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Details

Assurances

* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

Progress & Success

Process & Schedule

Bakersfield College's evaluation strategy will be threefold: 1) Actionable, unitary data used in day-to-day operational work, 2) Local quantitative data analysis provided by our Office of Institutional Effectiveness (OIE), and 3) External qualitative evaluation provided by partners, including The RP Group and Career Ladders Project. Actionable, Unitary Data: Completion Coaching Communities (CCCs) will utilize Starfish Analytics and Cognos reports to cohort manage historically minoritized populations in support of the outcomes described in BC's Student Equity Plan. Specifically, each CCC will be assigned a Data Coach who will be trained by the OIE to provide regular, substantive support to educational advisors, discipline faculty, and other coaches on each affinity-based CCC. Data Coaches will attend a training once per month and have already been trained to access the disproportionate impact data file from Data on Demand. In March 2019, Data Coaches participated in a training on calculating disproportionate impact and began identifying strategies to address DI for their respective CCCs. Local Data Analysis: The OIE will provide ongoing quantitative data around disproportionate impact. Specifically, OIE will update the Tableau Equity Dashboard and Guided Pathways Momentum Points Dashboard annually. OIE will support Strategic Directions, Program Review, and State of the College report completion bi-annually. While the entire OIE supports institutional equity-based research and analysis, the Office of Student Success & Equity has a designated Data Analyst responsible for ensuring compliance with data reporting requirements and to assist in ongoing monitoring and planning activities. External Evaluation: Bakersfield College will contract with an external evaluator at least one time per year to provide an in-depth analysis of its equity-minded interventions. The college may pursue additional contracts for further analysis, pending need. In 2019-20, the college will contract with The RP Group to complete a qualitative analysis of its dual enrollment and Early College program as a strategy to improve access, completion of transfer-level math and English, and completion of the Vision for Success goals. In particular, the evaluation will focus on the experiences of students and parents in economically under-served, rural communities. Phase 1 of this evaluation will begin in summer 2019 and Phase 2 will begin in spring 2020.

Success Criteria

As a Guided Pathways college, Bakersfield College has spent several years redesigning its systems and structures to ensure integration of programs, activities, and personnel to advance student success and equity outcomes. Several intentionally-designed, formal institutional practices demand integration and coordination across categorical and campus-based programs. They include: 1) Strategic Directions, 2) Program Review, 3) State of the College annual reporting, and 4) Annual

Administrative Work Plans. Through these formal processes, the administrative leadership responsible for various categorical programs and services must coordinate efforts to establish plans, report on progress, and describe alignment with institutional priorities on a regular basis. In addition to our formal planning and reporting systems, the Office of Student Success & Equity will ensure coordination across categorical and college programs through participation and leadership in campus committees, including: the Guided Pathways Implementation Team, President's Cabinet, the Administrative Council, the Equal Opportunity and Diversity Advisory Council, and the Student Affairs Leadership Team. The Office will deliver bi-annual reports to both College Council and Academic Senate to ensure broad engagement and coordination.

Executive Summary

<https://www.bakersfieldcollege.edu/sse/plans>

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	1293	1746	+35.03%
Attained the Vision Goal Completion Definition	1589	2145	+34.99%
Completed Both Transfer-Level Math and English Within the District in the First Year	220	385	+75%
Retained from Fall to Spring at the Same College	14938	15780	+5.64%
Enrolled in the Same Community College	22017	23931	+8.69%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Native Hawaiian or other Pacific Islander	Female	Attained the Vision Goal Completion Definition	Not Available	Not Entered	- ◀ ▶
Asian	Male	Attained the Vision Goal Completion Definition	15	15	0% ◀ ▶
Some other race	Male	Attained the Vision Goal Completion Definition	2	2	0% ◀ ▶
LGBT	Male	Enrolled in the Same Community College	181	225	+24.31% ▶▶◀
LGBT	Female	Enrolled in the Same Community College	257	390	+51.75% ▶▶◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Foster Youth	Male	Enrolled in the Same Community College	303	350	+15.51% ▶▶◀
Foster Youth	Female	Enrolled in the Same Community College	337	427	+26.71% ▶▶◀
Native Hawaiian or other Pacific Islander	Male	Enrolled in the Same Community College	19	19	0% ◀ ▶
Asian	Male	Enrolled in the Same Community College	359	359	0% ◀ ▶
Black or African American	Male	Enrolled in the Same Community College	607	692	+14% ▶▶◀
White	Male	Enrolled in the Same Community College	1875	1875	0% ◀ ▶
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	23	23	0% ◀ ▶
Some other race	Female	Enrolled in the Same Community College	46	46	0% ◀ ▶
American Indian or Alaska Native	Female	Enrolled in the Same Community College	144	144	0% ◀ ▶
Asian	Female	Enrolled in the Same Community College	332	332	0% ◀ ▶
Black or African American	Female	Enrolled in the Same Community College	662	888	+34.14% ▶▶◀
White	Female	Enrolled in the Same Community College	2019	2019	0% ◀ ▶
Disabled	Male	Enrolled in the Same Community College	240	240	0% ◀ ▶
Disabled	Female	Enrolled in the Same Community College	316	316	0% ◀ ▶
Disabled	Female	Transferred to a Four-Year Institution	29	39	+34.48% ◀ ▶
Disabled	Male	Transferred to a Four-Year Institution	17	28	+64.71% ▶▶◀
Some other race	Female	Transferred to a Four-Year Institution	Not Available	Not Entered	- ◀ ▶

Demographic	Gender	Metric	Baseline	Goal	Equity Change
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	Not Available	Not Entered	- ◀ ▶
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	Not Available	Not Entered	- ◀ ▶
Hispanic or Latino	Male	Transferred to a Four-Year Institution	280	378	+35% ◀ ▶
Some other race	Male	Transferred to a Four-Year Institution	1	1	0% ◀ ▶
Foster Youth	Male	Transferred to a Four-Year Institution	4	6	+50% ▶▶◀
LGBT	Female	Transferred to a Four-Year Institution	3	3	0% ◀ ▶
LGBT	Male	Transferred to a Four-Year Institution	1	1	0% ◀ ▶
White	Female	Retained from Fall to Spring at the Same College	1480	1480	0% ◀ ▶
Black or African American	Female	Retained from Fall to Spring at the Same College	337	362	+7.42% ▶▶◀
Black or African American	Male	Retained from Fall to Spring at the Same College	312	369	+18.27% ▶▶◀
Some other race	Male	Retained from Fall to Spring at the Same College	17	17	0% ◀ ▶
American Indian or Alaska Native	Male	Retained from Fall to Spring at the Same College	27	27	0% ◀ ▶
Foster Youth	Female	Retained from Fall to Spring at the Same College	118	147	+24.58% ▶▶◀
Foster Youth	Male	Retained from Fall to Spring at the Same College	62	72	+16.13% ▶▶◀
LGBT	Female	Retained from Fall to Spring at the Same College	111	124	+11.71% ▶▶◀
LGBT	Male	Retained from Fall to Spring at the Same College	86	98	+13.95% ▶▶◀
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	+200% ▶▶◀
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	+200% ▶▶◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	6	+500% ▶▶◀
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	3	9	+200% ▶▶◀
Some other race	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	Not Entered	- ◀▶
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	1	0% ◀▶
Black or African American	Female	Attained the Vision Goal Completion Definition	34	68	+100% ▶▶◀
Some other race	Female	Attained the Vision Goal Completion Definition	Not Available	Not Entered	- ◀▶
Black or African American	Male	Attained the Vision Goal Completion Definition	16	35	+118.75% ▶▶◀
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	Not Available	Not Entered	- ◀▶
Foster Youth	Male	Attained the Vision Goal Completion Definition	6	8	+33.33% ◀▶
LGBT	Female	Attained the Vision Goal Completion Definition	6	15	+150% ▶▶◀
LGBT	Male	Attained the Vision Goal Completion Definition	7	10	+42.86% ▶▶◀
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	68	156	+129.41% ▶▶◀
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	53	135	+154.72% ▶▶◀
Hispanic or Latino	Female	Attained the Vision Goal Completion Definition	639	767	+20.03% ◀▶
Hispanic or Latino	Male	Attained the Vision Goal Completion Definition	366	439	+19.95% ◀▶

Additional Categories

No population groups selected.

Activities

Dual Enrollment & Early College

Brief Description of Activity

Development of pathways to certificates and degrees beginning in the 9th grade at feeder high schools with a particular focus on rural communities and high school sites with large numbers and percentages of minoritized student populations. Equity-minded activities include: -Increase the number and percentage of Black students who participate in Dual Enrollment and Early College -Increase the number and percentage of Black students entering Bakersfield College with at least 12 college-level units -Decrease excess unit accumulation for all students at time of completion -Grow dual and concurrent opportunities using the 3 tiers of Early College implementation to expand degree and certificate pathways -Hiring additional counseling staff to support Rural Initiatives Early College team

Related Metrics

- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Female : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Enrolled in the Same Community College

Outreach & Cal-SOAP Work

Brief Description of Activity

Strategy to reach high school and community partners to deliver information about BC programs and services, including delivery of matriculation, advising, financial aid, and registration support. Equity-minded goals include: -Summer Bridge (including targeted Bridges for specific populations such as Umoja, Veterans, previously incarcerated, Foster Youth, etc.) -High School Outreach, including Umoja-specific Outreach & Recruitment -Church and Faith-Based Organization - Outreach & Recruitment -Annual Black Pastors' Breakfast Meeting -Foster and Kinship Care Education Program Trainings -Youth Empowering Success (YES) Conference YES student organization outreach focused matricualtion steps and financial aid support by NextUp -Community Foster Organization Partnerships & Referrals (Dream Center, Kern Bridges, Department of

Human Services Independent Living Program, Probation Dept, Kern County Behavioral Health & Recovery Services - TAY Team, Aspiranet, KCSOS Foster Youth Services, Transitional Housing Placement Providers, Community Connection...) - Community Foster Organization Awareness & Recruitment Events (NextUp hosting at BC) -Develop Outreach partnerships with the Bakersfield Center for Sexuality & Gender Diversity, PFLAG -Expand promotional material and off-campus outreach strategy in partnership with the Sexuality & Gender Acceptance (SAGA) Club at high schools and in community -Direct outreach to High School GSA Clubs

Related Metrics

- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Overall : All : Enrolled in the Same Community College

Counseling, Financial, and Students of Concern Supports

Brief Description of Activity

Non-academic and co-curricular support for students around educational planning, financial assistance, and intervention for students of concern as identified by BC faculty and staff on Completion Coaching Communities. Focus on disproportionately impacted student populations. Equity-minded activities include: -Full campus utilization of Starfish Connect for early identification and intervention -Renegade Pantry to address food insecurity -NextUp & general foster youth transfer counseling and support, maintenance of Comprehensive Student Educational Plans (CSEPs) through EOPS Programs -MDRC Success Project with targeted recruitment of DI populations within Finish-in-4, specifically: African American, Latinx, Dreamers, and Foster Youth. Project includes high-touch cohort with intrustive advising and financial incentives for student participants. -Academic Probation: Reduce the number/percent of Latinx students on probation. As of spring 2019, 14.5% of all Latinx students enrolled were on probation (n=3,023); -Reduce the number/percent of African American/Black students on probation. As of spring 2019, 20.3% of all Black students enrolled were on probation (n=272)

Related Metrics

- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- LGBT : Male : Retained from Fall to Spring at the Same College
- Overall : All : Retained from Fall to Spring at the Same College

Placement Practices

Brief Description of Activity

Utilization of multiple measures of assessment, including cumulative high school GPA to determine placement in English and math. Includes compliance with AB 705 legislation for fall 2019. Equity-minded activities include: -Placement Practices: students with disabilities have a higher throughput rate when placed directly into transfer-level English and math, despite GPA. AB705 default placement will launch for fall 2019 placement. -In collaboration with the various local high school districts, as well as BC English, EMLS and math departments, identify individualized placement practices that account for disability-related high school experiences and current student needs, for students with known disabilities who are transferring to BC

from high school -Educate middle and high school students and their parents about the differences for students with disabilities in laws and expectations from high school to college and beyond -Train DSPS Counselors how to help students overcome barriers to taking transfer-level courses within their first year

Related Metrics

- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

Academic Support Services

Brief Description of Activity

Co-requisite and non-credit academic and library support services to facilitate student completion of transfer-level English and math. Services include supplemental instruction, tutoring, the Math Lab, the Math Hub, the Writing Center, and co-requisite English and math courses in line with AB 705. Equity-minded activities include: '-Co-requisite support in transfer-level English and math courses to launch in fall 2019 -Dedicated math tutoring in the Math Hub for African American students - Umoja Village study hall -Testing accommodations for DSPS students -Extended time for tutoring, Writing Center, Math Hub & class exams -Co-Requisite Support in English & Math, with possible additional math & English support for students with disabilities -Universal Design Assistive Technology for use by students and faculty -MESA program and specialized STEM tutoring in math

Related Metrics

- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

Curriculum & Enrollment Management

Brief Description of Activity

Strategic enrollment management to remove pathway bottlenecks, open transfer pathways, and facilitate completion of transfer-level English and math. Equity-minded activities include: -Umoja Learning Community: English B1A, Student Development, Astronomy -Development of an Umoja Psych B5 course -Math pathways by program of study: Psych B5 for non-STEM students, Math B4 for Education students, Tech Math B52 for non-transfer intent students -Develop a Lavendar Student Development Course -EOPS Student Development Course -Conduct a summer Student Development B6 class for students with disabilities -IEPI Strategic Enrollment Management Project: -Integration of counseling and advising staff in strategic enrollment management with an intentional focus on transfer-level English and math enrollment for all pathways - Development of a robust late-start course schedule as a strategy to improve student access and completion -Implementation of predictive analytics and scheduling software to support strategic planning

Related Metrics

- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

Finish-in-4 Transfer Pathways

Brief Description of Activity

Program designed to increase student completion with an Associate Degree for Transfer in 60 units at BC. Participants are guaranteed admission to CSU Bakersfield in a similar major and will complete an additional 60 semester units to earn a baccalaureate degree in 4 years total. Equity-minded activities include: -Fully-accessible Program Pathways Mapper Tool for students with disabilities -Expand fully-sequenced Finish-in-4 Programs; develop part-time program maps to include summer scheduling -Development of transfer pathway programs with physical location of BC SouthWest campus (co-location of BC on CSU Bakersfield campus) -MDRC Success Project with targeted recruitment of DI populations within Finish-in-4, specifically: African American, Latinx, Dreamers, and Foster Youth. Project includes high-touch cohort with intrusive advising and financial incentives for student participants. -Parent engagement: bilingual materials -Survey/Focus groups for parents -BC/CSU/UC Campus tours -Hire an Associate Dean for STEM pathways to strengthen UC Pathways in STEM -Develop systems, protocols and advertising to enable students, such as those with disabilities who cannot take 15 units per semester, to equally participate in the “Finish in 4 Transfer Pathways” by taking 12 units per semester and 6 units in the summer

Related Metrics

- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Female : Attained the Vision Goal Completion Definition

- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition



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