

Bakersfield College 2018-2019

Program Review – Annual Update - Non Instructional

Program Name: Student Success & Equity

Program Type (Administrative, Student Affairs, Academic Affairs, Other): Student Affairs

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world

Describe how the program supports the Bakersfield College Mission: Student Success & Equity is not really a program, but rather a group of categorical grants working toward similar goals. All grants support the mission of Bakersfield College by narrowing opportunity and achievement gaps for students of diverse educational backgrounds. The Student Success & Support Program (SSSP) includes active outreach and delivery of matriculation services to underserved student populations while the Student Equity Program focuses on five key indicators to improve outcomes for disproportionately impacted students. Student Success & Equity collaborates with several other departments on campus to review student data and implement systems-focused solutions to improve student progression and completion across our guided pathways momentum points designed to increase the number and percentage of students who:

- Attempt 15 units in the first term
- Attempt 30 units in the first year
- Complete transfer-level math and English in the first year
- Complete 9 core pathway units in the first year

Additional grants and award dollars under the purview of the Director of Student Success & Equity include: Guided pathways state funding, Innovation Award dollars, and the Education Futures grant. Each of these funding sources advance institutional work to implement and refine the guided pathways framework. Specifically, these funding sources advance student access, progression, and completion in all degree and certificate programs, including the baccalaureate.

Program Goals:

A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. **Program Goal:** Increase the number and percentage of students who attempt 15 units in the first term and 30 units in the first year

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

Student Progression & Completion

Progress on goal achievement: In progress.

Status Update – Action Plan and any link to Resource Requests:

- **Goal #1: Improve systematic coordination with four-year transfer partners to develop maps from BC to the CSU; publish all maps in the Pathways Program Mapper**
 - Action 1: Partner with the Transfer Task Force to address transferability across all pathways, with a particular focus on UC STEM pathways in 2018-19
 - Action 2: Allocate funding to support ongoing BC-CSUB faculty meetings to refine four-year maps; promote Kern Promise and Finish in 4
 - Action 3: Support the Director of Transfer Pathways and Transfer Task Force in the development of a joint application for high school students with guaranteed acceptance to CSU Bakersfield upon completion of BC degree
 - Action 4: Allocate Innovation Award dollars to the expansion of the Pathways Program Mapper to house an extended 4-year map to CSU Bakersfield and other transfer partners; engage in statewide systems alignment advisory committee
- **Goal #2: Improve systematic coordination with K-12 partners to: 1) expand and refine dual enrollment offerings; 2) improve priority registration assignments; and 3) enhance data sharing agreements**
 - Action 1: Support the development of a BC data warehouse to improve coordination and communication with high school partners by improving/increasing data sharing between the entities; provide professional development opportunities, and develop career and educational pathway material that clarify pathways
 - Action 2: Track the expansion of dual enrollment to ensure all students in the Kern High School District and other surrounding area high schools have access to enroll in 6 transferable units in their junior and senior year by leveraging technology solutions via the RIDE Project; financially invest in rural dual enrollment
 - Action 3: Utilize categorical funding to improve online academic support services in the high schools by implementing the Online Education Initiative
- **Goal #3: Address access, persistence, and completion barriers using systems-focused automation and analytics-drive enrollment management**
 - Action 1: Explore via the Guided Pathways Implementation Team in partnership with the Enrollment Management Committee systems solutions to year-long scheduling and block registration with a focus on English and math
 - Action 2: Partner with Admissions & Records to support the automation of a priority registration appeal process to allow students “at the gate” to access critical gateway courses
 - Action 3: Utilize Education Futures funding to engage in data analysis and communication to support increased offerings of Math B4 to open the transfer pathway in education

2. **Program Goal:** Increase the number and percentage of students who complete transfer-level English and math in the first year

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

Student Progression & Completion

Progress on goal achievement: In progress.

Status Update – Action Plan and link to Resource Requests

- **Goal #1: Improve placement practices to become compliant with AB 705; establish a co-requisite support model for college-level English and math courses**
 - Action 1: Invest in professional development for faculty and administrators on effective academic support in transfer-level English and math; engage AB 705 task force
 - Action 2: Partner with Budget Committee and Instructional leadership to open more sections, reduce waitlists, and improve completion in the first year
 - Action 3: Lead the Guided Pathways Implementation Team in the investigation of an alternative pre-requisite pathway into English B1A focused on study skills
- **Goal #2: Redesign the work of BC Educational Advisors to directly advance the momentum points**
 - Action 1: Co-organize and implement an institute model with evolving focus, pre- and post- assignments, and a product outcome for educational advisors
 - Action 2: Partner with Admissions and Records to establish a process to auto-award local/transfer degrees and certificates; create report in collaboration with Hobson's to identify eligible students
 - Action 3: Allocate funds to the data warehouse project to increase availability, accuracy, and timeliness of data to support decisions, proposals, evaluations, and success interventions through the development of a fully-functional, in-house data warehouse

B. List new or revised goals (if applicable)

Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement:

Status Update – Action Plan and link to Resource Requests:

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). Please report on any unexpected changes or challenges that your program encountered this cycle:

1. How does your trend data (or other data your area collects) impact your decision making process for your program?

As the Director of Student Success & Equity and co-lead of the Guided Pathways Implementation Team, use of data drives institutional planning and decision-making at every level. For example, as the Director of Student Success & Equity, I am responsible for submitting grant/categorical fund plans and reports to the state and other philanthropic organizations annually, at minimum, describing progress on pre-defined goals. In the development of attainable goals, I must reference institutional trend data on student access, progression, and completion, and further disaggregate those metrics by various student characteristics, including race, gender, and special populations such as Veterans or Foster Youth. Accordingly, I develop all grant and

categorical budgets based on disproportionate impact visible in trend data. Evidence of this can be seen in the increased allocations from categorical funds under my purview to academic support services such as Supplemental Instruction, the Writing Center, and tutoring.

For example, trend data influenced the development of Bakersfield College's 2017-19 Integrated Plan, which I presented to campus constituent groups, including Academic Senate, College Council, and the Guided Pathways Implementation Team.

As a lead of the Guided Pathways Implementation Team, I ensure the team continually engages in review of institutional momentum point data, Institution-Set Standards, and disaggregated trend data for comprehensive institutional planning. Using this data, the GP Implementation Team developed and submitted a 5 year action plan to the state chancellor's office to secure over \$2M in guided pathways funding for the college.

2. Evidence of Program Dialog of data

- If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

The Office of Student Success & Equity prioritizes the review, analysis, and communication of institutional data on student progression and completion. Below are examples of our leadership in communicating with campus constituents:

- College Council Review of BC's Integrated Plan: [October 20, 2017](#) Agenda and [November 3, 2017](#) Agenda
- Academic Senate Presentation on Completion & Throughput: [April 25, 2018](#) Agenda
- Academic Senate Review and Approval of Innovation Award Proposals on Guided Pathways: [March 21, 2018](#) Agenda
- Guided Pathways Implementation Team Review of MM 4.0 early analysis: [August 28, 2018](#) Meeting Agenda

3. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

The Office of Student Success & Equity is responsible for the development of Bakersfield College's student equity plan, embedded within the SSSP, Equity, BSI Integrated Plan. The integrated plan can be found on our Strategic Planning website [HERE](#).

4. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

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5. Please describe any recent achievements of members of your area who have won awards or distinctions, new projects your area has implemented, professional development work, professional conference presentations or recently published work.

The Director of Student Success & Equity actively engages in grant and award writing. In 2017-18, she:

- Authored the California Community College Chancellor's Office Innovation Award proposal to secure \$2.3M to advance Bakersfield College's guided pathways innovations
- Co-authored a grant proposal to secure \$125K for undocumented students through The Catalyst Fund
- Co-authored a grant proposal to secure \$200k for veteran students through the state chancellor's office

6. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

The Office of Student Success & Equity takes a major leadership role in advancing guided pathways work at the college. As the Director of Student Success & Equity, I am a co-lead of the Guided Pathways Implementation Team, provide direct support to all affinity and completion coaching communities, and work at an institutional level to influence campus-wide planning using the guided pathways framework. Examples of the Director of Student Success & Equity's accomplishments in supporting Guided Pathways efforts at BC may be found in the [2017-18 Accomplishments](#) document submitted to Administrative Council each summer as well as the [2017-18 GPIT Accomplishments](#) presented to the Implementation Team at the first meeting in fall 2018.

7. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

I financially support each of these programs in the delivery of matriculation services and academic support.

Assessment Report - Annual Update

A. List your Administrative Unit Outcomes (AUOs)

1. Effectively allocate, manage, and report on categorical and grant funding to ensure ongoing financial support to instructional and student affairs units in the delivery of matriculation and academic support.
2. Measure, analyze, and report on the effectiveness of instructional and student affairs initiatives utilizing guided pathways momentum points.

3. Produce annual reports demonstrating the link of resource allocation to student learning and student progression and completion.

B. How did your outcomes results inform your program planning?

As the college's focus has evolved to be more squarely focused on guided pathways implementation, the role of SS&E has too evolved to focus on integrated planning, accountability, and institutional communication. The Administrative Unit Outcomes above demonstrate a shift from a service-delivery orientation to an institutional orientation through which our office supports and advances the work of all units at the college in a guided pathways framework.

C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes?

The Office of Student Success & Equity is committed to supporting the Institutional Learning Outcomes: think critically, communicate effectively, demonstrate competency, and engage productively. Utilizing the college's guided pathways momentum points as an indicator of success, SS&E produces annual planning and progress reports demonstrating the link of its resource allocation to student learning and student progression and completion. SS&E publishes bi-annual strategic planning documents online [HERE](#). The most recent integrated plan, approved by the Board of Trustees, may be located [HERE](#).

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities: N/A

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

Technology: N/A

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other _____

Other Equipment N/A

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

As an office, Student Success & Equity oversees several large state categorical programs and other grant funding: Student Success & Support Program (SSSP), the Student Equity Program, Guided Pathways funding, the CCCC Innovation Award, Education Futures Award, the Catalyst Fund for Dreamers, and a CCCC grant for veterans. Until August 1, SS&E also oversaw the College Promise Innovation Grant. The total portfolio of these grants combined is approximately \$10 million annually with an additional match requirement of \$4.2 million, along with several other one-time development grants through private, philanthropic contributions. These funds have allowed offices across the campus to expand their services to students and enabled both instructional and student affairs units to embed intentional equity work in their areas, resulting in substantial movement in a number of student success indicators. At this time, Student Success & Equity has no significant funding needs to support our programs thanks, in large part, to the state's investment in our campus but also due to the institution's commitment to scaling the programs to support work happening campus-wide.