfer-level math in year 1
- *340% increase* in Black students completing transfer-level English in year 1
- *37.5% increase* in number of Black students transferring to four-year universities

This work has been recognized locally and nationally, with the Kern County Black Chamber of Commerce recognizing BC as the Corporate Partner of the Year in 2018. In February 2019, BC Educational Advisor – African American Initiatives will be recognized with the Innovation of the Year Award at The League for Innovation in the Community College annual conference in New York.

Evidence of resource allocation and repurposing can be seen by our institutional response to a BC data analysis by consultant Dr. Peter Bahr in 2015, which revealed that students starting at four levels below transfer had less than a 1% chance of ever getting to the transfer-level math courses. Further, a large achievement gap for African American, Latinx, and returning adult students persisted at every level of remediation. Examples include:

- Grew outreach from 800 to 8,000+ in mostly rural areas
- Began offering transfer-applicable courses in 10 prisons throughout Kern County
- Implemented multiple measures of assessment for all students prior to AB705 legislation
- Massive hiring in counseling and advising; focus on Latinx and Black students
- Scaled technology project to address inadequate numbers of minimally qualified faculty in 43 dual enrollment locations
- Curricular redesigns to reduce the remediation sequence, preparing the college for AB705
- Rewrote math curriculum to accelerate courses and improve transfer-level math completion
- Hired professional and student tutors in academic support redesign
- Doubled Psychology B5 (transfer-level math statistics course) offerings to meet student demand

Describe your institution team's interest in and interaction with state and federal higher education data policy.

Bakersfield College has been a pioneer statewide in engaging with state higher education policy, having a history of creating collaboratives and advisory councils across the state to advance initiatives that impact all community colleges statewide. For example, BC created and led the California Guided Pathways Advisory Committee from 2016-17 and played an instrumental role in securing resources for the guided pathways demonstration project for 20 California Community Colleges and later the \$150 million investment in guided pathways implementation statewide.

Currently, Bakersfield College is leading an advisory committee in partnership with the California Community College Chancellor's Office and Concentric Sky focused on Educational Systems and Intersegmental Pathways. This task force brings together leaders from all major educational systems in California to discuss opportunities for data alignment to streamline pathways from k12 through to the baccalaureate. BC secured resources for this work by submitting a competitive application and being one of just 14 colleges in the state to earn the CCCCO Innovation Award.

Bakersfield College's interest in engaging with state and federal higher education data policy stems from our ***institutional propensity for innovation and proven track record in development and sustainability*** of these initiatives. As such, BC has an interest in working to create the conditions for Central Valley colleges to secure the resources necessary for long-term success in line with the Chancellor's Vision for Success.

Describe a program or specific area of interest/growth to your institution, and how it addresses student progression and attainment.

Bakersfield College's guided pathways work has heavily focused on addressing intersegmental alignment – both with K12 and with our transfer university partners.

Equipped with the knowledge that 41% of California jobs will require a bachelor's degree by 2025, BC acknowledges the moral imperative to provide opportunities for social mobility. In Kern County, one in four residents live in poverty, with just 22% of Kern County residents 25 years of age and older holding an Associate's Degree or higher, compared with California's average of 39%. In ten years, more than six out of ten jobs will require employees to have more than a high school diploma. Today, only 40% of U.S. adults ages 25–64 are adequately prepared for the workforce.

Bakersfield College's work to reduce regional achievement gaps through the intentional design of a student success architecture across educational systems ***removes systemic barriers while creating clarity in pathways to baccalaureate attainment***. BC's steadfast work includes a laser focus on addressing course accessibility beginning in the 9th grade, mass under-placement upon entry, poor advising structures, and misalignment across educational systems.

**Describe any current or recent efforts your institution
has taken to address this issue.**

The college is undertaking major efforts around intersegmental alignment both locally and statewide. Examples include:

1. Leadership of the Educational Systems and Intersegmental Alignment Statewide Task Force
2. Development and implementation of the Kern Promise Finish in 4 Project with fully-mapped four year pathways, published in the Program Pathways Mapper tool
3. Implementation and Scale of the Early College model in rural high schools

Task Force: As previously discussed, Bakersfield College is currently leading the Educational Systems and Intersegmental Alignment Statewide Task Force in an effort to identify systemic barriers and present widely-applicable solutions to the state chancellor's office.

Finish in 4: Further, our high-touch work with our primary four-year university partner, CSU Bakersfield, has resulted in at-scale improvements for transfer-intent students. Evidence that demonstrates how our high-touch strategies of structured conversations with a key four-year partner can improve access to baccalaureate completion include:

- Grew Associate Degrees for Transfer pathway offerings by 900%; recognized by the Campaign for College Opportunity in June 2016. BC offers 30 Associate Degrees for Transfer
- Grew Associate Degree for Transfer awards by over 1,400%, contributing to overall degree completion by 58.8% since 2012. ADTs accounted for 45% of all BC awards in 2017-18.
- Average unit accumulation for ADT students is 83 compared to 97 for general AA pathway.
- Increased overall transfer rate in the past four years: 57% to the UC and 43% to the CSU
- Increased transfers to CSU Bakersfield by 36.2% in the last 5 years, with 78.82% of all CSU transfers choosing CSUB. The majority of transfers are Latinx.
- Increased two-year baccalaureate completion of BC transfer students at CSUB from 31% in 2010 to 48% in 2014, exceeding CSU's *Graduation Initiative 2025* goal.

Early College: Bakersfield College launched the Early College model in local rural communities and in partnership with local high schools beginning in fall 2015. With two high schools already participating and early success with 38 Early College graduates last spring, BC is well positioned to take the pilot program to scale by 2021. By packaging courses beginning in the 9th grade, ***students will have the opportunity to earn an associate's degree by the time they walk across the stage to earn their high school diplomas.*** Our data show the impact:

- Since 2012-13, BC more than doubled first-year completion rate of transfer-level English
- Completion of transfer-level math in the first year increased 38% from 12-13 to 17-18.
- Completion rates of BC's Scorecard cohorts have trended upward over the past three years to a new high of 42% for the latest cohort. Disaggregation of completion rates by race show rates for African American and Hispanic/Latinx students are improving
 - From 26.8% to 38.6% for Hispanic/Latinx students
 - From 32% to 39.8% for African American students

Specifically, what guidance or support would assist your institution in establishing a program/project to advance this interest/area of growth?

While *Bakersfield College has proven skilled in elevating campus-based conversations to regional and statewide arenas* related to the community college system, college leaders see opportunity for growth in broadening the dialogue to the other major systems in the state.

For example, the governor's proposed budget includes major investments in the California State University and University of California systems while incentives for the California Community Colleges to improve transfer rates strengthen. As such, BC is seeking guidance from thought leaders and policy makers on best practices to engage in policy discussions across systems or industries.

Describe the program/project and how it leverages data in a new way to address progression/attainment at your institution.

Intersegmental Alignment work requires that BC partner closely with the local high schools and our local 4-year university to establish data sharing agreements. Our local high schools share student transcript data to facilitate the application of multiple measures of assessment. Because of this data sharing agreement, Bakersfield College was able to begin applying multiple measures of assessment in 2014 – long before most California community colleges. As an early adopter, BC has been well prepared to implement the requirements associated with AB 705 legislation.

As a result, the college has seen *massive increases in student completion of transfer-level English and math*, with achievement gaps in English closing for African American students:

- *Doubled* the rate at which students complete transfer-level English in their first year.
- Increased completion of transfer-level math in the first year by *38%*
- *30% increase* in number of Black students completing transfer-level math in year 1
- *340% increase* in Black students completing transfer-level English in year 1

Our alignment work with our primary transfer partner, CSU Bakersfield, has resulted in at-scale improvements for transfer-intent students. Following an 18-month project to align Bakersfield College program maps to transfer pathways to the baccalaureate at CSUB, BC contracted with Concentric Sky to develop the Program Pathways Mapper tool.

The Program Pathways Mapper project required the college to examine its own curriculum data and compare results across Chancellor's Office Curriculum Inventory (COCI), eLumen (BC's curriculum management system), and the BC Catalog. Through this work, BC discovered a number of inaccuracies and partnered with Concentric Sky to create the Data Cleanup Tool within the Mapper. The Cleanup Tool guarantees imported COCI data are clean and organized before publishing courses and programs into the Mapper. This Cleanup Tool facilitates the heavy-lift

faculty and staff do to align coursework across systems by determining which source of information is accurate and publishing a definitive “source of truth.”

Bakersfield College’s intersegmental alignment work has resulted in systems-based solutions which enable colleges like BC to clarify the path and get students on the path more efficiently, resulting in major progress along our guided pathways momentum points.

Provide a short history, including how the program began.

Bakersfield College has always worked with our partners to address educational attainment in Kern County, but the work both intensified and became more visible in 2013 with the arrival of a new college President. Major strides since 2013 include:

1. Established the Office of Outreach & School Relations (Spring 2014)
2. Joined the AACCC Pathways Project (Fall 2015)
3. Established the Office of Institutional Effectiveness (Fall 2015)
4. Developed the 2+2=Game Changer project at Arvin High school (Fall 2015)
5. Created the California Guided Pathways Taskforce (Spring 2016)
6. Launched the Kern Promise addressing guaranteed transfer (Spring 2016)
7. Commissioned the Workgroup to Advance Baccalaureate Attainment (Fall 2016)
8. Commissioned the development of the Program Pathways Mapper Tool (Fall 2017)
9. Announced the Kern Promise Finish in 4 transfer mapping project (Spring 2018)
10. Earned the \$2.3M CCCCO Innovation Award for the Program Mapper (Spring 2018)
11. Graduated 38 Early College students with an AS in Agricultural Business (Spring 2018)
12. Created the Educational Systems and Intersegmental Alignment Task Force (Fall 2018)
13. Secured leadership for the Early College Project in retired Senator Jean Fuller (Fall 2018)
14. Earned the CCCCO Chancellor’s Student Success Award for Transfer Pathways (Fall 2018)
15. Scaling the Early College model to additional rural high school sites (Spring 2019)

These accomplishments only provide a high-level look at the advancements in intersegmental alignment the college has seen under the president’s leadership. Yet, the student success outcomes can be seen clearly in our ***enrollment growth of over 35% in the past five years***, coupled with our transfer growth as detailed previously.

Provide a short summary of the offices across campus involved in this data sharing/leveraging effort, and how your institution has used this program/project to increase student success.

Our intersegmental alignment work is a whole-college effort, engaging discipline faculty in detailed program mapping discussions while faculty and staff explore operational solutions around educational planning, registration, transfer, and more. Bakersfield College’s intentionally designed

annual processes, like Program Review and Strategic Directions reporting, ensure every department utilizes data to improve practice.

However, specific offices and committees have engaged deeply with our intersegmental alignment work:

1. **President's Office:** sets strategic direction and focus for intersegmental alignment work; secures resources and elevates dialogue statewide
2. **Office of Institutional Effectiveness:** provides regular reports to key individuals and offices; automates multiple measures of assessment application; trains Data Coaches to analyze data and apply it within Completion Coaching Communities; leads the Program Pathways Mapper project
3. **Office of Outreach & School Relations:** responsible for all feeder high school and community organization outreach and communication, including recruitment, matriculation, educational planning delivery, dual/concurrent enrollment, and Early College
4. **Rural Initiatives:** responsible for all rural high school outreach and communication, including recruitment, dual/concurrent enrollment, and Early College
5. **Counseling Department:** responsible for educational planning and tracking of student momentum point progression within Completion Coaching Communities
6. **Office of Student Success & Equity:** responsible for securing and providing funding support of major campus initiatives; ensures alignment with guided pathways framework
7. **Discipline Faculty:** responsible for the development of maps for all programs of study; partners with discipline faculty at CSU Bakersfield in the development of transfer maps

Why does your institution want to participate in this interactive policy summit and how will it help support your data strategy efforts?

Bakersfield College relies on policy at the state level in order to implement system changes to scale practices that improve student learning and achievement. As a college, **BC recognizes policy as the single most influential factor in student success** at a systems level. As such, BC has been on the move as identified previously to scale local, research-driven practices to policy. Examples include our early and successful implementation of multiple measures of assessment framing the recent AB 705 legislation, which addresses direct placement in transfer-level English and math.

In addition to our clearly established commitment to engaging with policy, BC leaders are eager to develop our skill set in the policy arena.

Bakersfield College's engagement in policy issues is critical to our success as a college, but more importantly to the success of thousands of students across the Central Valley. BC is not a wealthy college with a large endowment; we rely on the support of public funds to deliver the quality services we offer to our over 33,000 students annually – the majority of students representing a high-need population with many hailing from surrounding rural communities.

Bakersfield College plays a critical role in improving the quality of life for the great majority of the citizens of Kern County who come from underserved communities. For most, higher education is

the only way they can attain any measure of a middle class standard of living.

Situated at the southern end of the Central Valley, Bakersfield College is located 118 miles north of Los Angeles. BC serves approximately 5,000 square miles, offering over 70 associate's degrees, more than 30 certificate programs, and a baccalaureate degree to a rapidly growing population. Our service area is approximately 143 miles wide from east to west and is larger than the states of Connecticut, Rhode Island, and Delaware combined.

According to data reported by the California Department of Education, Kern County's baccalaureate attainment rates are of significant concern at roughly half the statewide rate. In rural service areas like Arvin, fewer than three in every 100 residents holds a bachelor's degree or higher. Over 28% of those in BC's service area lack a high school diploma.

The per capita income in the area is among the lowest in California, at just \$21,094 – well below the state average of \$31,458. The U.S. Bureau of Labor Statistics reports that the unemployment rate in Kern County well exceeds the national rate at 7.7% while nearly a quarter of residents live below the poverty line. In many of our service-area rural communities, residents experience poverty rates topping 35% and debilitating unemployment over double the national average.

BC students have been the direct beneficiaries of policy changes that have opened our doors wider, provided more financial aid than ever before, and facilitated their progression and completion. Policies like SB 1440 for the Associate Degree for Transfer and AB 705, which addresses direct placement into transfer-level English and math, have fundamentally altered the educational landscape for our students. As a Central Valley college, Bakersfield College both acknowledges and embraces our role in advocating for our communities.

It is vital to Bakersfield College that we participate in this interactive policy summit to advance the work not only of our own college, but also of all colleges in California. Our leadership at all levels of the college understand the critical importance of policy work to ensure the collective success of our students and therefore the health of our communities.