I.   COMPREHENSIVE DEVELOPMENT PLAN

Bakersfield College celebrated its centennial in 2013 as one of the oldest continually operating community colleges in the nation. The college has a long, distinguished history serving the city of Bakersfield and an expansive area that is approximately 143 miles wide from east to west and is larger than the states of Connecticut, Rhode Island, and Delaware, combined. The service area has changed dramatically over the last hundred years, and Bakersfield College (BC) has adapted and grown in response to educational need. While generations of families have made Bakersfield College their preferred education choice, BC's student body is increasingly first-generation college-going, minority, and academically under-prepared. Given the

Bakersfield College Today:
• 153 Acre Main Campus, with centers in downtown Bakersfield and in Delano, a rural, predominately Hispanic community 35-miles north of Bakersfield
• Over 70 AA/AS degrees and more than 40 certificate programs in 25 general education disciplines and 18 career & technical areas.
• Expansive 5,000 sq. mile service area
• Enrolling over 15,000 students
• 80% are first-generation college goers
• 56.43% of student population is Hispanic
• 67.17% of first-time students are Hispanic.
• 84% of first-time students are underprepared

challenges of serving our high-need, at-risk student population, BC must improve its developmental education program because it is the first stop on the degree pathway for the vast majority of our students. Through the proposed Title V Project "*Making it Possible – A Pathway for Equitable Student Success,*" BC will improve and more fully integrate student services and instruction, support faculty development and curriculum redesign, create more seamless and contextualized pathways for students, improve and document student academic achievement, and nurture faculty and staff sensitivity to ethnic and learning style diversity.

Part of the California Community College (CCC) system, Bakersfield College is almost fully dependent on state funding and is accountable to meet state performance standards while the 112 college system as a whole is struggling to improve student outcomes and make them

more equitable with severely restricted funding. Bakersfield College faces significant challenges even compared to other CCCs, but also has many strengths to build upon in responding to the needs of our students, local and state workforce demands, as well as the national interest in increased degree completion. The proposed Title V project is designed to build on BC's strengths and opportunities to make good on the promise that student success is our singular goal. By underlining student success in all activities, the project will also accelerate Bakersfield College's trajectory toward excellence as a Hispanic-serving Institution.

Challenge: dramatically-changing, high-need, high-demand service area. Bakersfield is now California's 11th largest city and one of the fastest growing metropolitan areas in the western United States. Bakersfield is strategically located in one of the world's largest economies and in a place where cutting edge technology development is blended with a rich history of agriculture and oil production. Research by the Great Valley Center indicates that the area has had the greatest percentage increase in available jobs in the state, with a total of 144,400 jobs added over eight years. (*Assessing the Region via Indicators, The Economy.*) Despite this growth, per capita income in the area is among the lowest in California, at just $29,790 – more than 29 percent below the state average of $41,805. Though workforce demands are increasing, too few local adults are qualified for the area's well-paid jobs. The industries that produced these jobs increasingly need workers with college degrees to enable them to continue their contribution to the area economy, and circularly workforce shortages restrict growth and economic recovery. The Public Policy Institute of California (PPIC) released a series of reports projecting a significant shortage by 2025 in the supply of college-educated workers versus the demand for

those workers by employers.[1] PPIC predicts that by 2025, the percent of jobs for which a degree is required or preferred will increase to 41% of all employment in California. At the same time, PPIC predicts that only 33% of the population will possess such a degree. **State trends are magnified in Kern County, where only 9.9% of adults over the age of 25 hold a bachelor's degree.[2]** A major reason for the slowdown in the share of college-educated adults in California is the low number of Latinos earning degrees. The share of Latinos with a bachelor's degree is projected to reach only 12 percent in 2020 demonstrating the lowest college-education levels of any of the major racial and ethnic groups in California. Increasing Latino educational attainment is therefore an increasingly important factor in overall education levels and economic growth as Latinos are projected to grow to 40 percent of the working-age population by 2020.

Agriculture remains the economic base of the Bakersfield area. California's Central Valley is the most productive agricultural region in the United States and a critical part of the nation's food supply. If California's Central Valley were a state, it would be ranked first in the nation in agricultural production. However, the Bakersfield area has experienced the loss of more than 16,000 acres of prime farmland over the last six years, resulting in the loss of traditional agricultural jobs. While agriculture provides more than ten percent of the jobs in the area, that number is down from 20 percent just five years ago. Significant job loss in the agricultural industry has forced many to seek higher education as a means of finding stable employment.

The regional economy is also heavily dependent on energy/oil industries. Even today Kern County is the largest oil-producing county in the country. For over 20 years, Kern County has also been a leader in the development of Solar and Wind energy production, taking

[1] *Closing the Gap: Meeting California's Need for College Graduates* is one of a series of reports issued by PPIC as part of the California Workforce: Planning for a Better Future Project. (January 2011.)
[2] American Community Survey, U.S. Census Bureau. (2012.)

advantage of its unique climatic characteristics. Highly skilled workers with specialized

technological knowledge are in high demand and short supply. The service area's main industries

have stated a desire to hire local college graduates because workers hired from outside the area

tend not to stay, and investment of time and money lost. The economic future of the area

depends on the development of well-educated, local workforce.

The service area's current economic conditions and increased job opportunity and

workforce needs challenge BC to produce more college graduates and develop/adopt programs

and services to address new industry needs. BC is now primarily educating a high-need student

population, however. The families served by the college today are among the most economically

and educationally disadvantaged in California.

Indicators of High Need Service Area
• The county's population has increased significantly since 2000 (26.9% growth, compared to approximately 10% in California and 9.7% in the United States). Data provided by the Kern Council of Governments projects population growth to nearly one million in 2020, with more than half being identified as Hispanic. By 2020, more than 208,000 residents of college-going age will reside in Bakersfield College's service area.
• The percentage of Hispanics now residing in Kern County (50.3%) is much higher than California as a whole (38.2%) and the U.S. (16.9%).
• Percentage of persons living below poverty levels (30.5%) is higher than the average for California (15.3%) and the country as a whole (14.9%). If the area were to be taken as an individual state, it would rank 48th in the nation in per capita income.
• Bachelor's degree attainment is also lowest in the BC service area (14.9%) compared to California (30.5%) and the U.S. (28.5%). **Bakersfield ranks last out of 100 metropolitan areas in terms of college degree attainment**.[3] Less than 11% of California Latinos age 25 and older hold a degree, compared to 39% of White, non-Latinos.
• The county's unemployment rate (14.2%) is much higher than the state's (9.8%) and nation (7.9%), as of January 2013. The unemployment rate for young Hispanics aged 18-24 is at least 7% higher compared to Caucasians.

Opportunity: Greater role as leader and collaborative partner in service area

socioeconomic development. Bakersfield College is the only accessible gateway to college for

most local students, and has a major role in the workforce/economic development needs of the

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[3] The Brookings Institute, *The State of Metropolitan America: Educational Attainment*.

service area. The demand for a better-educated workforce has led to unprecedented cooperation between BC, California State University, Bakersfield (CSUB), and local employers to align program development with industry needs. There is now a fast growing engineering program at CSUB, and a seamless pathway for BC students is under development. There has been strong community support for the new BC/CSUB engineering pathway. Opportunities in the service area for well-paid employment provide a powerful incentive for local residents to enroll in college and complete a degree. BC can be a significant contributor to the local, regional, and national economic recovery by continuing to develop well-designed pathways to degree and careers for our local students.

Challenge: BC is challenged with serving a rapidly growing Hispanic population that is among the most underprepared for college in California. Service area schools have struggled to serve a rapidly changing and growing population while disinvestment in public education has occurred. Schools are overwhelmed and their outcomes are declining. The largest K-8 elementary (Bakersfield City) and the largest high school district (Kern High) in California are in the service area, and over 60% of students in both are Hispanic. (*Kern County Superintendent of Schools*). Numerous California reports have documented the decline in K-12 learning outcomes statewide, particularly among Hispanics, the fastest growing segment of the K-12 population in California. The disparity in academic achievement presents a major challenge in terms of equitable education and a real problem in degree production. Increasing the educational attainment of Hispanics is an essential piece of the national completion agenda. But the challenge is formidable. California Standards Tests (CST), developed for California public schools to assess state-adopted content standards in grades 2-11, reveal that Hispanic students in

the BC service area are much less likely than White (non-Hispanic) students to be proficient in all of the areas tested.

Percent 11th Grade Students in BC Feeder High Schools in Kern County Meeting or Exceeding State Standards on the California State Standards Test (2013)				
	Kern County		State of California	
Subject	White	Hispanic	White	Hispanic
English Language Arts	52	32	62	36
Algebra II	18	12	18	11
Source: California Department of Education, 2010. http://star.cde.ca.gov/star2013/Index.asp				

Opportunity: Increased understanding of best practice from national, state and local initiatives and evidence about "what works" with underprepared students. There has been increased national recognition of the critical role community colleges play in higher education access. It has been said that California cannot succeed unless community colleges succeed. And the nation cannot succeed unless California succeeds. The biggest challenge facing California community colleges is working to repair the remediation "bridge to nowhere",[4] and there is now much more evidence-based guidance for program improvement. The California Basic Skills Initiative (BSI), funded by the CCC Chancellor's Office, is a well-established initiative to increase the number of underprepared community college students who transfer and complete a degree. BSI, in cooperation with the CCC Research Planning Group (RP Group), conducted a comprehensive review of literature in the area of basic skills. Study after study by a multitude of researchers confirms a consistent set of elements that commonly characterize effective developmental education programs, which were then categorized by functional area, in

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[4] There is now an extensive body of national research aimed at understanding and improving developmental education, also called the "Bermuda Triangle". The role of public community colleges in providing remediation has grown rapidly nationwide. Almost every CC system has been under fire for inadequate remediation outcomes. The problems with CCC's basic skills practices are fully documented in State reports. www.cccco.edu

the BSI Handbook.[5] A growing body of basic skills program research, discussed further in the project implementation rationale, has added significantly to this research base and informed project planning. Dr. Janet Fulks, long-time BC faculty member and BSI Handbook editor, offers a wealth of knowledge about basic skills best practice and was a key planning member for the proposed Title V project. Institutional change is difficult, but it is possible when research on successful practices illuminates the path.

Academic Quality Strengths. Bakersfield College is committed to providing excellent learning opportunities in basic skills, career and technical education, and transfer courses for our community so that our students can thrive in a rapidly changing world. BC faculty includes top-notch content experts with unusually strong ties to the community. Classes are offered on a traditional 16-week semester calendar as well as in a variety of non-traditional scheduling options, including evenings, weekends, and online. Academic Development (ACDV) Department provides quality developmental education in a supportive environment in order for students to achieve academic, personal, and occupational success. In conjunction with ACDV, the Jerry Ludeke Learning Center offers a variety of learning opportunities, summarized below.

BC Academic Development and Support Services for Underprepared Students (In Addition to Developmental Education Course Offerings)
• **Critical Academic Skills (CAS) Workshops** is an award winning program developed by BC to serve underprepared students through an integrated strategy allowing students to receive needed instructional support without having to commit to an entire semester of basic skills. Students are referred to CAS by faculty throughout the semester, as needs become evident. Students then attend workshops outside of class without cost. The CAS workshop mission is to provide critical academic skills support for students across all programs and disciplines on campus. Topics are identified by faculty teaching transfer and basic skills courses and include sessions to develop English, math, study, and college survival skills

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[5] Academic Senate for California Community Colleges [ASCCC]. *(2008). Constructing a Framework for Success: a Holistic Approach to Basic Skills. Sacramento, CA.* Edited by Marcy Alancraig, Cabrillo College and Janet Fulks, Bakersfield College.

- **Student Success Lab** –provides an environment for students to remediate at their own pace using PLATO and Aleks. The lab also provides a venue for students who are unsatisfied with their assessment/placement scores to brush up on their skills and then re-assess.
- **Tutoring Center** - The Tutoring Center offers one hour of free peer tutoring per week for each BC student. Tutors are trained by a full time faculty member and the Center is CRLA certified. The Tutoring Center has 45 student tutors and averages 329 scheduled appointments and 25 drop in appointments weekly.
- **Writing Center** – The Writing Center provides writing assistance for students in all disciplines, as well as resume writing assistance. The Center is staffed with one Writing Center Coordinator and five Writing Consultants, all with at least a BA in English or another related subject. The Writing Center had an average of 177 appointments per week.
- **Supplemental Instruction** –Supplemental Instruction is an important part of the support offered through the Learning Center. The Center is housed in the Library to allow for extended appointment hours, and has 1 fulltime coordinator (with additional basic skills support duties elsewhere as well) with 17 trained SI leaders. STEM Supplemental Instruction has 58 mentors with 10 working with Pre-collegiate courses. SI covers 12 pre-collegiate courses in the Humanities, concentrating on accelerated English courses. Assessment of this service is being designed with Institutional Research. Spring 2014 is our first semester with a full SI program for basic skills in Humanities.
- **Math Lab** – The Bakersfield College Math Lab is housed in the Jerry Ludeke Learning Center, run by the Math department. The Math Lab has one fulltime faculty member, 2 two teaching assistants, one teacher aid, and two adjunct faculty currently working in the lab. The Math Lab offers three hybrid math courses, Math B50, B60, and B70, with about 950 enrolled in the Spring and Fall, 300 students completing Incomplete grades, and 350 enrolled students in the Summer. Drop-in tutoring is available.

Academic Quality Weaknesses that most significantly impact on the success of BC's

Hispanic and other low-income students relate to the institution's current basic skills practices.[6]

These weaknesses, including a lack of coordination between academic and student services

areas, contribute to and ultimately result in inadequate and inequitable student outcomes.

Extensive internal assessment has also found BC practices in basic skills education are not

effective enough to meet the needs of our students. While statewide basic skills outcomes are

recognized to be far too low overall, Bakersfield College is below the statewide average in

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[6] "Basic skills are those foundational skills in reading, writing, mathematics, learning skills, study skills, and English as a Second Language which are necessary for students to succeed in college-level work." The inclusion of ESL recognizes that all ESL is not subsumed under basic skills, but only to the extent that a student is unable to succeed in college-level coursework. (*Basic Skills as a Foundation for Student Success,* Center for Student Success (CSS), the Research and Planning (RP) Group of the California Community Colleges February 2007).

remediation completion rates in each discipline. Notably, that despite basic skills improvements, college data mirrors state and national research showing that underprepared students, as opposed to those who do not require remediation, continue to fall behind at each momentum point along the degree pathway. BC's high proportion of underprepared students therefore have a significant and negative impact on student outcomes overall.

BC Student Success Scorecard – Momentum Point Comparison Data[7]						
	Math		**English**		**ESL**	
	BC's Rate	Statewide	BC's Rate	Statewide	BC's Rate	Statewide
Remediation	**21.4%**	**30.6%**	**30.5%**	**43.7%**	**31.1%**	**27.1%**
	Underprepared			**Prepared**		
30 Units	**60.6%**			**71.4%**		
Degree/Transfer	**34.8%**			**67.2%**		
Remediation: Percentage of credit students who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline. **30 Units:** Percentage of degree, certificate and/or transfer-seeking students who achieved at least 30 units within six years. **Transfer/Completion**: Percentage of degree, certificate and/or transfer-seeking students who completed a degree, certificate or transfer-related outcomes within six years.						

BC's Basic Skills Bermuda Triangle**.** In BC's current strategic planning efforts there is clearly good reason to focus on improving practices and services for underprepared students based on internal, statewide, and national research about the basic skills challenge. BC is not alone. A recent article compared community college remedial basic skills classes to the "Bermuda Triangle" because so many students in these classes simply disappear.[8] Basic skills courses in community colleges nationally have the highest dropout and failure rates, even though these courses were created to increase access to higher education for growing numbers of underprepared students. The "Bermuda Triangle" is a particularly troublesome problem for

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[7] California Community Colleges Student Success Scorecard, Student Success Initiative, 2014. http://scorecard.cccco.edu/scorecard.aspx. Rates were determined based on achievement by cohort at each "momentum point" during six-year timeframe from 2007-08 to 2012-2013.
[8] Camille Esch, "Higher Ed's Bermuda Triangle." *Washington Monthly*. (Camille Esch directs the California Education Program at the new America Foundation.). September/October 2009.

California community colleges (CCC) because of structural impediments systemwide (*e.g.,* it was believed to be illegal until recently to mandate basic skills assessment testing and placement) as well as severely limited funding.[9] Recognizing this problem, the Chancellor's office provided funding and resources through a statewide Basic Skills Initiative which enabled BC to comprehensively assess its basic skills practices as they compare to practices with high effectiveness rates.

How BC Basic Skills Practices Compare to Practices of Highly Effective Programs*	
Practices Known to be Effective	**BC Basic Skills Practices**
Course-related learning assistance (*e.g.*, supplemental instruction, course-based tutoring) is provided to basic skills students and is comprehensive and systematic.	BC provides generalized tutoring and has piloted some course-related SI, but services are not adequately integrated into basic skills program. Too few at-risk students are receiving needed academic support.
A comprehensive learning assistance center provides support to developmental education students, is used by students who need assistance, and is effective in providing learning assistance to a growing number of students each year.	BC's learning center and support services, though fledgling, are well received and show evidence of success. Unfortunately, ACDV and Learning Center resources are not integrated enough with academic programs, are not linked or integrated, and are not well utilized by at-risk students.
Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses; faculty use responsive, engaging pedagogy.	Training has provided a basis of knowledge, and some faculty have piloted innovations at BC. Moving from adaption to widespread adoption of responsive and engaging pedagogy in developmental program is needed.
Counseling support provided is substantial, accessible, and integrated with academic courses/programs so high need students are not left to "volunteer" to receive support.	No college-wide comprehensive approach exists to integrate support into the academic program. They currently exist in silos, as do many of BC's departments, and support does not cross the pathways students take.

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[9] Nancy Shulock & Colleen Moore, "Rules of the Game: How State Policy Creates Barriers to Degree Completion and Impedes Student Success in the California Community Colleges." CSU, Sacramento, Institute for Higher Education Leadership & Policy, February 2007.

A well-planned, step-by-step sequence of developmental course offerings exists. Developmental education course entry/exit standards are regularly reviewed and revised as needed. Exit points are eliminated whenever possible to prevent attrition.	Student outcomes in basic skills clearly indicate that the existing sequences need review and revision, but faculty have heavy teaching loads and lack training to review/revise sequences. Pilots of alternative methods and formats are small scale.
Individual courses (particularly those taken earliest in the developmental sequence) engage students in highly structured and active learning experiences designed to build their skills and knowledge.	Instructors use traditional methodologies primarily. Some use more engaging methods, but innovations are piecemeal and inconsistent. There is no cohesive model for active or contextual learning in basic skills courses.
*Effective practices are delineated in a CCC assessment tool developed by the Center for Student Success, Research and Planning Group. This table summarizes specific weaknesses pinpointed by CDP planning as priorities for corrective action over the next five years.	

Institutional Management Strengths includes well-qualified, well-organized management teams at all levels. Under the new leadership of the President Christian, BC managers are committed to the college becoming an exemplary Hispanic-serving institution in terms of mission and actions, not merely enrollment. Developing a culture of evidence is a high priority for the new president as BC works to earn the trust of the diverse communities we serve, and the most recent accreditation visiting team commented that they saw a notable and positive shift in the use of data to inform decision-making since the arrival of Dr. Christian.

BC managers at all levels have made student success their top priority. With the development of a newly focused Strategic Plan, Strategic Initiatives, Action Plans, and an Institutional Scorecard, administrators strive to make decisions that are informed by evidence of effectiveness in meeting BC's student-centered mission, goals, and priorities. As such, BC encourages instructional and student services faculty initiatives to improve student success, and professional development has been recently articulated as one of BC's six strategic priorities. Action plans with a renewed focus on student success are under development in all areas.

Institutional Management Strengths
Examples of BC Commitment to Access and Success Related to Title V Project
Outreach –BC cooperated with service area high schools to do on site orientation and placement testing at 11 high school campuses. In January, 2014 BC invited high schools to bring students and watch the movie "First Generation." Over 600 people attended. President Christian met with high school principals in the Fall 2013 and again in Spring 2014 to discuss data and helping all students, particularly first generation and underprepared students, to achieve college degrees.
Early Readiness - ERWC (Expository Reading and Writing Course) courses were provided in the senior year for high school students receiving a conditional on EAP. These classes prepare high school students for college-level writing, and students who successfully pass this course are automatically enrolled in college level English.
HS Counselor training – HS counselors participated in a three-part training session by BC counselors including orientation and registration procedures and data meetings explaining the under-preparedness of students and discussing what factors are included in multiple measures assessment. This discussion was followed with a demonstration of statewide pathways information on transfer, certificate and degree pathways.
CALSOAP - The CalSOAP (California Student Opportunity and Access Program) is a collaborative between BC and Cal State, Bakersfield where low SES, rural students are engaged early in high school and provided information and counseling towards college, financial aid, and registration. This year the program was stepped up to include 11 high schools and over 500 students. Students were fully matriculated, given placement tests, oriented and registered using abbreviated educational plans.
CAPP (California Academic Partnership Program) allows Bakersfield College, CSU, Bakersfield, Taft College, and the Kern High School District to work together to implement the CCSS (Common Core Standards) and to address many of the access and success issues facing students in Kern County. The goal is to identify strengths and deficiencies at both levels and in all disciplines and develop and implement plans that would lead to positive changes for students.
Piloting Alternative Basic Skills Formats - BC is piloting accelerated courses in basic skills English and math, combining curriculum and removing repetition, moving students through two courses levels in one semester. Compressed courses allow students to complete 2 semesters of pre-collegiate courses in one semester by offering courses back to back with the hours concentrated; the curriculum in both courses remains exactly the same as in the original format. Early data suggest that acceleration and compression have significant and positive impact.
MESA and STEM Programs – Through external funds, BC has been able to support cohorts with high intensity services including mandatory educational planning, intrusive counseling, supplemental instruction, and tutoring. The results are significantly improved transfer/completion outcomes than any other area of the college and these small, specialized programs are directed primarily at underrepresented and high need students.
Engineering Program and pathway to CSUB - BC continues to offer a very strong engineering program and beginning this year CSUB will begin to offer a newly developed bachelor's degree in Engineering. BC and CSUB have partnered to develop a seamless, scaffolded degree pathway that is responsive to service area, student, and industry need for local engineering graduates.

Institutional Management Weaknesses. As BC has grown and developed to meet a

rapidly increasing enrollment of high need students, the college has reacted by providing a wide

range of ephemeral, often isolated, programs and services. Basic skills instruction and support services have struggled to meet demand, and have become disconnected silos from one another and from transfer-level programs. These disconnects have a negative impact on basic skills students who too easily fall between the cracks.[10] With every division taxed to address immediate needs, it has been difficult to corral and expand on pockets of innovation for broad and equitable impact. Simply allowing students to revolve out, or disappear in the Bermuda Triangle, wastes valuable institutional resources and, more importantly, wastes an opportunity to provide meaningful higher education access to those BC is committed to serving.

Fiscal Stability Strengths include a history of conservative fiscal management is being tested as never before by a slow economic recovery, changing services area needs, and enrollment surges due to high unemployment and need for retraining. BC's conservative fiscal management practices are serving the college well even in the current dire fiscal climate. Now there is very little state funding for development in CCCs, but BC has resources in place and reserves to sustain vital operations until the economy improves.

Fiscal Stability Weaknesses are being uncovered as performance-based funding becomes the new normal (as opposed to enrollment-based funding) and poor developmental education outcomes continue to erode BC's completion rates. As the percentage of students enrolling underprepared grows, BC can no longer afford to be a revolving door. Serving these students with traditional models of instruction and marginal support has proven inadequate as well as too costly, resulting in a steady decline in the number of students who benefit from BC's

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[10] Research by the Center for Student Success (CSS), the CCC System research group, the Community College Research Center (CCRC) at Columbia University, the Community College Survey of Student Engagement (CCSSE) and Excelencia in Education has found extensive evidence that underprepared students need fully integrated support services in order to succeed because they do not use separate programs.

high quality college-level offerings and transfer opportunities. There is a high cost to losing more than half the students who enroll. [11] Services to address the needs of underprepared students are obviously not cost-effective when so many students are not succeeding. Collegewide success programs that use highly effective strategies, however, can pay for themselves once developed.

     CDP PROBLEM ANALYSIS: Bakersfield College has forty years of experience providing developmental education, an institutional commitment to meeting the needs of our students so they may thrive in a rapidly changing world, and faculty leaders who have been deeply involved in statewide efforts to improve basic skills. Yet our current approach to basic skills is simply inadequate to serve our current student body who are typically underprepared, first-generation, and low-income. The challenge of better serving these students is formidable, but increasing student success is mission critical for BC. A recently completed internal study looked at cohorts beginning in 2006-07 and finishing 2012-2013. 80% of these first-time students entered underprepared, and only 34% of students who started at any level of remedial math or English completed a certificate, degree, or transfer related status during the six-year period. The disaggregated data is even more startling. Only 6% of students who began three or four levels below college level English completed, and only 1% of students who began three of four levels below college level in math completed after six years. With the majority of our students now falling into one of these categories, an institution-wide effort is needed to bridge the moat that surrounds college for far too many of our students.

Indicators of Institutional Weaknesses which Informed CDP Analysis and Planning
• **Students enter BC underprepared**: Over 84% of BC students enter college in need of at least one basic skills course; over 98%% of these students need developmental math.

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[11] Colleges must examine the "real cost" for programs and make choices that align with institutional priorities. Doug Lederman, "True Cost of Student Success," *Inside Higher Ed*, January 6, 2010. http://www.insidehighered.com/news/2010/01/06/delta

- **Basic skills students fail math, English, and ESL at unacceptable rates:** Between 2010 and 2013, failure rates in basic skills math ranged from 28 to 67%; in English from 18 to 43%, and in ESL from 19 to 43%.
- **Hispanics are particularly at risk of failing:** Between 2010 and 2013 the failure rates among Hispanic students in their first math class at BC was approximately 56%.
- **The majority of students who do enter the basic skills math sequence do not persist:** Over a three-year period (20010-13), only 48% of the students in prealgebra enrolled in the next level, beginning algebra; 33% of students in beginning algebra enrolled in the next level, intermediate algebra.
- **Very few students make it to college-level math:** Less than 19% of the students who begin college in prealgebra (Level 1) will make it through the 3-level math sequence (2008-2011). Only 12% will make it to a college-level math class.
- **The longer students spend in remediation, the less likely they are to finish the sequence and continue into college-level work.** In Math, of those placed in the highest level basic skills course, 33% will finish; at mid-level, only 12% will finish. Only 4% of those placed in the lowest level of basic skills math will finish the sequence.
- **It's not much better in English:** Less than a quarter of students enrolling in developmental English will enroll a transfer-level English class. Only 16% of students who begin in developmental English will pass the college-level course.
- The **six-year completion rate** for underprepared Hispanic students is 30.3%; for underprepared students it is 34.8%; and overall for all students it is 39.9% (2007-08 cohort.) (The close percentages speak to BC's large percentage of underprepared students and their impact on our overall success rates.)
- Only 18% of all BC students completed a Student Educational Plan (SEP) (Fall 2013.)
- **Inadequate and inequitable degree completion as key institutional indicator** 14.5% of all students in the Achieving the Dream cohort earned a certificate, degree or transfer in 3 years (2008-11 cohorts). ***Hispanics: 11.7%; White 19.5%.***

Sources: CCCCO Datamart, Bakersfield College Data Central, BC Institutional Research and Planning, CCCCO Student Success Scorecard, ATD Research Study

Bakersfield College fully recognizes these challenges and opportunities and has undergone extensive planning informed by the Basic Skills Initiative, CCC Student Success Task Force recommendations, and by institutional self-study. The college is on a steep trajectory of planning to improve student success framed by and modeled on the principles of the *Achieving the Dream*: *Community Colleges Count* program. Participation in Achieving the Dream (ATD), which began in 2013, has provided BC with a rigorous and comprehensive data-driven approach to ensuring that the college will continue its long history of responsive education services. The ATD principles are being integrated into the fabric of the college. Using the ATD model, BC has

identified the student population that is the most underachieving and the most underserved at BC

and this led to recognition of the need to redesign our approach to serving basic skills students.

Milestones in the Development of Bakersfield College's Proposed Title V Project: Making it Possible – A Pathway for Equitable Success
• **Energetic, well-qualified president arrives.** Dr. Sonya Christian was named President of BC on October 15, 2012. Dr. Christian, who was a math faculty member, division char and dean of science, engineering, allied health and mathematics at Bakersfield College from 1991 to 2003, has held increasingly higher level administrative roles at Lane Community College in Oregon over the past 10 years. She introduced BC to the opportunities to improve student success provided by participation in the Achieving the Dream program.
• **Strategic Planning.** President Christian led the final stages of the development of the Bakersfield College 2012-2015 Strategic Plan through a collaborative process that engaged campus constituents and community members in discussion about the college's future in light of extensive information from environmental scanning. The process helped the college and the community to understand the importance of BC's role in the service area future and the challenges and opportunities confronting BC today.
• **Accreditation Renewed in 2012**. After extensive self-study and work to meet standards, BC was fully accredited. The self-study process also engaged many in the college in examining available data and establishing new planning and assessment capability. President Christian was commended by the accreditation team for her leadership in the final stages of the accreditation process after she arrived at BC.
• **Updated** *Strategic Focus* **2013-14.** This document further refined the 2012 Strategic Plan to link strategic goals, strategic initiatives, and benchmark data strands to develop a stronger culture of evidence to inform and improve institutional planning and effectiveness.
• **Bakersfield College joined Achieving the Dream in 2013** – to undertake a rigorous process and comprehensive approach to identify, in a disaggregated manner, those student populations not achieving and to develop targeted interventions to ensure equitable success**.**
o **Data summits (**beginning October 31, 2013) and creation of data coaches has led to collegewide attention to the importance of uncovering institutional weaknesses and identifying best intervention through data gathering and analysis.
o **Data coaches,** development of an organically grown cadre of grass roots data coaches representing wide-ranging areas and way of viewing information. The coaches are diverse in data capabilities and strengths creating diversity of thinking and perspective which strengthens our ability to communicate data more effectively to various stakeholders.
o **BC's Equity Summit,** (Achieving the Dream through Student Equity and Excellence April 3, 2014) called attention to and educated the college and community about the importance of the national agenda (and major focus of the ATD movement) to increase student success overall and close the gaps in the achievement of student groups that are underrepresented in degree completion.
o **Locally-driven Institutional Effectiveness Scorecards** have been developed for BC, framed both by ATD data requirements and those of the CCC system. These have facilitated the identification and prioritizing of BC weaknesses that are most mission-critical and provided data and information to plan solutions.

> - o **Attendance at League of Innovation March 12, 2014** - received feedback on Institutional Scorecard, Data Coach strategy
> - **Active Participation in Statewide Multiple Measures and Predictive Analytics Work-** including CalPASS summit (Feb. 14, 2014), various CalPASS webinars, met with CCRC researchers, reviewed software options and attended IT conference on predictive analytics, ATD breakouts at Florida ATD (Feb. 24-27.)
> - **On campus Outreach Meeting (March 12, 2014)** data presentation about college readiness and placement and **District-wide Counselor Workshop (April, 2014)** at the Kern County Superintendent of Schools

Focused Title V project planning to address institutional weaknesses affecting underprepared students reflects an evolution in thinking as the college developed its strategic plan, engaged in the accreditation renewal process, and secured new college leadership. In fall 2013, President Christian sought recommendations across the college for projects with the most potential to move BC forward in the specific directions indicated by the data and evidence gathered in the accreditation, strategic planning, and Achieving the Dream processes. After much analysis, the President appointed a cross functional team led by Dean Bonnie Suderman and Dr. Janet Fulks to develop an exemplary, holistic and integrated pre-collegiate pathway which could positively impact BC's high need student population, resulting in improved institutional effectiveness, fiscal stability, and institutional management.

The Title V project planning team conducted bi-monthly meetings beginning in February 2014. Attended by senior administrators and faculty across ESL, English and math, Academic Development, and Counseling departments, team members were tasked with designing a project which reflected best practice research on improving the success of high need, underprepared students, and was grounded on BC's accreditation self study report, Achieving the Dream research, and internal experience and assessment of locally piloted success strategies. Student voices contributed significantly to project development including inclusion of BC's Habits of Mind **student-driven initiative** that relied on the **Community College Survey of Student**

Engagement (CCSSE), national research, and **collaboration with BC's Student Government**

Association (SGA).

Bakersfield College Title V Planning Team Members	
• Sonya Christian, President	• Victor Diaz, Counseling
• Pamela Boyles, English	• Tim Bohan, Academic Development
• Nan Gomez-Heitzeberg, Office of Academic Affairs/*Executive Vice President*	• Todd Coston, Information Services/Director
	• Zavareh Dadabhoy, *VP, Student Affairs*
• Bonnie Suderman, Office of Academic Affairs/*Dean of Instruction*	• Cindy Collier, *Director, Nursing/EMT*
• Janet Fulks, Biology, Research	• Liz Rozell, Engineering & Industrial Technology/*Dean of Instruction*
• Paul Parks, Ann Tatum, Keri Wolf - *English*	• Michael Stepanovich, Institutional Dev and Foundation/*Executive Director*
• Kyle Loughman - *English/Technology*	
• Eddie Ham, Rachel Vickrey, Regina Hukill, Mike Moretti, Maria Perrone - *Mathematics*	• Primavera Arvizu, Financial Aid/ *Director*
	• Richard McCrow, Delano Campus Science & Technology/*Director*
• Elizabeth Rodacker, Jeannie Parent, John Hart, Joyce Kirst - *ESL*	• Sue Vaughn, Admissions & Records*/Director, Enrollment Services*
• Diane Baez, Program Manager C6 Grant	
• Eileen Pierce, Supplemental Instruction	• Anthony Culpepper, *Vice President, Finance and Administrative Services*
• Emmanuel Mourtzanos, Dean of Instruction	• Ibrahim Ali, *Vice Chancellor, HR*
• Erin Miller, Habits of Mind	• Amber Chiang, *Director, Marketing and Public Relations*
• Kimberly Van Horne, Academic Dev	
• Sue Granger Dickson, Counseling/*Chair, Articulation Officer, Transfer Center Coordinator*	• Laura Lorigo, *Auxillary Manager - Maintenance and Operations*

Bakersfield College CDP Goals and Measurable Objectives Related to the proposed Title V Project	
1.a. Institutional Goals related to Title V Project	**1.b. Five-year Measurable Objectives* to be Accomplished by September 30, 2019**
To develop an exemplary, holistic pathway for our underprepared students – through improving vertical and horizontal connections and processes - with a clear mission to significantly improve learning and success from entry to degree completion.	1. 50% of all first-time, degree-seeking, underprepared students at BC are participating in the *Making It Possible (MIP)* pathway. 2. 20% decrease in student enrollment in courses three and four levels below transfer, with concurrent increases in levels one and two levels below transfer. 3. 75 faculty are trained in best practice pedagogy and methods including effective use of instructional technology

To significantly increase underprepared student learning and success rates while closing the equity gap at identified *momentum points* through development of an engaging, integrated, and supported degree pathway.	4. 15% increase in successful completion of developmental instruction and advancement to college courses within three years of enrollment. 5. 15% increase in successful completion rate of the initial college level/gateway courses in English and math. 6. 15% increase in successful completion rate of at least 30 units within six-years of enrollment.
To significantly increase BC's productivity and overall six-year *completion* rate by addressing the needs of our underprepared students.	7. 10% increase in the underprepared student six-year completion rate. 8. 8% increase in BC's overall six-year completion rate. 9.10% improvement in CA Scorecard efficiency metric (currently being developed, with baseline expected by 2015).
* All increases will be measured against the baselines established by a combined average rate of three first-time, degree-seeking underprepared student cohorts (2008-09, 2009-10, 2010-11) tracked over three years ending in 2013-2014.	

1.c. INSTITUTIONALIZATION OF PRACTICES AND IMPROVEMENTS:

The Title V development project proposed in this application is planned with capacity building as a primary focus and sustainability as a key consideration. Failing students by failing to address their needs is not a sustainable position for BC. Multiple measures in assessment and placement and integrated support services are proven to result in more accurate and equitable student outcomes. Likewise, acceleration and contextualization of basic skills instruction with integrated support can dramatically increase basic skills advancement and completion rates. Development of an much improved basic skills program that coordinates high impact practices in a holistic approach, rather than piecemeal changes and add-on services that impact few students, will be permanently built into the structure of the college.

Less attrition plus timely graduation equals increased productivity. This project is carried carefully planned to decrease institutional costs per completion, as demonstrated in a joint study

of the City College of San Francisco (CCSF) Metro Academies.[12] Hidden costs from attrition,

course repetition, students taking courses 'off path,' excess units (a chronic problem at

community colleges) and delayed time to degree are significant but ignored in higher education.

These costs are compounded due to poor advisement, random course taking to meet financial aid

eligibility and CC courses that are not accepted at 4-year transfer. According to analysis of the

Metro Academies program (discussed in the implementation rationale), **an initial investment of**

$740 per student per year reduces overall costs by almost $23,000 per completer, leveraging

each dollar of investment 15 times.[13] The Metro Academy model is scalable and sustainable

because it is based on **redeployment of existing required courses and resources**.

Institutionalization Plan Overview	
Practices/Improvements through Project	**Methods and Resources for Sustainability**
Major Personnel Positions	
The Project Director and Project Coordinator are BC personnel. They will lead teams of faculty and staff to develop and implement strategies/improvements aimed at improving student success.	Roles are planned to be short-term (grant period only) to achieve development objectives. The faculty development program will be well established, and in house experts will become trainers.
The Technology/Communications Specialist will provide needed expertise to develop new capacity in BC's basic skills program to use technology for more efficient and effective instructional delivery.	This is a temporary developmental support position. It is not expected to be needed when the grant ends. Many more BC faculty will become in-house experts in effective use of technology who can model good practice and train others.
Faculty Leaders will work closely with the Project Director to implement the planned strategies addressing basic skills program weaknesses.	These are temporary developmental support positions that are not expected to continue when the grant ends, but faculty who fill leadership roles will continue to sustain project impact.
Other Personnel-related costs: Outreach Specialist, Research/Assessment Specialist,	Each cost is planned to provide developmental assistance related to project objectives. After

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[12] A 2013 cost-efficiency study carried out by a collaboration between the Metro Academies Initiative and Dr. Robert Johnstone of the RP Group and the National Center for Inquiry and Improvement in shows that Metro Academies lowers an institution's cost per graduate. "Metro Academies Lowers Cost per Graduate," http://metroacademies.org/news/coststudy.
[13] Ibid.

and Instructional Technology Specialists, Programmer, and Bridge Developer	development is complete, ongoing costs are minor and will be absorbed by BC.
Technology Development	
Development of Learning Labs: technology development has a central role in achieving objectives in a sustainable way. All technology to be purchased is integral to development of a more scalable, efficient and effective program.	Technology and supplies are requested to strengthen BC's learning infrastructure in order to improve access to information, create accelerated learning opportunities and provide personal and timely support. Once installed, technology will be maintained and upgraded as needed by BC.
SL Peer Leaders	
SL Leaders Funding is requested to train qualified students as Peer Leaders in the SL program to improve the effectiveness of the basic skills program. SL leaders will be trained to use newly developed technology to increase access and effectiveness so more students can benefit from these services than traditional, purely face to face model.	The savings from improved student outcomes will cover the cost of tutors and paraprofessionals. A study of Foothill College's successful SI program, conducted by the Center for Student Success, indicates that increases in success and persistence rates, resulting in increased downstream Full-Time Equivalent Students (FTES), offset program costs significantly.
Travel	
Off-campus training will require travel by project personnel to attend workshops, project specific training (SI, ML), and Title V conferences in Washington, DC.	Travel costs to achieve project professional development objectives will not continue when grant ends. Trained faculty and staff will create internal training ladder maintained by BC.
Endowment	
Funds are requested each year to sustain BC's long-term capability to provide a high-quality learning environment through fiscal crises. Per Title V endowment regulations, 50% of income generated from endowment funds (as matched dollar for dollar by BC) will be used to institutionalize project strategies that prove effective with Hispanic basic skills students.	

1.d. FIVE-YEAR PLAN FOR IMPROVING SERVICES TO HISPANIC AND OTHER LOW-INCOME STUDENTS	
5-Year HSI Objectives to Improve Student Outcomes	**Improved Services to Hispanic/Low-Income Students**
Note that all CDP objectives directly address identified BC weaknesses that impede efficient remediation and degree/transfer completion. **All increases will require significant improvement of underprepared Hispanic student outcomes as the majority of BC's first-time enrollment**. *Hispanic will be equitably represented in participation rates as compared to overall enrollment.* **5 Year CDP Objectives -** by September 30, 2019: 1. 50% of all first-time, degree-seeking, underprepared students are participating in BC's *Making it Possible (MIP)* pathway program. 2. 20% decrease in student enrollment in courses three and four levels below transfer, with concurrent increases in levels one and two levels below transfer. 3. 75 faculty are trained in best practice pedagogy and methods. 4. 15% increase in successful completion of developmental instruction and advancement to college courses within three years of enrollment. 5. 15% increase in successful completion of the initial college level/gateway courses in English and math. 6. 15% increase in students who successfully complete at least 30 units within six-years of enrollment 7. 10% increase in the underprepared student six-year completion rate. 8. 8% increase in BC's overall six-year completion rate. 9. 10% improvement in CA Scorecard Efficiency metric (currently being developed, with baseline established by 2015).	All Activity strategies were selected based on research about what is **most important to Hispanic student success**. • **Improving Basic Skills:** BC's Hispanic and low-income students are almost all basic skills students when they enroll in college. They are the most likely victims of the "Bermuda Triangle" that BC plans to address through this project. • **Emphasizing Hispanic Student "Success":** MIP pathway will include success strategies now known to effectively move Hispanic and high need students through pathway momentum points through high levels of integration, intrusive support, and contextualizing and accelerating coursework. • **Building a Culture of Evidence:** The national Achieving the Dream reform network heavily influenced BC's MIP project design and provided an evaluation framework that focuses on using data-informed decision-making to close achievement gaps and improve student outcomes. • **Focus on Hispanic-*serving*** to improve productivity and performance, rather than revolving door enrollment. All strategies are selected to increase success and completion of our students. Neither enrollment nor cost-cutting are key measures of Hispanic-serving effectiveness. Success is. • **Closing the Equity Gap at All Momentum Points:** Underprepared enrollment is increasing, but the success rate for Hispanics is lower than that of other BC students. Meeting objectives will require addressing the needs of our majority Hispanic enrollment to close gaps at each momentum point (as well as improve BC transfer/achievement rates overall.)

1d. FIVE-YEAR PLAN FOR IMPROVING SERVICES TO HISPANIC AND OTHER LOW-INCOME STUDENTS.

The collision of Kern County's growing Hispanic population and dire regional needs for educated workers is the "Big Bang" opportunity for Bakersfield College to optimally serve the community with the graduates needed to meet economic demands. Under energetic leadership, bolstered cross-division collaboration, and a powerful desire to fulfill its open access mission, BC has dedicated itself mobilizing the Achieving the Dream program for a most fundamental goal of underlining student success with augmented, institution-wide focus on its primary

> *"When students succeed in achieving their dreams the ripple effect radiates and grows. Hopes are renewed and lives changed. Jobs are found and families secured. An educated workforce, prepared and confident, is poised to advance our national democracy and global competitiveness."*
> -Achieving the Dream

demographics: underprepared, low-income and Hispanic students. **Hispanic and low-income students in Kern County are the most underserved by BC's current fragmented and impaired basic skills system.** BC has committed itself to "walking the talk," of going beyond access to build institutional systems for equity and close achievement gaps for all students to succeed. BC's *Making it Possible* pathway project will put into practice evidence-based instructional methods and support approaches to **significantly improve services to and outcomes of Hispanic and underrepresented students** -- and **make the dream of college success and economic opportunity a reality for our students**. As students achieve the dream, it will produce a ripple effect that positively impacts students, their families and their communities by securing an economic future for the San Joaquin Valley.

How *Making it Possible* will Make the *Dream* of College Success a *Reality* for Service Area Hispanic and Low-income Students	
Identified Needs of Hispanic Students	**Improved Services for Hispanic Success**
"Right from the Start"—An Equitable Start to a College Education. Current assessment and placement processes put students at the *greatest possible disadvantage* (at the lowest levels of courses) and the *greatest possible risk* (of dropping out of lengthy remedial sequences) when starting their college journeys. Students need to be accurately assessed, properly placed, and given **the best possible starting position by BC for their journey to college completion**.	The evidence-based strategy developed at Long Beach City College, where over 90% of students tested into developmental levels, will be deployed for incoming BC students during the assessment and placement process. Multiple measures, rooted in the LBCC's STEPS project will be employed to give students the best, most equitable placement. Greater collaboration and alignment between BC and high schools will further reinforce the pathway to college, helping K12 students, teachers and administrators align expectations and readiness for postsecondary success.
A Secure, Efficient Pipeline through Remediation. Reducing exit points and shortening the time spent in remedial classes through accelerated and compressed strategies gives students the best chance for timely completion along a secure path. As more students become successful, timely college completers, they will ensure the economic futures of their families and Kern County—the ripple effect lauded by Achieving the Dream.	Extensive research consistently point to accelerated and compressed formats as game-changers for developmental students. Technology will assist students' mastery of material, while paired learning communities will boost students companion study skills and critical thinking abilities. In addition, developmental courses will contextualized and aligned with college level, looking and feeling like a transfer level courses, embedding the same approaches, to scaffold students' skills for downstream classes.
Curriculum Redesign and Improved Instruction. Even the earliest developmental courses will use active, highly structured learning to build students' skills and abilities to succeed now and in future downstream classes.	Classroom strategies, assignments, and skills will reflect best practice pedagogy and methods. Low-stakes, active and collaborative activities in class are designed to give students practice with the most high-priority skills and content needed for later, graded assessments.
The Personal Touch is Paramount. Technology facilitates multi-faceted efficiencies in classrooms and student services, but it cannot fully replace the personal interactions that lead to a sense of involvement and community so needed by at-risk students. The most successful programs develop personal connections among peers, faculty and staff by leveraging technology, services, and responsive programming to create a sense of community where college success is the shared value.	*People + Process + Technology = Early Alert System.* Technology will facilitate instructor and support staff interventions for students showing signs of struggle. The "people-centric" triage will be *personal and personalized*, making students the focus of the classroom and campus. Furthermore, technology in the classroom will facilitate enhanced learning opportunities, supplemental instruction, modularization and communication without replacing face-to-face interaction between faculty, staff and students.
My Voice is Heard. Students are the	The sixteen Habits of Mind – a student driven

raison d'être for every intervention, instructional strategy and program at BC. To enacting institution-wide reform through comprehensive evaluation processes, understanding and using student feedback is essential to help efforts best support their targeted audience. When institutions begin understanding student perspectives, they are better able to shape responsive improvement processes to deliver services, engage students, and promote holistic change.	initiative at BC - will be integrated throughout the pathway. *It's Possible at BC* is a joint initiative *developed using student input* through the BC Student Government Association (SGA) that dovetails with the Community College Survey of Student Engagement undertaken at BC. Student-faculty interaction was identified as an area of growth for BC; Student and faculty interaction using Habits of Mind as a platform will occur in the classroom as well as beyond in college-wide discourse and themes.
A Coordinated, Responsive Ecosystem of Support. Support systems that are accessible, intrusive, and responsive to underrepresented students' needs create a wrap-around ecosystem. Remedial students "don't do voluntary," thus bringing academic and other support to students has increased outcomes significantly, especially among Hispanic students.	Support specialists will work closely with faculty and counselors so they know and can communicate the content-area goals and expectations to students and help them navigate the developmental sequence appropriately. Counseling, supplemental instruction/supplemental learning will be embedded in courses as well to increase academic support. Regular dialogue between faculty and support staff will be centered on data, best practices and student feedback to continue to improve services to students.
A Consistent, Student-Centric Culture across Campus. Regardless of the level of preparation or intended major a student enters the college at, s/he should be able to expect clear, consistent pathways to completion without roadblocks along the way. Classroom practice, academic support, advisement and financial aid should all *make the dream possible*, providing clear, accessible information and available resources. Equity and access are made real and are pervasive.	BC's realignment of priorities and purpose will underscore the development of whole-college solutions that consistently underline student success. This will pave the way for lasting, scalable change as a broad range of college practitioners are engaged through the examination of student outcomes, designing the change process, mastering the skills to implement new approaches and continuously improving these processes over time.
Sources: Numerous analyses, studies and data on promoting developmental success for minority, low-income and underrepresented students by Achieving the Dream, the Community College Research Center of Teachers College at Columbia University, the California Acceleration Project and California Basic Skills Initiative.	

2. ACTIVITY OBJECTIVES.

The CDP identified the most serious problem facing Bakersfield College – too many underprepared students do not succeed, which has a significant and negative impact on BC's academic quality, institutional management and fiscal stability. Specific weaknesses contributing to this problem to be addressed by the project Activity are identified below along with related CDP goals and Five Year Activity Objectives. Incremental progress toward each five-year objective, along with defined results, will be achieved annually.

Problems Identified in CDP	Goals Related to CDP	Five Year Activity Objectives
BC's stated commitment to success is not reflected in an institution-wide approach to developmental education, and the success of underprepared students, who make up the vast majority of first-time enrollment, is hampered by lack of coordination and integration. Small-scale innovations have been limited to serving small numbers of students.	To develop an exemplary, holistic pathway for our underprepared students – through improving vertical and horizontal connections and processes - with a clear mission to significantly improve learning and success from entry to degree completion.	1. 50% of all first-time, degree-seeking, underprepared students are participating in BC's *Making it Possible* pathway. 2. 20% decrease in student enrollment in courses three and four levels below transfer, with concurrent increases in levels one and two levels below transfer. 3. 75 faculty are trained in best practice pedagogy and methods including effective use of instructional technology.
Underprepared students, particularly first-time, Hispanic students, are not utilizing academic support services as currently offered. Passive models of academic support are not effective with high need students.	To significantly increase underprepared student learning and success rates while closing the equity gap at identified *momentum points* through development of an engaging, integrated, and supported degree pathway.	4. 15% increase in successful completion of developmental instruction and advancement to college courses within three years of enrollment. 5. 15% increase in successful completion of the initial college level/gateway courses in English and math. 6. 15% increase successful completion rate of at least 30 units within six-years of enrollment.

The current developmental education program is not designed to move students efficiently and effectively through to timely degree completion.	To significantly increase BC's productivity and overall six-year *completion* rate by addressing the needs of our underprepared students.	7. 10% increase in the underprepared student six-year completion rate. 8. 8% increase in BC's overall six-year completion rate. 9. 10% improvement in CA Scorecard Efficiency metric (cost per outcome) currently being developed, with baseline expected by 2015.

Annual Measurable Objectives/Defined Results – *Baselines defined below

YEAR ONE - Impact on student outcomes will begin in Year Two. By September 30, 2015:

1.1 Phase 1 of technology/equipment is purchased and installed. (continues all years)
1.2 Phase 1 of Multiple Measures Assessment Placement completed (continues all years)
1.3 Phase 1 of Accelerated options designed and ready for pilot. (continues all years)
1.4 Phase 1 of Contextualized pathways are ready for initial pilot. (continues all years)
1.5 Phase 1 of Professional Development program is completed. (continues all years)
1.6 Phase 1 of Pathway Interventions are designed and integrated (continues all years)
1.7 First pilot begins fall term 2015 (technically in Year 1 of grant) (continues all years)
Pathway development will be improved and expanded each year based on evaluation results.

YEAR TWO - By September 30, 2016 a cohort of 400 first-time students

2.1. 400 first-time, degree-seeking, underprepared students are participating in BC's *Making it Possible* pathway program with signed success contracts in place.
2.2. 5% decrease in student enrollment in courses three and four levels below transfer, with concurrent increases in levels one and two levels below transfer, over baseline.
2.3. 15 faculty are trained in best practice pedagogy and methods.
2.4. 5% increase in successful completion of pre-collegiate courses, over baseline.
2.5. 5% increase in successful completion of the initial college level/gateway courses in English and math, over baseline.

YEAR THREE - By September 30, 2017 a cohort of 800 students

3.1. 800 first-time, degree-seeking, underprepared students are participating in BC's *Making it Possible* pathway program with signed success contracts in place.
3.2. 10% decrease in student enrollment in courses three and four levels below transfer, with concurrent increases in levels one and two levels below transfer, over baseline.
3.3. 15 additional faculty are trained in best practice pedagogy and methods.
3.4. 10% increase in successful completion of pre-collegiate courses, over baseline.
4.5. 10% increase in successful completion of the initial college level/gateway courses in English and math, over baseline.

YEAR FOUR - By September 30, 2018 a cohort of 1500 students

4.1. 1200 first-time, degree-seeking, underprepared students participating in BC's *Making it Possible* pathway program with signed success contracts in place.
4.2. 15% decrease in student enrollment in courses three and four levels below transfer, with concurrent increases in levels one and two levels below transfer, over baseline.
4.3. 15 additional faculty are trained in best practice pedagogy and methods.

4.4. 12% increase in successful completion of pre-collegiate courses, over baseline.

4.5. 12% increase in successful completion of the initial college level/gateway courses in English and math, over baseline.

4.6. 12% increase in successful completion rate of at least 30 units within six-years of enrollment, over baseline.

4.7. 6% increase in the underprepared student six-year completion rate.

4.8. 5% increase in BC's overall six-year completion rate.

4.9. 6% improvement in CA Scorecard Efficiency metric (cost per outcome) currently being developed, over 2015 baseline.

YEAR FIVE - By September 30, 2019 a cohort of 3000 students

5.1. 3000 of all first-time, degree-seeking, underprepared students are participating in BC's *Making it Possible* pathway program with signed success contracts in place.

5.2. 20% decrease in student enrollment in courses three and four levels below transfer, with concurrent increases in levels one and two levels below transfer, over baseline.

5.3. 15 additional faculty are trained in best practice pedagogy and methods.

5.4. 15% increase in successful completion of developmental instruction and advancement to college courses within three years of enrollment, over baseline.

5.5. 15% increase in successful completion of the initial college level/gateway courses in English and math, over baseline.

5.6. 15% increase successful completion rate of at least 30 units within six-years of enrollment, over baseline.

5.7. 10% increase in the underprepared student six-year completion rate.

5.8. 8% increase in BC's overall six-year completion rate.

5.9. 10% improvement in CA Scorecard Efficiency metric (cost per outcome) currently being developed, over 2015 baseline.

*Baselines for all objectives, unless otherwise indicated, will be the combined average rates for fall cohorts from 2008-2011 and tracked through to 2013-2014.

3. IMPLEMENTATION STRATEGY RATIONALE AND TIMETABLE.

Making it Possible will actualize a new, well-defined institution-wide commitment to the

success of underprepared, degree-seeking students. The proposed project – meant to catalyze

Bakersfield College towards excellence as an evidence-driven, Hispanic-serving institution –

includes several interrelated strategies that are designed to build on BC strengths while

developing new institutional capacity. Capacity building will include professional development

along with carefully planned process and infrastructure improvements. All strategies are

designed to work in concert to develop a newly improved learning environment that integrates

highly interactive 21st century technologies with high-impact support services in order to provide

underprepared students a customized and efficient pathway toward completion.

Overview of "Making it Possible – a Pathway for Equitable Student Success"	
Project Meets Title V Program Priorities	Major Project Strategies to Develop a Coordinated, Holistic Developmental Education Program
• Competitive Preference Priority 1: **Increasing Postsecondary Success.** All strategies were selected based on internal analysis and external research on high impact support services. The goals and objectives are focused on increasing the success of our first-time students who are high need and at risk of educational failure. • Competitive Preference Priority 2: **Improving Productivity.** A key project strategy is to improve the efficiency and effectiveness of BC's pre-collegiate program by leveraging existing resources, coordinating and centralizing services, and redesigning curricula in order to reduce remediation time and increase success rates.	• Outreach will focus on college readiness through greater alignment of college expectations/coursework and development of early student education plans, improved counseling • Improved Assessment/Placement and Intervention through use of Multiple Measures and Predictive Analytics to reduce time and increase success in developmental program • Mandatory full-time enrollment in first year pathway with signed success contract between BC and students where students agree to full matriculation, to actively participate in all planned engagement activities, and to intrusive support interventions at identified pathway checkpoints and as needed. • Summer/Week Zero and Winter Bridge focusing on study and research skills, review of assessment and placement, and • Redesigned Developmental Education curriculum that offers accelerated options and integrates intrusive counseling and academic support to optimize timely remediation and advancement to college level coursework and completion. • Contextualized Pathways: Student cohorts will be grouped by area of interest will be placed in courses designed to integrate selected content and career development with basic skills and habits of mind development to increase engagement and success. • Integrated instructional academic support model based on collaborative teams of faculty and student support staff focused on success, including supplemental instruction. • Professional development focused on improving instruction and support strategies for underprepared, high need students including effective use of technology and developing culture of evidence.

From Matriculation to Student Success. Matriculation is defined by the California

Community College system as the "process of admitting, assessing and orienting students." The

2012 Student Success Act (SB1456) renamed the process of matriculation to "Student Success

and Support Programs" signaling a shift in priorities and strategies. Lack of a more robust,

success-centered matriculation program at BC's front door hinders student achievement and

institutional effectiveness. Though strongly encouraged, assessment/placement and orientation at BC is voluntary and depends primarily on standardized placement testing and voluntary participation. BC's experience with traditional assessment mirrors statewide trends: students are incorrectly placed in courses, leading to poor student outcomes, wasted resources and lost opportunities for first-time success.

Assessment and Placement Testing. 92% of community colleges use standardized tests to place students into remedial or college-level courses.[14] Every year thousands of students pass through the BC Assessment Center – a massive institutional undertaking with significant consequences for students. Over 84% of first-time BC students place into pre-collegiate math or English based primarily on COMPASS test results. Systematic use of high value, predictive multiple measures has not come to pass. Further complicating matters is student readiness for test taking, as students typically do not prepare for the placement test or give it the appropriate amount of effort. These factors have resulted in likely inaccurate placement, frustrated students, and poor course success rates, and millions of dollars lost across the CCC system in students failing and repeating courses they should not have taken in the first place.

A growing body of research shows that the single-administration, high stakes placement testing employed at Bakersfield College and at community colleges nationwide is poor in predicting college grades and success.[15] Laying the groundwork for this research, Belfield and Crosta analyzed students in the North Carolina Community College System and found that placement tests scores were extremely weak predictors of college success. Instead, high school

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[14] Parsad, Lewis, and Greene qtd. in Hughes, Katherine and Judith Scott-Clayton, "Assessing Developmental Assessment in Community Colleges*," Community College Review*, vol. 39, 2011.

[15] Venezia, A., Bracco, K. R., & Nodine, T. *One-shot deal? Students' perceptions of assessment and course placement in California's community colleges.* Qtd. in *Stepping Up Progression in English and Math From High School to College*, The RP Group, February 2014.

GPA was a much better predictor of several aspects of a college student's performance, including a positive relationship to college grades and credit accumulation.[16]

CCRC: Why Are the Tests So Weakly Predictive?
1.The exams are short and are intended to assess only a narrow set of academic skills; they cannot account for motivation, commitment, and other factors that contribute to success in college. High school GPA may be effective in this regard because it is a cumulative measure of student achievement and can signal competencies beyond English and math skills.
2.Students typically do not understand the consequences of scoring below the cutoff. As a result, many students do not prepare for the exam, and their performance may not be an accurate measure of their true level of academic readiness.
3.The test content is often not aligned with what students need to know to succeed in their first college-level courses. For instance, math placement exams typically include topics that are beyond what students need to know to pass many math courses designed for liberal arts majors.
4. Placement tests are not designed to capture the mathematics, reading, and writing skills that students need to succeed in key introductory college-level courses in their area of study, such as history, sociology, and biology. Thus, the tests are likely to be of little use in determining the likelihood of success in introductory-level courses overall.
Source: CCRC, *Designing Meaningful Developmental Reform*, February 2013, p.8

Predictive Analytics and Multiple Measures to Improve the Assessment and Placement

Process. The California Community College Chancellor's Office (CCCCO) has partnered with

the RP Group and the Cal-PASSPlus statewide educational data system to specifically analyze

issues surrounding placement issues in the California Community College system. The Student

Transcript Enhanced Placement Project (STEPS) and Multiple Measures Assessment and

Placement (MMAP) are statewide initiatives to develop predictive models using extensive

predictive data to inform usage of a student's high school transcript, including their GPA, math

and English grades and California Standardized Test (CST) scores, to more effectively place

recent high school graduates entering college.

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[16] Belfield, Clive R. and Peter Crosta, *Predicting Success in College: The Importance of Placement Tests and High School Transcripts,* Community College Research Center (CCRC), Columbia University, February 2012.

Long Beach Community College (LBCC) Lays the STEPS Foundation. Similar to BC, 90% of LBCC's students begin college after having been told "you are not ready for college" due to their assessment test results. LBCC's research team wanted to see if their students were really as underprepared as the standardized assessment indicated. Influenced by Cal-PASS research, in 2011 LBCC piloted a multiple-measures, evidence-based, holistic assessment of students' preparation and capabilities to support data-driven, equitable placement in developmental or college courses. The **more accurate placement saved LBCC students an average of 5 semesters of remedial coursework and time,** considerably shortening the students' road to completion. As with the original study, LBCC found a significant association between high school performance and college performance.

Long Beach City College (LBCC): Groundbreaking Research on Assessment and Placement leading to CCCCO STEPS and MMAP initiatives
Partners sought answers to 3 questions using 5-year cohort of ~7000 students and Cal-PASS data from a large local unified school district (LUSD):   1. What predicts how students assess and place into our developmental courses?   2. What predicts how students perform (likelihood of successful completion) in those courses?   3. How well are placement and performance aligned?   **Results**: Placement was strongly predicted by high school CST results. College success in English and math were strongly predicted by high school grades.
The ***Promise Pathways*** initiative (Fall 2012) was to reduce the time students spend in developmental courses through better placement. Promise Pathways Outcomes were remarkable: • They quadrupled the number of freshmen placed into college English rather than remedial based on multiple measures, especially high school GPA. (56% vs. 14% baseline)   ✓ They quintupled the number of students passing the course (350 successful vs. 70 baseline)   • They tripled the number of freshmen placed in college Math (31% vs. 9% baseline).   ✓ They doubled the number of students passing the course (100+ successful vs. 50).
Sources: Fuenmayor, A. and J. Hetts, *Promising Pathways: Placement, Performance, and Progress in Basic Skills and Transfer Level Courses in English and Mathematics*, April 6, 2012.

Catalyzed by LBCC's findings, 11 CCCs participated in a statewide pilot (2012-2013) using statistical scripts and an MS access module to further study the relationship between high school and college performance. The STEPS project found that several elements of high school

transcripts were more accurate predictors of course placement and success trends at community college than placement testing. Further, the STEPS project has illuminated strategies on using multiple measures so colleges can shape more equitable assessment and placement and dramatically increase rate of advancement from basic skills to degree completion.

Development Needed to Improve the Placement Process
Breaking down the silos between K-12 and college systems will improve access to and usage of transcripts as well as the overall trajectory of curricular alignment across the K-16 spectrum.
Greater curricular alignment will make transcript data more meaningful and useful in the college placement process. The state's adoption of the Common Core curricular standards signal the need and opportunity possible for alignment, as colleges must understand how the standards and testing of the Common Core will shape their incoming students.
Professional development for faculty and support professionals at all levels of education to understand how transcript data can be better used to inform the college placement process.

Improvement of BC's assessment and placement process – based on STEPS project findings and recommendations - is a key strategy to increasing timely remediation of first-time students.

Accelerated and computer-assisted learning**.** The longer BC students spend in remediation, the less likely they are to finish the sequence and continue into college-level work: only 4% of those placed in the lowest level of basic skills math will finish the sequence. Similarly grim results occur in English, with only 16% of students passing the college-level course. Notably, Hispanics, who make up at least half of BC's developmental students, fare the worst. Of the 2010-13 cohort of 250 Hispanic students who took Math 50 (3 levels below college), only 6 made it to the transfer-level math class.

Achieving the Dream's (ATD) extensive analysis of evidence-based reforms in institutions increasing outcomes for low-income, minority and other underprepared students **consistently points to acceleration**, without compromising educational standards, as a true game-changer for students to achieve success. Compression, technology-assisted learning and

contextualization all allow developmental students to move through remediation, achieve course success and enter college-level classes sooner.[17]

CCRC recommends that community colleges consider a variety of approaches that would accelerate students more quickly into gatekeeper courses.[18] In a recent 2014 report by CCRC based on a multi-year study of four college programs, acceleration's reduced exit points and reduced time in remediation yielded improved outcomes. [19] Similarly, California Community College Basic Skills Initiative (BSI) research indicates that acceleration is a recommended approach to improve success. In collaboration with BSI, the California Community College's Success Network (3CSN) – through communities of practice for faculty, administrators and student support professionals – focuses on improving student outcomes for underprepared, underrepresented students through evidence-based initiatives. A major focus of 3CSN research supports acceleration through the California Acceleration Project (CAP). In a recent study, of 12 CCCs offering accelerated courses, completion of college-level courses was 1.5x higher among accelerated English students and 3.3x higher among accelerated math students than in the traditional curriculum.[20] 3CSN thus advocates reducing time in remediation to increase completion. 3CSN points out that acceleration alone is not enough to deeply impact students' success long-term. Instructional approaches in developmental classes must also change: rather than rehashing decontextualized high school sub-skills in math or English, faculty must integrate

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[17] *An Institutional Perspective on Developmental Education Reform*, Achieving the Dream, 2014.

[18] Scott Jaschik, "Long Road to 'Gatekeeper' Courses." *Inside Higher Ed.* December 3, 2009. http://www.insidehighered.com/news/2009/12/03/remedial

[19] "What We Know about Accelerated Developmental Education," CCRC, Columbia University Teachers College, March 2014.

[20] 3CSN, December 2013. *http://cap.3csn.org/2013/12/03/new-publication-on-teaching-accelerated-classes/*

college-level thinking and tasks into remedial classes to pave the way for their students to move

into collegiate classes.

3CSN's Design Principles to Support Effective Acceleration
1. **Backward design from college-level classes**: In English, backward design holds that a developmental course should look and feel like a good, standard college English course, only with more support and guidance. In math, it asks which type of math students need for their chosen pathway, then aligns remediation to those specific college-level requirements – more extensive algebra for students heading toward calculus, and accelerated pre-requisite or co-requisite support for students taking statistics or liberal arts math.
2. **Relevant, curriculum-oriented thinking:** An alternative to remediation focused predominantly on correctness in written form or mathematical procedure, this kind of curriculum asks students to engage with issues that matter, wrestle with open-ended problems, and use resources from the class to reach and defend their own conclusions.
3. **Just in-time remediation:** An alternative to separating out and teaching discrete sub-skills in advance, this approach provides only the support students specifically need to grapple with challenging college-level tasks. It includes individualized grammar guidance on students' writing and as-needed review of the arithmetic or algebra required to answer intellectually engaging questions with data.
4. **Low stakes collaborative practice**: In-class activities are designed to give students practice with the most high-priority skills and content needed for later, graded assessments.
5. **Intentional support for students' affective needs**: Pedagogical practices are employed to reduce students' fear, increase their willingness to engage with challenging tasks, and make them less likely to sabotage their own classroom success.
Source: Hern, Katie and Myra Snell, *Toward a Vision of Accelerated Curriculum & Pedagogy: High Challenge, High Support Classrooms for Underprepared,* Learning Works, Dec. 2013.

Consistent with CCCR, ATD, and 3CSN research, BC has early evidence that

acceleration and compression works in terms of success and productivity. Recent pilots have

shown dramatic increases in success rates. BC wishes to greatly expand and improve upon its

accelerated pilot to reflect best practice recommendations and 3CSN principles more fully.

BC Acceleration Pilot – Preliminary Evidence of Increased Success*		
	Accelerated Success	**Standard Course Success**
Reading, Reasoning, & Writing - ENG B53 - (12 sections in Sp 2013)	50.1%	30%
Reading/ACDV B61 (4 sections in Sp 2013)	48.6%	32%
Basic Arithmetic and Pre-Algebra - ACDV B72 (first pilot Sp 2014)	TBD	TBD
*BC will track and compare the success of students in the next level course in 2014-15.		

In order to move more students quickly into college level coursework, BC will build on existing resources to scale up current acceleration efforts while developing new capacity to bring in a highly-interactive 21st century technologies to customize accelerated instruction with support.

Contextualized Basic Skills Math and English – Despite the allocation of considerable resources to providing developmental education courses that intend to bring the reading, writing, and math skills of underprepared students to the college level, many students in college-credit courses display continuing difficulties in applying these foundational skills to the learning of subject matter. A growing body of literature suggests that bringing basic skills and subject-area instruction closer together may be a solution to this problem.[21] One way to create this relationship is through *contextualization,* or the teaching of basic skills in the context of disciplinary topic areas. Connecting developmental reading, writing, and math instruction directly to the content courses improves intrinsic motivation to learn the skills. The assumption, based on descriptive evidence, is that students are more engaged in the learning process if they perceive it to be useful and meaningful to their career interests.[22]

The Research and Planning Group for CCC echoes national research identifying contextualized teaching and learning (CTL) as a promising approach for basic skills instruction.[23] The RP Group reviewed eleven effective practices across the CCC system that varied in scale, intensity, and content then designed a primer for college faculty identifying core elements that characterize effective CTL practice. Faculty collaboration, curriculum development, relevant context, interactive teaching, and professional development are identified

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[21] Dolores Perin, *Facilitating Student Learning Through Contextualization*, Community College Resource Center (CCRC), Columbia University, Working Paper No. 29, February 2011.
[22] National Council for Workforce Education & Jobs for the Future, 2010.
[23] Elaine Baker, Laura Hope, and Kelly Karandjeff, The RP Group, Center for Student Success, *Contextualized Teaching and Learning Handout*, www.rpgroup.org.css/CTL.html, October 2009.

as cornerstones to CTL. Institutional support and a mechanism for continuous improvement are also key factors in the effectiveness of CTL in improving outcomes. Each of these core elements will be essential features of BC's CTL development in the new *Making it Possible* pathway.

Supplemental Instruction/Learning**.** Through a phased-in approach, BC will identify and redesign specific pre-collegiate courses in the pathway to embed supplemental learning (SL). SL at BC will be based on the highly respected Supplemental Instruction (SI) model created by Deanna Martin at the University of Missouri-Kansas City in 1973 and has since become a common practice at many colleges and universities to increase success in high-risk courses. SI focuses on content issues and learning habits contributing to the students' overall learning improvement. SI differs from general tutoring in many ways, including the way SI leaders are trained to work closely with faculty to understand assignments and learning objectives so they may provide more targeted instructional support. SI has been proven over many years at many colleges to be highly effective in increasing course success as well as an effective faculty development strategy.[24]

With the majority of BC's SI occurring in transfer-level STEM courses, little has been done to expand this model into pre-college level. Some promising though isolated pilots in SI/SL has occurred in pre-college English classes, but there is much more work to be done in this area. For SI/SL to be an effective method to increase student success at BC, it must adapted and integrated into developmental courses where high enrollment and failure rates are common. Faculty and peer leader training are both essential to provide consistent deployment across basic skills disciplines so more students can benefit from this well-designed academic support.

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[24] "The International Center for Supplemental Instruction." University of Missouri – Kansas City. http://www.umkc.edu/cad/SI/
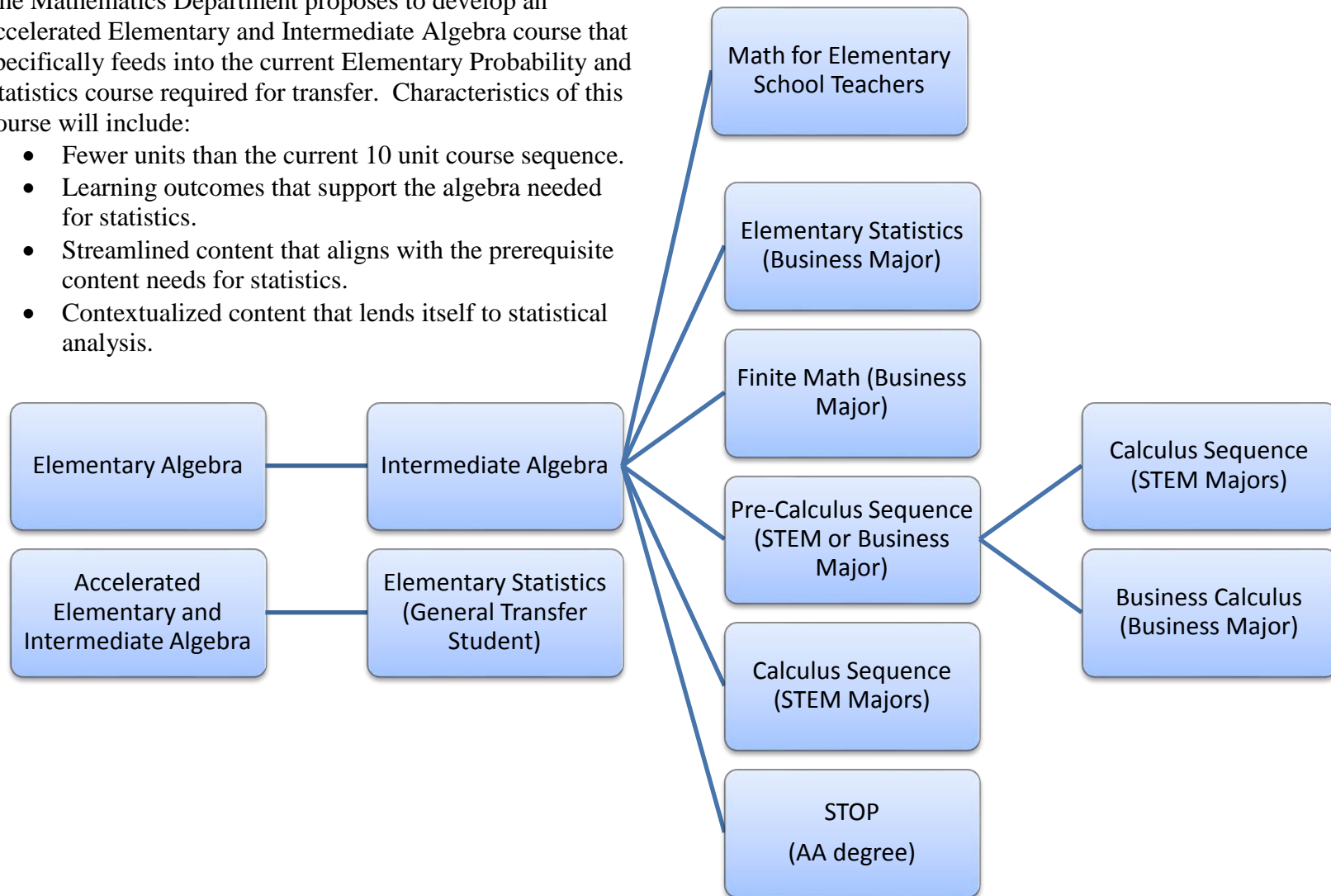
Basic Skills Redesign at BC. Much work is needed to corral innovations and build program capacity at BC. The following diagrams illustrate new pathways that could be available with redesign of curriculum and academic services (*see* pp. 36-37). Redesign of the basic skill sequences is just one strategy to move more underprepared students through to college level and on to completion more rapidly. The pathway to college success includes integration of habits of mind and soft skills development, counseling, advising, and personal support to achieve their academic goals. Instructional and support services faculty must be trained to address the needs of our predominantly underprepared population, utilizing effective use of technology and methods to increase efficiency in delivery of instruction and services known to increase learning and success.

Effective use of technology to improve and accelerate learning will be a major focus of professional and infrastructure development. Research finds that technology can be an effective tool for providing students with accelerated options/alternative modalities which best suits their particular needs, but that technology should be used as a supplement to, rather than a replacement for, regular classroom instruction.[25] The technology development strategies, including enhanced labs for supplemental and modularized learning, have in common the goal of using technology to its fullest potential as a *means* to cost-effectively engage BC basic skills students, faculty, and staff in the process of learning. Not meant to replace personal face-to-face interactions, used thoughtfully, technology can increase access to information and enhance learning opportunities while providing students with a comfortable, familiar mode of communicating with faculty and staff.
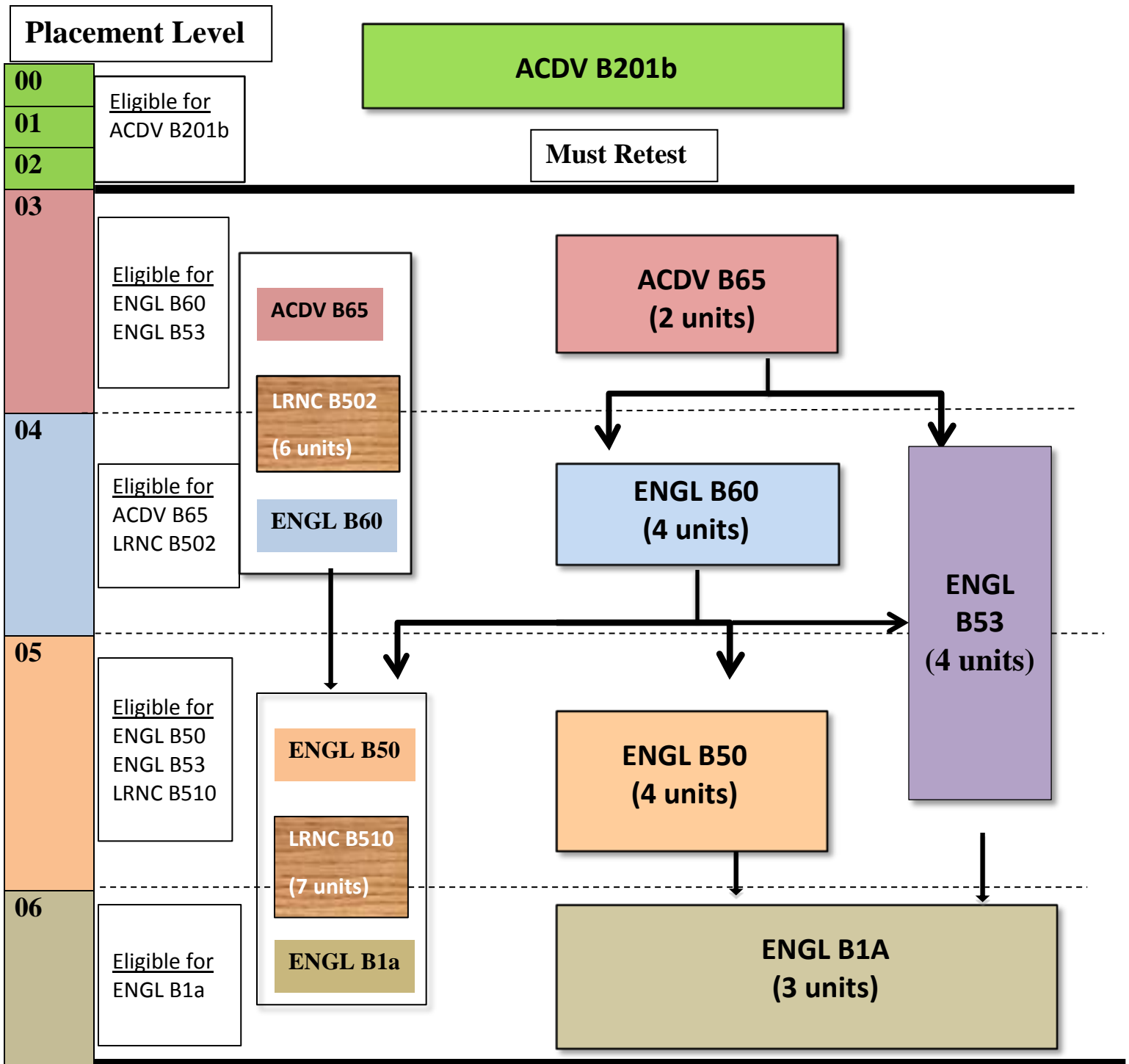
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[25] US Department of Education. "Strengthening Mathematics Skills at the Postsecondary Level: Literature Review." Washington, DC: Office of Vocational and Adult Education. 2005.

The Mathematics Department proposes to develop an accelerated Elementary and Intermediate Algebra course that specifically feeds into the current Elementary Probability and Statistics course required for transfer. Characteristics of this course will include:

- Fewer units than the current 10 unit course sequence.
- Learning outcomes that support the algebra needed for statistics.
- Streamlined content that aligns with the prerequisite content needs for statistics.
- Contextualized content that lends itself to statistical analysis.

Bakersfield College
Course Placement & Abbreviated Ed Plan
ENGLISH

Placement Level			

00
01 Eligible for ACDV B201b
02

ACDV B201b

Must Retest

03 Eligible for ENGL B60 ENGL B53

ACDV B65
LRNC B502 (6 units)
ENGL B60

ACDV B65 (2 units)

04 Eligible for ACDV B65 LRNC B502

ENGL B60 (4 units)

ENGL B53 (4 units)

05 Eligible for ENGL B50 ENGL B53 LRNC B510

ENGL B50
LRNC B510 (7 units)
ENGL B1a

ENGL B50 (4 units)

06 Eligible for ENGL B1a

ENGL B1A (3 units)

Accelerated courses:
LRNC = compressed and stacked courses
ENGL 53 = accelerated for 04 ENGL-placement/eligibility

Integrating intrusive support services is highly recommended to increase underprepared student success.[26] Research on intrusive support models, as opposed to passive non-integrated support, confirms that it can play a vital role in improving retention and completion rates at colleges like BC. High need students "don't do voluntary." Student support services, such as counseling, advising, tutoring, and financial aid, are critically important for promoting better outcomes for these students. [27] The challenge is to integrate these support services with academic instruction even though they are housed in different institutional divisions, functioning in parallel with little coordination. To help overcome this divide, the Student Support Partnership Integrating Resources and Education (SSPIRE) initiative, funded by the James Irvine Foundation, aimed to increase the success of low-income, underprepared California community college students by helping community colleges strengthen their support services and better integrate these services with academic instruction. SSPIRE observations reveal that essential elements to effective integration include (1) bringing instructional and student services faculty and staff together immediately and consistently: from planning and early implementation, through program operation, to program assessment and improvement, (2) moving quickly from the broad concept of "integrating services with instruction" to clear and concrete goals and program definitions, and (3) securing the support of senior leadership and employ strong program leaders who can bridge the gaps between student services and academics. This CCC research is reflected in BC's *Making it Possible* pathway project as it is designed to break down

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[26] The seminal/influential CSS research states that effective basic skills programs include support that is substantial, accessible, and integrated with academic courses/programs. (Boylan & Saxon, "What Works in Remediation." *Innovation in the Community College.* 2002.)
[27] Evan Weissman, Oscar Cerna, Christian Geckeler, Emily Schneider, Derek V. Price, and Thomas J. Smith, "Promoting Partnerships for Student Success: Lessons from the SSPIRE Initiative," http://www.mdrc.org/sites/default/files/full_482.pdf.

functional silos with a clear goal to increase underprepared student success. This high priority

project, which is the result of an extensive institutionwide planning process, reflects BC's

commitment to building a fully-integrated pathway that relies on evidence of success to measure

institutional effectiveness.

Professional Development. Basic skills programs with a strong professional development

component have long been shown to yield better student retention rates and better student

performance than those without such an emphasis.[28] Boylan goes so far as to state that, "no

matter what component of developmental education was being studied, an emphasis on training

and professional development improved its outcomes."[29] PD is understood to play a critical role

in improving classroom pedagogy and the most effective PD engages instructors over long

periods of time and provides opportunity for faculty to work together in developing and

practicing new skills over time.[30] Though resources are limited, professional development is an

institutional priority. PD is an integral strategy of the pathway project to equip faculty with the

skills and knowledge needed to bring new methods to the classroom. Instructional and student

services faculty will participate in training to improve practice and in learning outcome

assessment. Faculty will be encouraged to test methods and assess impact, contributing to BC's

culture of evidence focused on increasing underprepared student success.

Model of Increased Success and Productivity through a Holistic, Pathway Approach. The

San Francisco City College **Metro Academies** program puts Achieving the Dream, CCRC, and

SSPIRE recommendations for deeply rooted, evidence-based basic skills reform into practice and

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[28] H. Boylan, B. Bonham, C. Claxton, & L. Bliss, "The State of the Art in Developmental Education: Report of a National Study." Conference on Research in Developmental Ed. 1992.
[29] H. Boylan, "What Works: Research-Based Best Practices in Developmental Education." 2002.
[30] Research and Planning Group, California Community Colleges, *A Guide to Transforming Basic Skills Education in Community Colleges, Inside and Outside of the Classroom,* April 2013.

offers evidence that such reform works to increase success and institutional effectiveness. With a specific focus on first-generation, low-income and minorities, students are cultivated through **holistically supported, extended pathways** with cohorts taking two linked classes per semester in the most vulnerable first two years of college. Curriculum in each academy is structured on a specific career theme to cultivate relevance for students now and a focus for their futures. Faculty are cultivated through Faculty Learning Communities (FLC) so that best practice strategies are not merely introduced; they are shared, acted upon, and refined in a continuous improvement process as supported by ATD and CCRC. FLCs provide 45 hours of high-impact practice (HIP) development, thereby decreasing faculty isolation, enhancing teaching and student engagement, and improving student outcomes. Both students and their instructors gain the advantages of teamwork to steadily build their capacities in this system.[31]

A number of strategies in the Metro Academies are cost-effective, and will be used in BC's pathway development: 1) students have a clear, articulated, even shortened path to transfer; 2) curriculum is evidence-based, deliberately structured, relevant to career interests and infused with high-impact practices; 3) professional development is immersive, investigative and institutionally encouraged; 4) support is integrated and immersive. Underrepresented, first-generation students typically unfamiliar or uncomfortable with seeking help from college resources are not left to their own devices to diagnose and treat their problems. Counseling is intrusive and personalized; early alert systems signal that intervention is needed, and academic and financial supports bolster students' educational wellness day to day. **The results are exceptional**. At CCSF, the two-year completion rate is 34% compared to 6% in the comparison group; the five-year completion rate is 83.5% (compared to 64%) with three years as the average

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[31] *Metro Academies Initiative*, http://metroacademies.org/, accessed April 21, 2014.

completion time**.** This typical **two-year reduction in time to degree** is significant, saving costs and accelerating time to employment.[32]

Metro Academy Results in Boosting Student Outcomes and Cost Efficiencies
• **Metro students have significantly higher GPAs** averaging 3.04 (over comparison group 2.77). **They earn almost twice as many units in the first year**, averaging 28.53 (two more than the comparison group).
• **They persist into the fifth semester of college at higher rates** (83.5% compared to 64%).
• **They have higher completion rates** with a 4-year graduation rate of 24.6% and 5-year graduation rate of 65% (compared to 14.9% and 35% respectively). **At CCSF, the 2-year completion rate is 34% compared to 6% in the comparison group.**
• They had significantly higher rates of engagement, as measured by NSSE.
• **CCSF saved ~ $23,000 per completer after an initial investment of $740/student per year.**
Source: *Metro Academies Initiative*, http://metroacademies.org/, accessed April 21, 2014.

Making it Possible **for underprepared students – Development of a holistic, high-tech, hi-touch pathway to completion.** Through a collaborative and cross-functional process, initial development activities will focus on breaking down segment, functional and disciplinary silos and building the needed technology infrastructure. The project will then follow an iterative development process: pilot, evaluation, improvement, expansion, and institutionalization of high impact practices. The proposed project includes several interrelated strategies – meant to catalyze Bakersfield College towards excellence as an evidence-driven, Hispanic-serving institution – strategies that are designed to build on BC strengths while developing new capacity. Capacity building will include professional development along with carefully planned infrastructure development, matriculation redesign, and curriculum redesign. All improvements will culminate in a seamless and connected learning environment that **integrates highly interactive 21st century technologies** with **high-impact support services** to provide underprepared and high need students **a customized pathway** that moves them toward completion as efficiently and effectively as possible**.**

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[32] "Metro Academies Lowers Cost per Graduate," http://metroacademies.org/news/coststudy, accessed April 21, 2014.

Making it Possible (MIP*) – A Pathway for Equitable Student Success – Implementation Timetable		
Grant Year 1 (10/01/2014 – 9/30/2015)		
General Grant Start-up:	**Timeframe, by:**	**Outputs**
Reassign BC project personnel and hire replacements as needed	Nov. 1, 2014	• 400 *Making it Possible (MIP)* students participating, assessed using multiple measures for placement, contracts signed with faculty mentors • 110 students participating in summer bridge • Analysis of BC student remedial pathway work identifying exit points and barriers • Weekly management team mtgs • Bi-monthly project team mtgs • 11 high schools outreached, counselors trained • Peer leaders chosen and trained • Professional Development certificates & evaluation • Baselines established and control group identified for evaluation • 2 cohort social events developed and offered • 2 contextualized pathways developed and ready for first pilot • Evaluation process initiated for Project/BC management
Identify and matriculate 2014 MIP cohort of 40 students	Nov.1, 2014	
Identify 15 faculty mentors for cohort, design faculty and student contracts.	Nov.1, 2014	
Evaluate previous bridge work and design future bridges.	Nov.1, 2014	
Secure and develop space on campus for central location	Nov. 30, 2014	
Secure tracking specialist and assign project personnel	Dec. 1, 2014	
Secure services of external evaluator and other consultants as planned	Dec. 1, 2014	
Redesign, approve and put in place the new policies and practices for placement	Dec. 1, 2014	
Scale up accelerated classes in English and ACDV math	Dec. 1, 2014	
Develop data collecting/tracking procedures for pilot, faculty and student participants and establish baseline data	Jan. 1, 2015	
Phase I Development -		
Assign math, English, ESL, and Counseling leads, SL (Supplemental Learning) and support specialists; assemble the individuals above into inquiry teams to research and develop technology	Jan. 1, 2015	
High School Counselor Training – Early Educational Planning	Feb.1, 2015	
Purchase/install technology for Phase I (Dev Math Laboratory)	Feb.1, 2015	
Analyze BC-specific student pathways through remediation, identifying areas of trouble, exit points and issues that could be treated with an intervention as well as predictive analytics regarding messaging for successful behaviors.	March 15, 2015	
Create Cohort of incoming 2015 MIP students placed by multiple measures	April 30,2015	
Identify second cohort of faculty to work as mentors with MIP 2015 cohort and begin training with small pilot group	May 1, 2015	
Analyze pathways data from previous MIP cohorts for baseline	July 1, 2015	

Develop project plan for MIP *2015* summer bridge for Academic Development and English	March 1, 2015	feedback loop, scaling up of effective strategies and activities
Develop *MIP Academy* professional development training for faculty, counselors, and advisors to accelerate pre-college pathway, close leaks, and embed remediation and Habits of Mind	Feb 1, 2015	• 10-15 selected faculty are trained in embedded basic skills through the *Making it Possible Academy*
Research and initial development of new accelerated algebra pathway using Statways model, improve compressed options	March 1, 2015	
Develop curriculum for 2 contextualized pre-collegiate pathways	March 1, 2015	• Technology Plan – Phase I complete
Identify and enroll second cohort	April 1, 2015	
Phase I Pilot Begins (Sept 2015) – 400 MIP students		
Identify/contact students for *Making it Possible* summer bridge	May 15, 2015	
Conduct *Making it Possible* summer bridges and assessments	August 2015	
Pair counselors with faculty to encourage collaborative advisement embedded in instruction – utilizing technology	September 2015	
Cohort begins improved pathway – first pilot	September 2015	
Grant Year 2 (10/01/2015 – 9/30/2016)		
Pair counselors with faculty to encourage collaborative advisement embedded in instruction – utilizing technology	Fall 2015	• 800 MIP students participating, assessed using multiple measures for placement, contracts signed with faculty mentors
Implement first contextualized cohorts	Fall 2015	
Scale up acceleration and compressed courses	Fall 2015	
Purchase/install technology for Phase II (ACDV Learning Lab)	Fall 2015	• 300 students participating in summer bridge
Complete development of accelerated algebra curriculum, improve compressed options and scale up if data shows increased success	December, 2015	• Analysis of BC student remedial pathway work identifying exit points and barriers
Continue to redesign contextualized curriculum, develop 1 additional contextualized cohort	March 15, 2016	
Identify faculty for *Making it Possible 2016* summer bridges	March 30, 2016	
Identify classes and faculty for Supplemental Learning (SL)	April 1,2016	• Weekly management team mtgs
Identify and train peer tutors for SL	June 30, 2016	• Bi-monthly project team mtgs
Evaluate past cohort work to institute change and improvements	July 1, 2016	• 11 high schools outreached, counselors trained
Develop alerts that are indicative of trouble to alert mentors.	Summer 2016	

		• Peer leaders chosen and trained
Develop intrusive service response to identified needs.		
Professional Development (PD) to refine and integrate *MIP* content/materials into curriculum, pairing with *MIP Academy*	Continuous	• Professional Development certificates & evaluation
Phase II Pilot Begins (Sept 2016) – 800 MIP students		• Baselines established and control group identified for evaluation
Continue all prior cohort activities *plus*:	Fall Term 2016	
Implement new accelerated algebra pathway including contextualized content	Fall Term 2016	• Data analysis report on pilots
Conduct *Making it Possible* welcome ceremony	Fall Term 2016	• 2 cohort social events developed and offered
Incorporate SL strategies into accelerated math course	Fall Term 2016	• 2 new contextualized pathways developed and ready for first pilot
Provide 3 contextualized cohorts	Fall Term 2016	• Evaluation process initiated for Project/BC management feedback loop, scaling up of effective strategies and activities • 10-15 selected faculty are trained in embedded basic skills through the *Making it Possible Academy* • Technology Plan – Phase II complete
Grant Year 3 (10/01/2016-9/30/2017)		**Outputs**
Scale up accelerated and compressed math options based on results of improved outcomes, and expand to additional courses	December, 2016	• 1200 MIP students participating, assessed using multiple measures for placement, contracts signed with faculty mentors
Identify courses, faculty and peer tutors for SL	April, 2017	
Identify/contact students for *Making it Possible* summer bridge	May, 2017	
Train SL peer tutors	June, 2017	• 400 students participating in summer bridge
Develop 4th contextualized cohort	July, 2017	
Purchase/install technology Phase III (Expand Math Lab Capacity)	July, 2017	• All outputs continued consistent with Phase III
Create customized hi-tech/hi-touch messaging for students	August, 2017	

All interventions/ strategies evaluated for effectiveness and refined as needed based on evaluation results	August, 2017	development and expanded cohort
Conduct Professional Development (PD) to refine and integrate *MIP* content and materials into curriculum	Continuous	
Phase III Pilot Begins (Sept 2017)		
Continue all prior cohort activities *plus*:		
Pair students with faculty mentors	Fall 2017	
Integrate high tech/hi touch messaging attached to online coursework and registration update forms	Fall 2017	
Grant Year 4 (10/01/2017 – 9/30/2018)	**Timeframe:**	**Outputs:**
Scale up accelerated and compressed math options based on results of improved outcomes, and expand to additional courses	Spring 2018	• 2000 MIP students participating, assessed using multiple measures for placement, contracts signed with faculty mentors
Scale up sections of contextualized coursework – identify additional linkages for contextualized opportunities	Spring 2018	
Implementation of high-tech, open computer assisted learning environment to support math/statsway– tech install Phase IV	Summer 2018	
Contact, train and provide supplemental instruction/learning	May, 2018	• 500 students participating in summer bridge
Evaluate data (including student surveys) from accelerated algebra course to the traditional sequence (including compressed classes.)	July, 2018	• All outputs continued consistent with Phase IV development and expanded cohort
Continue professional development	Continuous	
Phase IV Pilot Begins (Sept 2018)		
Continue all prior cohort activities with expanded cohort	Fall 2018	
Grant Year 5 (10/01/2018--9/30/2019)	**Timeframe, by:**	**Outputs**
All Pilots Continue and are scaled up as planned.	Fall/Spring	• 3000 MIP students participating, assessed using multiple measures for placement, contracts signed with faculty mentors
Smart classroom development to extend high tech/high touch learning environment - tech install Phase V	Fall 2019	
Institutionalization of successful MIP activities and plans for further improvements based on evaluation results.	Summer 2019	
Improved matriculation process using multiple measures for assessment and placement with abbreviated ed plans completed	Summer 2019	• 600 students participating in summer bridge

Remedial pathway exit points and deficiencies addressed	Summer 2019	• All outputs continued consistent with Phase V development, expanded cohort
Accelerated, compressed, and contextualized courses are scaled up for highly efficient remedial pathway meeting individual need	Summer 2019	
Trained cadre of faculty/mentors re habits of mind and intrusive student services and effective pedagogical methods.	Summer 2019	• Institutionalization of successful strategies based on eval results with intent to expand for full participation in MIP • Increased student success & productivity • Increased use of evidence in development and planning

Continuous over grant period:

- Collaboration across functions and areas of BC that affect student outcomes
- Strengthening BC faculty through professional development, with minimal hiring of new personnel
- Smart use of technology to improve student outcomes cost effectively
- Modify and utilize existing databases to track impact of interventions on student outcomes
- State of the art evaluation in terms of student learning outcomes and success.
- Grant oversight: Follow project management plan including monthly Advisory Group meetings to stay on track

4. KEY PERSONNEL.

Project Director: Ms. Pamela Boyles, a BC faculty member for over 20 years with well-established relationships with BC faculty (instruction and student support professionals) and administrators, has a key leadership role in this Title V project as Project Director (80%).

Why Ms. Boyles was Selected as Full-Time Project Director - Qualifications:
EDUCATION:
• M.A. English: California State University, Bakersfield, 1995.
• B.A. English: California State University, Bakersfield, *summa cum laude*, 1992.
• Community College transfer: Bakersfield College, English Major Award, 1990.
• Loyola Marymount Extension Courses: Stress Management, 2006; Evaluating Student Learning, 2005; Instructional Methods, 2005; and Developing Critical Thinking, 2004.
• Azusa Pacific extended studies: summer courses, 2004-2005.
TEACHING EXPERIENCE:
• Chair, BC English Department, 2008-present. Duties include coordination of scheduling; conducting full-time and adjunct faculty evaluations; hiring adjunct faculty; handling student complaints; coordinating department meetings; and completing administrative reports (Annual Unit Plans and Annual Program Reviews, 2008-present; budget updates and impact on scheduling; and daily e-mails re department-related issues) for the largest department on campus with 29 full-time and 26 part-time faculty members.
• Professor, BC English Department. Classes include English 1B, 1A, 50, 60, and Academic Development 68, 2000-present.
• Assistant professor, tenure-track, BC English Department, 1996-2000.
• Adjunct instructor, BC English Department, 1993-1996.
• Instructional aide and reader for Professor A.B. Silver's English 60 classes, BC English Department, 1993-1996.
RELATED EXPERIENCE:
• BC, Achieving the Dream (ATD team), summer 2013-present
• BC English lead faculty for CAPP grant (partnership grant with Kern High School District, CSU, Bakersfield, and Taft College), summer 2013 present
• BC Student Success Leadership Team, spring 2013 to present
• BC English lead faculty for Multiple Measures Re-design, CalSOAP cohort, spring 2014
• Kern Community College District Leadership Academy, 2010-11. Completed project to streamline BC orientation, assessment, and registration for former foster youth, spring 2011. Advocated January 2011 in Sacramento for California Community Colleges' legislation.
• Advocate of compressed/stacked basic skills courses in English, 2010-present.
• Faculty Chairs and Directors Council, 2008-present.
• College Council, 2008-present.
• Basic Skills Initiative Committee, 2007-present.
• Matriculation Committee, coordinated content validity studies per state requirements, with updates of three matriculation plans, 2000-present.
• Presenter, "Transitioning from the High School to the College Classroom," to incoming President's Scholars, summer 2011.

• Launch committee of the BC Writing Center, spring/summer 2011.
• Presenter, New Faculty Seminars, "Syllabus: Best Practices," 2011-2010.
• Advocate of Early Assessment Program at BC, one of first community colleges to adopt, 2009.

As Project Director, Ms. Boyles' responsibilities will include:
• Oversee all project implementation strategies working closely with Project Coordinator
• Provide leadership for and direct all aspects of the Title V project, working closely with project staff to develop and implement all planned strategies
• Oversee hiring of new project staff, replacement of released faculty
• Supervise and collaborate with Title V staff, Advisory Board, faculty participants, and internal and external evaluators of the project
• Serve as project liaison to all affected BC administrators to ensure smooth and timely integration of grant activities with new and existing faculty development opportunities
• Supervise fiscal management of the project, ensuring that all established Federal and BC fiscal policies and procedures are followed
• Communicate the progress of the project to campus administrators, college faculty, and all stakeholders on a regular basis
• Oversee formative and summative evaluation according to the Evaluation Plan
• Disseminate all relevant Title V evaluation results and findings on and off-campus
• Coordinate meetings and prepare agenda for Advisory Board
• Submit periodic reports to the college's Board of Trustees, Executive Committee, and Academic Senate on the project as it addresses BC strategic planning goals/needs
• Submit satisfactory Interim, Annual and Final Performance Reports to the funding agency
• Oversee and advocate for institutionalization of all effective project innovations

Project Coordinator: Ms. Diane Baeza was selected to serve as a full-time Project Coordinator

because of her strong grant management experience. Ms. Baeza and Ms. Boyles offer an

exceptional combination of experiences and skills, and therefore offer a strong management team

to ensure the successful implementation of the proposed institutional development project.

Why Diane Baeza was Selected as the Full-Time Project Coordinator - Qualifications
EDUCATION:
• 2010- 2012 -Master in Public Administration, emphasis in Healthcare Management, California State University, Bakersfield
• 2001-2003 -Bachelors in Science, Business Administration, California State University, Bakersfield
RELEVANT EXPERIENCE:
Kern Community College District Bakersfield, CA
Program Manager, Allied Health Department – C6 Grant 2013-current
Assigned responsibility for managing grant activities personnel budgets and the performance and financial reporting required validating program effectiveness. Develop related partnerships with regional schools, business and industry and serve as liaison with consortium colleges.

- Prepare and administer budget, control and authorize expenditures and coordinate release project information and outreach activities with services and programs to other community partnerships.
- Direct the implementation of multiple project activities to meet or exceed grant expectations including accurate, regular reporting of required financial and performance measures to meet federal, state, and KCCD regulations.
- Plan, develop, and implement innovative programs in order to provide a rich and supportive student-learning environment.
- Create and maintain systems for dissemination of information about external funding opportunities and other grant-related information.

Clinica Sierra Vista Bakersfield, CA
Program Director, Patient Navigator Program 2009-2013
Responsible for operational and clinical functions of program; supervision of 25 full time employees at 34 locations across two counties, Fresno and Kern. Responsible for the development and implementation of 5 Chronic Disease based programs Breast and Cervical Cancer Detection, Diabetes, Asthma and Obesity within the organization. Develop core protocols and process to meet quality based models in disease management.
- Guided several departments in developing projects through operational and qualitative stages.
- Collaborated with management teams to deliver assigned programs-
- Developed group and individual timelines, assessed/identified population scope in each project/program process.
- Directed in recruitment process of key employees and the selection of consultants and vendors.
- Developed and initiated internal processes to improve program delivery and quality.
- Established goals and milestones as per the scope per project measures.
- Defined the resources required for completion of a project and allocated resources accordingly
- Ensured that all programs were executed within established time and complied with standards.
- Involved with implementation and development Hetis, NCQA and PCMH models.
- Managing educational integration initiatives, while further developing relationships between educational instruction, program directors, administration, other facilities and contract/grant services respect to value and quality success programs.
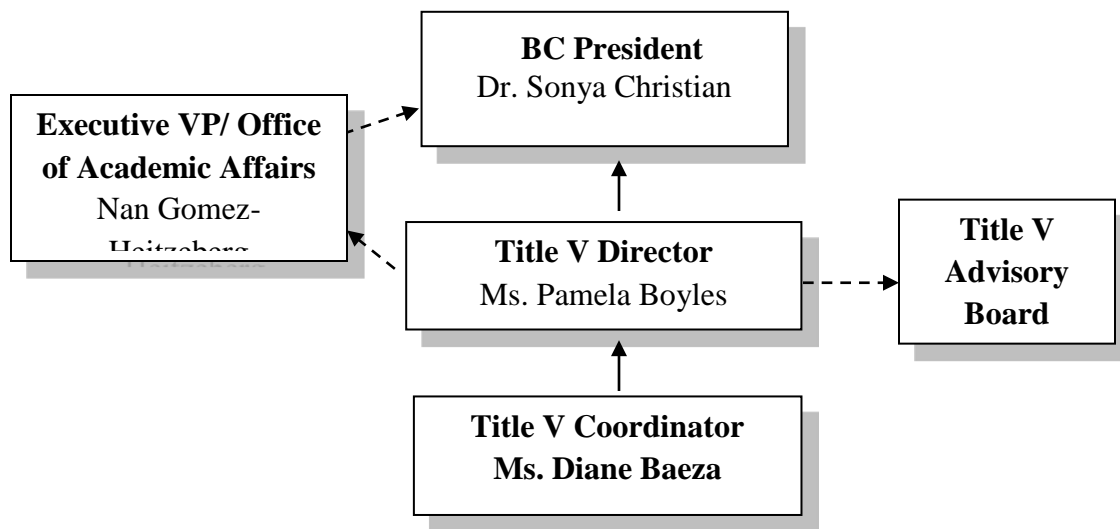
As Project Coordinator, Ms. Baeza' responsibilities will include:

- Activity oversight/evaluation/implementation of all strategies, working closely with Project Director and other key leaders and stakeholders in this project
- Establishing policies and procedures for project oversight/meeting schedule
- Coordinate hiring of new project staff, replacement of released faculty
- Participation in all regular meetings with Project Director/other BC personnel as needed.
- Ensure institutional coordination and support for all strategies to be implemented
- Supervise and serve as resource person to other project staff
- Provide leadership/encourage BC faculty participation in planned faculty development.
- Collaborate/encourage all student services managers and practitioners to participate fully in project activities, particularly inquiry and evaluation related to cross-functional cooperation
- Work with PD to prepare satisfactory Performance Reports for the funding agency
- Advocate for institutionalization of all effective project innovations

5. PROJECT MANAGEMENT PLAN.

Bakersfield College (BC) has selected highly qualified and experienced individuals to form a strong management team for the proposed Title V project. The Project Director, Ms. Pamela Boyles, will have the support of Diane Baeza as the full-time Project Coordinator. The management team will work closely with project personnel to implement the project so it remains consistent with the scope and objectives, as well as budget plan. Ms. Boyles will be **directly responsible to the BC president**, Dr. Sonya Christian, for meeting the objectives of this Title V Project and for ensuring that all activities are consistent with college goals and objectives and will have **full authority and autonomy to administer the project** according to the federally approved plan of operations. The qualification and job description of the Project Director can be found in the Key Personnel Section.

BC Organization Chart for Title V Project Management

Authority to conduct the project effectively. The President of Bakersfield College (BC) is fully supportive of the proposed Title V project and will provide overall supervision of the project to ensure the quality of programs developed and their impact on BC's Hispanic and other

at-risk student populations. The President will delegate day-to-day management of the project to the Project Director. The Project Director will communicate and coordinate grant management efforts with the Executive Vice President of Academic Affairs, Nan Gomez to ensure integration and alignment of existing and newly developed activities. The Project Director will have ongoing access to the President and will provide monthly progress reports to the President and Advisory Board, as well as annual presentations to the Board of Trustees.

The Project Director and Project Coordinator will meet weekly to review implementation activities and make adjustments as necessary to achieve objectives on schedule. The Project Management Team will work closely with all staff including faculty leaders (instructional and student support professionals) in all aspects of project implementation, including development of training programs that are meaningful, collaborative and flexible for all participants. Project staff meetings will occur bi-monthly, including key participants related to scheduled tasks. The Project Management Team will also interface with key college offices and programs, such as: Academic division offices (particularly Academic Development, English, Mathematics, and Languages, all of which have substantial Basic Skills course offerings) and non-BC stakeholders including service area high schools.

6. EVALUATION PLAN.

Bakersfield College's project planning has been shaped by the Achieving the Dream (ATD) national movement. Data-driven institutional assessment is at the heart of this movement. ATD is founded on the premise that colleges serving underrepresented, at risk students must do much more than the usual practices of institution research if they want to achieve the dream of equitable student success on their own campus. Transformation at colleges like BC requires a strong "culture of evidence."

Why does Achieving the Dream promote a *culture of evidence*?
Isolated data collection and analysis in an institutional research office that is reviewed by a few administrators is insufficient in building lasting, deeply rooted reform to help students succeed. **The fulcrum of ATD is developing a culture of evidence institution-wide** so that diverse contributors to student success can pinpoint areas of student struggle, highlight what is working, and set a clear course towards **sustainable institutional change that is centered on student achievement**. Hallmarks of a culture of evidence are transparency and access to relevant student data— by practitioners, not just leaders; ongoing dialogue using data to refine action; dissemination of decisions based on data; and continuous improvement of interventions as well as the institution as a whole. Ideally, institutional research is well aligned with IT to promote easy, widespread data sharing and usage to promote scalability and impact of interventions. The culture in an effective college has the fundamental goal of increasing postsecondary success, especially among underrepresented, at-risk students.

Achieving the Dream has established specific goals for establishing a best practice culture of evidence. The AVC project is intentionally designed to move BC forward toward these goals. Project evaluation has a key role in helping the college strengthen its a culture of evidence as well as providing data and information for formative and summative evaluation. ATD also recommends other evaluation strategies based on a decade of helping many community colleges develop improved data collection, analysis and use in order to improve effectiveness in terms of student success.

Achieving the Dream Evaluation Recommendations	
ATD Recommendations	**How Evaluation Methodology Implements Recommendations**
• **Institutions should work from the "bottom-up" on strategies,** ie, engage more faculty and staff in the data and evaluation process.	BC has already created internal data coaches across the college and engaged these coaches more deeply in assessing student outcomes. Basic skills faculty and service providers will be trained and engaged in evaluation.
• **Cultivate transparency and trust in data**: Help faculty and staff understand how data is collected and analyzed.	
• **Create deliberate dialogue across college "silos" about evaluation to improve student success.**	

• **Use both qualitative feedback and quantitative data to refine processes**. While ATD emphasizes clearly-measurable outcomes and quantitative data, it also recommends collecting extensive softer data that also should inform improvement. Student voices must be heard.	• Existing and new instruments and measures will be developed to gather qualitative data. • The CCC Student Success Taskforce *Action Plan* will guide collection of student participant data.
• **Increase research office capacity.** A strong institutional research office propelled colleges to add sophisticated methods of data analysis, accessible reports on student achievement, and efficient systems to improve student achievement. Those with weak IR had a tougher time implementing recommended practices.	
• **College-wide involvement.** Broad-based involvement of faculty, staff and administration.	The president of BC instigated, has led and has been heavily involved in every phase of BC's Achieving the Dream initiative. There is already unprecedented collegewide involvement in data gathering and analysis.
• **Think about scalability.** Successful scale-up of effective interventions is one of the greatest challenges for ATD colleges.	

The following table summarizes the procedures that will be used to evaluate progress

toward and achievement of CDP goals and objectives through project implementation.

How Evaluation Data Elements, Data Collection and Analysis Procedures Measure Project Success	
CDP Goals and 5-Year Measurable Objectives	**Data Elements, Collection and Analysis Procedures to Measure Progress**
Goal 1: To develop an exemplary, holistic pre-collegiate pathway for underprepared students with a clear mission to significantly improve learning and success from entry to degree completion. **Objectives:** 1. 50% of all first-time, degree-seeking, underprepared students at BC are participating in the *Making It Possible (MIP)* pathway. 2. 20% decrease in student enrollment in courses three and four levels below transfer, with concurrent increases in levels one and two	

levels below transfer. 3. 75 faculty are trained in best practice pedagogy and methods including effective use of instructional technology.	
Goal 2: To significantly increase underprepared student learning and success rates while closing the equity gap at identified *momentum points* through development of an engaging, integrated, and supported degree pathway. **Objectives:** 4. 15% increase in successful completion of developmental instruction and advancement to college courses within three years of enrollment. 5. 15% increase in successful completion rate of the initial college level/gateway courses in English and math. 6. 15% increase in successful completion rate of at least 30 units within six-years of enrollment.	
Goal 3: To significantly increase BC's overall six-year *completion* rate by addressing the needs of our underprepared students. **Objectives:** 7. 10% increase in the underprepared student six-year completion rate. 8. 8% increase in BC's overall six-year completion rate. 9. 10% improvement in CA Scorecard Efficiency metric (cost per outcome) currently being developed, with baseline expected by 2015.	

BC has made significant progress toward establishing the evaluation capacity that ATD has found to be essential for improving student outcomes. However, the college still has gaps in its evaluation capabilities The external evaluation consultant selected, Dr. Michael Harnar, is exceptionally well qualified to be a partner with BC in building research and tracking capacity as well as conducting best practice formative and summative evaluation.

Dr. Harnar Qualifications and Role as External Research/Evaluation Partner

Dr. Harnar's Qualifications
• Dr. Michael Harnar has a Master's degree in Psychology with an emphasis in Program Evaluation and completed his Ph.D. in Psychology with an emphasis in Evaluation and Applied Research Methods from Claremont Graduate University in 2012.
• Dr. Harnar has extensive knowledge and expertise in evaluation and research related to program development, improvement, and end of cycle questions of impact, affecting student outcomes.
• In 2011, Dr. Harnar won the Outstanding Evaluation Award from the American Evaluation Association.
• For 6 years, Dr. Harnar has led the evaluation of the California Community College Chancellor's office Basic Skills Initiative grant intended to build a network for faculty serving California's underprepared students. This evaluation has provided Dr. Harnar deep understanding and knowledge of factors influencing student success and building research capacity at California's community colleges.
• Dr. Harnar partnered with a CCC similar to BC to evaluate student success programs for 5 years, developing data collection and analysis instruments to support many evaluation and research questions. He worked on multiple grants, providing for the timely and thorough evaluation to meet federal reporting guidelines.
• Dr. Harnar is experienced in managing longitudinal evaluations for programs focused on underprepared community college minority students.

Dr. Harnar's Role

7. BUDGET NARRATIVE:

All budget requests were carefully considered to build off of and strengthen existing institutional capacities, and all requested funds are reasonable and necessary to achieve project objectives. A complete detailed breakdown of costs and description for each budget category can be found in the **Activity Budget Detail Form** as required by the application instructions**.**

Main Budget Costs	How Costs Are Related to *Making it Possible* Project
Personnel & Fringe Benefits (approx. 63% of total budget)	The most significant piece of the overall budget is intentionally dedicated to people costs, i.e., project management, professional development, and outreach focused on increasing basic skills student success through improvements assessment, curriculum design, and instructional methods/practices in and out of the classroom.
Travel (approx. 1% of total budget)	A minor portion of the overall budget is requested for local travel for outreach and targeted training opportunities. In addition, funds are requested for the PD to attend annual Title V workshop held in D.C.
Technology (Supplies) (approx. 11% of total budget)	Improving technology capabilities at BC to improve student access and learning is a major strategy of *Making it Possible*. Developing labs which facilitate modularized, accelerated, and supplemental learning as well as online interventions and messaging will also be completed.
Endowment (approx. 8% of total budget)	Funds are requested each year for Endowment. This reflects an institutional commitment to improving long-term fiscal stability. BC intends on using 50% of income, per guidelines, to institutionalize programs and services which support basic skills students.
Faculty Release and Bridge Developer (approx. 6% of total budget)	Funds are requested to support Professional Development and faculty activities related to pathway development/improvement. Faculty mentoring and improved instruction will be focus of the training and pilot tests of improved practice will be assessed for impact on success.
Supplemental Learning/Peer Leaders (approx. 2% of total budget)	Funds are requested to develop a supplemental learning program at BC. After careful analysis of external research and internal analysis, BC believes that the SI model could be adapted to improve BC's precollege program for high impact on student success. Funding is requested to hire qualified students for pilot tests to improve the effectiveness of the basic skills program. SL leaders will be trained to use newly developed technology to increase access and effectiveness so more students can benefit from these services.
Evaluation (approx. 5% of total	Improving basic skills student success is an institutional priority. Evaluating effectiveness of newly developed programs/services will be

budget)	critical in order for BC administrators to institutionalize programs with limited operational funds. Project staff are committed to the evaluation process and will work closely with an external evaluator.
Programmer (approx. 3% of budget)	Funds are requested each year a programmer to develop statistical scripts and an MS access module for implementation of predictive analytics as tool for assessment and placement, as well as to design customized success plans for pathway students.

Competitive Preference Priority 1. **Increasing postsecondary success lies at the heart of <u>every</u> activity and outcome of BC's *Making it Possible* project** and, based on increased success rates at each momentum point, improvements will result in 1100 more completers by 2019. *See* table summarizing why project interventions were selected to positively impact student success.

Competitive Preference Priority 2. *Less attrition plus timely graduation equals increased productivity.* By yielding **1100 homegrown college completers** for the Kern County workforce by 2019, this project will exponentially boost BC's productivity, synergized by the increased postsecondary success discussed in CPP 1. Based on the **Metro Academies Cost Studies model**, **a potential of $25m could be saved** through the holistic pathway approach that has shown to dramatically increase student outcomes and reduce time to degree.

Methodology for Tracking Cost Savings at BC
BC will adopt the same methodology as the RP Group and National Center for Inquiry and Improvement to track cost savings of its adoption and adaptation of the Metro program. They use the "Pro Forma Model" which has analyzed CCC program efficiency since 2005. They identified annual spending on participating vs. non-participating students, calculated the average time to degree for each, using program operating budgets and institutional data on costs and student outcomes. BC will develop a comparison group matching variables including ethnicity, income, placement level, transfer units enrolled in and completed, sought counseling in the first semester and ESL status. In addition, BC will include statewide efficiency metrics (currently under discussion for inclusion in Student Success Scorecard); approximate start will be 2015-2016.
Source: *Metro Academies Cost Efficiency Study Supplemental Materials*, 2012-13.

How the BC Project Will Mobilize Evidence-Based Practices and Activities to Increase Postsecondary Success (CPP 1) and Increase Productivity (CPP 2)	
Intervention and Basis in Research	**Project Activities and Tracking Success**
Accurate, equitable assessment and	**Activities**: With processes improved by multiple

placement processes. Numerous studies across large statewide educational systems, as well as studies at peer CCCs show that traditional placement tests are placing students in the wrong classes. High degrees of error lead to students repeating classes, losing morale and momentum, and dropping out of college. CCCCO's impetus for developing a multiple measures assessment (seen in the RP Group's STEPS system and LBCC's Promise Pathways program) show exceptional results in increasing students' college success using multiple measures including transcript analysis.	measures and predictive analytics, especially high school transcript usage, more students will be accurately placed, thereby increasing potential for first-time course success and decreasing time to completion. Greater alignment between high school and college will take place through collaborative processes that build readiness in the service area. **Tracking**: Data on assessment and placement levels for incoming high school students during the project period will be compared to existing data in Math and English, using Institutional Research's database. This data will spur continuous improvement of the processes, and lead to incremental, quantitative success over the project period in postsecondary outcomes.
Accelerating the Pathway: The Community College Research Center, Center for Student Success, and the California Acceleration Project demonstrate that there are too many exit points in the painfully long developmental sequence from which potential completers are leaked. BC will reduce these exit points and move students more quickly towards college-level coursework resulting in more, timely completers.	**Activities:** Accelerated models of instruction will be mobilized along with companion skills. Professional development college-wide in accelerated pedagogies will occur. Faculty/staff will be co-learners engaging in refining classroom practice based on outcomes and student feedback. **Tracking:** Student outcomes in accelerated courses, retention, success and downstream achievement will be compared to students in non-accelerated sections using the current ODS database.
Teaching and Learning Strategies Tailored to Increasing Developmental and Hispanic Students' Success: Pedagogies that connect learning to careers boost student engagement, motivation and thus success according to Achieving the Dream (ATD). ATD specifically measures underserved, underprepared students success and has identified *contextualization* of basic skills math and English in career relevant contexts as a key strategy. Additionally, CCRC and the 3CSN demonstrate how affective skills, cultural capital and "a personal touch" are invaluable in boosting at-risk students' achievement.	**Activities:** Cohorts of students will be organized around career themes to bring topics of relevance and interest into courses. BC will implement contextualized learning in developmental classes, which will be backwards-designed with college level assignments and skills at the fore. SI/SL will be integrated with courses, providing immediate, present academic support. Further, faculty will engage students' affective dimension through coursework and larger campus-wide thematic use of Habits of Mind. **Tracking:** GPRA and Student Success Scorecard measures of retention, success and completion will be tracked in the existing Institutional Research database against pre-project baselines for classes with interventions.
Immersive, substantial faculty development to ensure all students are being developed as college completers from the start. The State Chancellor	**Activities**: This development will break down silos between disciplines, faculty vs. student services, basic skills vs. college-level, and full-time vs. adjunct to promote pedagogies of engagement in

prioritized investment in professional development to increase student success: "The ability of an organization to improve its **productivit**y and impact is directly tied to its human resources…[improving] their skills and abilities related to performing their duties and responsibilities. To accomplish these goals, organizations must use portions of their budgets to invest in their employees to yield exponential returns on productivity and efficiency, ultimately generating more revenue and better service."	BC classrooms campus-wide. They will further be developed in understanding best practices in SI/SL and student support. Faculty will training in engagement pedagogies that promote underprepared students' success. Regular Faculty Inquiry Group meetings including counselors and student support staff will allow sharing of data and dialogue on interventions, facilitating student- and classroom-centered improvement of methods. **Tracking**: Techniques developed will be mobilized with data gathered on student "touch points" using these strategies, aligning them with GPRA student metrics and engage faculty/ staff as co-learners.
Intrusive, Wrap-Around Support: Remedial students "don't do voluntary" and often do not have the cultural capital to seek out and leverage discrete college resources. The Metro Academies model developed at Community College of San Francisco has achieved tremendous gains in student retention, success and timely completion by integrating support services needed by developmental students with the relevant career-themed curriculum.	**Activities:** Academic support, SI/SL and financial aid counseling will be integrated into Making It Possible classrooms, giving remedial students intrusive, responsive triage to keep them focused on success. *Making it Possible* participants will sign a student success contract with agreement to intrusive services, cementing the goal of college completion. **Tracking:** Students success plans will be developed with predictive analytics statistical scripts for support plan. Early warning and messaging system will provide high tech/touch .
Leveraging a Culture of Evidence and Inquiry: This is one of the founding principles of ATD's institutional reform strategy that creates lasting, pervasive change for student success. Data is not only collected, it is widely shared, made actionable and used to improve interventions formatively and summatively. Qualitative feedback will not to be overlooked as valuable insight into student experiences.	**Activities:** Data will not only be collected, it will be disseminated and methods to understand it will be shared campus-wide. This will allow diverse practitioners to better use data to impact teaching, student support and reform strategies for deeply rooted focus on student success. The culture of evidence will become a hallmark of BC's practice. **Tracking:** Existing databases allow tracking of key student performance indicators that will be supplemented by survey and focus group data and disseminated to campus practitioners.