

Bakersfield College

Program Review – Annual Update

Program Name: Student Success & Equity

Program Type: Instructional Student Affairs Administrative Service Other

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

Describe how the program supports the Bakersfield College Mission: Student Success & Equity is not really a program, but rather a group of categorical grants working toward similar goals. All grants support the mission of Bakersfield College by narrowing opportunity and achievement gaps for students of diverse educational backgrounds. The Student Success & Support Program (SSSP) includes active outreach and delivery of matriculation services to underserved student populations while the Student Equity Program focuses on five key indicators to improve outcomes for disproportionately impacted students. Student Success & Equity collaborates with several other departments on campus to review student assessment and transcript data and apply multiple measures of assessment to incoming students' placement to reduce time to completion or transfer.

Program Mission Statement: The mission of the Office of Student Success & equity is to catalyze institutional redesigns that increase equitable access and success for all students. We blend innovation and action to remove barriers through intentional resource allocation and strategic planning.

Student Success & Equity develops in faculty and staff campus-wide the capacity to individually support students in accurate course placement, successful classroom experiences, development of student education plans, responses to of early alerts, utilization of intrusive academic support services, and completion of certificate, degree or transfer. Student Success & Equity works to ensure that all students enroll in a full-time course schedule reflective of their abilities, and offers academic support as students work to complete their college courses, persist to the next academic term, and achieve their educational objectives. The program is designed to make a difference in the number of students who succeed by connecting earlier in the educational pipeline and providing timely information and guidance at BC.

The Student Success Program is assigned the following Strategic Directions Initiatives: Direction #1- 1, 6, 15, 16, and Direction #2 – 1, 3, 10, 11, 14, 18, 19, 20, 21, 23.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals:

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

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments
1. Apply multiple measures of assessment to all incoming students	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	Moving from Accuplacer to statewide common assessment. Fully automated multiple measures for English placement; semi-automated multiple measures for math placement. Applied multiple measures to over 3,000 incoming students in spring 2017.
2. Decrease student time to completion of remedial sequence	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	ASTEP Learning Community success rates two to four times the rate of success for Black students not in ASTEP (remedial English).
3. Scale up intrusive referrals to academic support services	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	Financially contribute to staffing of Extended Classroom, SI, and some tutoring positions. Hired Director of Academic Support Services to bring cohesion, scale, and track academic support services. Hired two full-time math tutors, multiple professional experts in the writing center, and allocated \$300k annually to SI from Student Equity funds. We offer multiple SI study session in 42 different course subjects facilitated by a team of over 90 SI Leaders.
4. Help design educational pathways from access to completion and employment	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	Secured one of 30 spots nationwide in AACC Pathways Project. Led teams at 2 institutes in past year and will complete participation in the project in October 2017. Authored \$104K grant to College Futures for CA Pathways Project planning, resulting in a

			successful project design with the first CA Guided Pathways Institute launching in October 2017. Authored a \$50k grant to College Futures for a statewide leadership summit for over 400-in person and 900 virtual participants. Redesigned and launched 10 meta-majors and 8 affinity groups that align degree and career pathways for relentless clarity. Completion Coaching communities provide structure support and remove silos when approaching case management of student cohorts.
5. Develop Completion Community model and train faculty/staff as coaches	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	Completed Completion Coaching job descriptions, teams by meta-major, and conducted several retreats and institutes to provide opportunities for feedback sharing, training, and consensus regarding roles and responsibilities. Secured spot in Starfish software pilot launch for California; collaborated with Director of Enrollment Services to develop and launch cohort tracking spreadsheets to use in interim before Starfish implementation. Scaled Completion Community model with Kern Promise cohort and African American student cohort.
6. Improve access and success for Veteran students	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	Assigned and paid for faculty release time to professional expert in Veteran's issues. Launched a multi-pronged marketing campaign to reach veteran's students, including print postcard mailers to recently returned Veterans. Expanding VetFest from a one-day event to a full week of events reaching various community organizations

			through a leadership breakfast, keynote speaker, and resource fair.
7. Improve access and success of foster youth students	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	Collaborated with Independent City to host county-wide event on BC campus. Held multiple Foster Youth Bridges. Foster Youth Task force met regularly. Hired a Program Manager for Foster Youth to serve as the designated lead for the foster youth affinity completion cohort.
8. Scale Kern Promise Program to 300 students in Fall 2018	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	Scaled Renegade Promise pilot of 69 students in Fall 2016 to an incoming cohort of 111 Kern Promise students in spring 2017. These 111 students are currently registered for the program with intrusive case management from SSSP counselor and completion coaching community. Collaborated successfully with KHSD superintendent and CSUB president to officially land and launch the Kern Promise with strong support and partnership from key political and industry members of Kern County. Director co-authored the California College Promise Grant; was one of only 14 campuses to receive award out of 52 submissions for \$1.5 million to be awarded to KCCD and split between Bakersfield College and Cerro Coso Community College.

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

N/A – Student Success & Equity isn't a program but rather a group of grants designed to organize, align, and support the work and goals of other offices/departments on campus.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

N/A

2. How does your trend data impact your decision making process for your program?

- In the past 5 years, BC has steadily increased or maintained matriculation service delivery for students with most notable leaps in the past 2 years
- According to the KCCD Elements of Student Success cohort data, students who complete matriculation steps are significantly more likely to complete their educational goals in 3 years than their peers who do not.
- The most notable equity gains have come in basic skills completion, specifically remedial English for African American and remedial math for Hispanic/Latino students

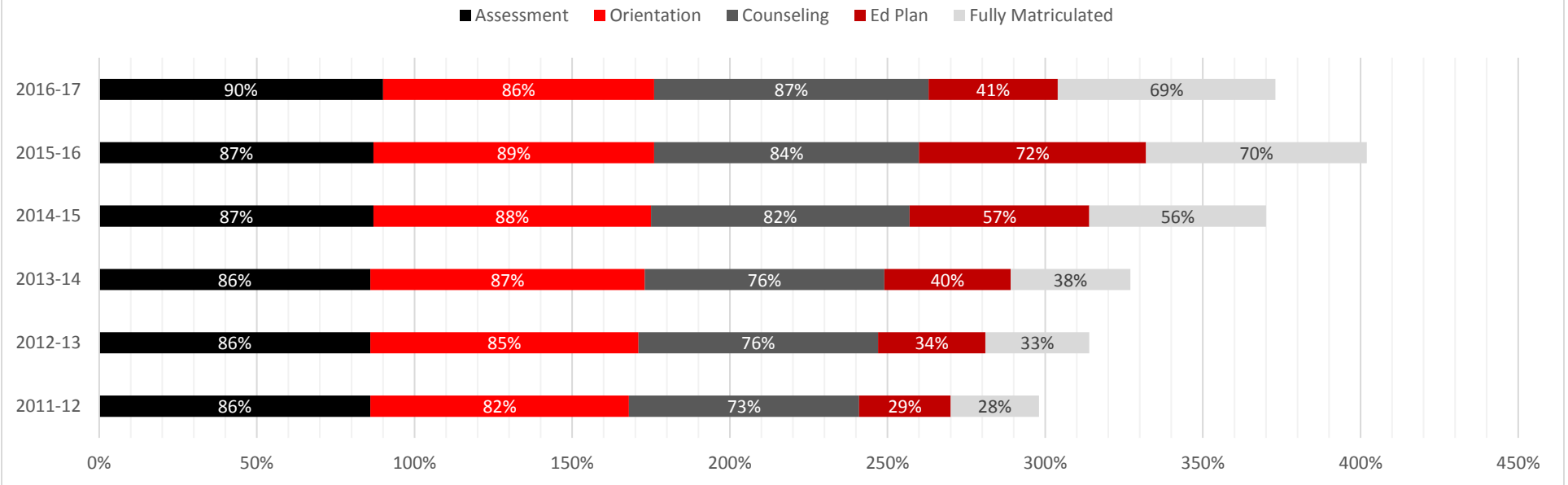
3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?

N/A – No Courses

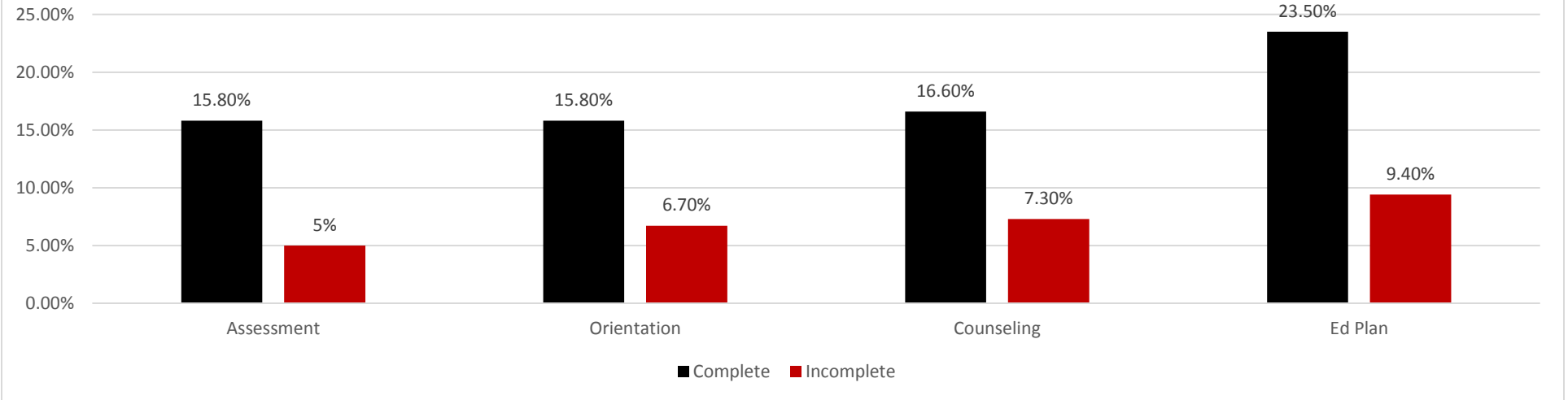
4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

N/A

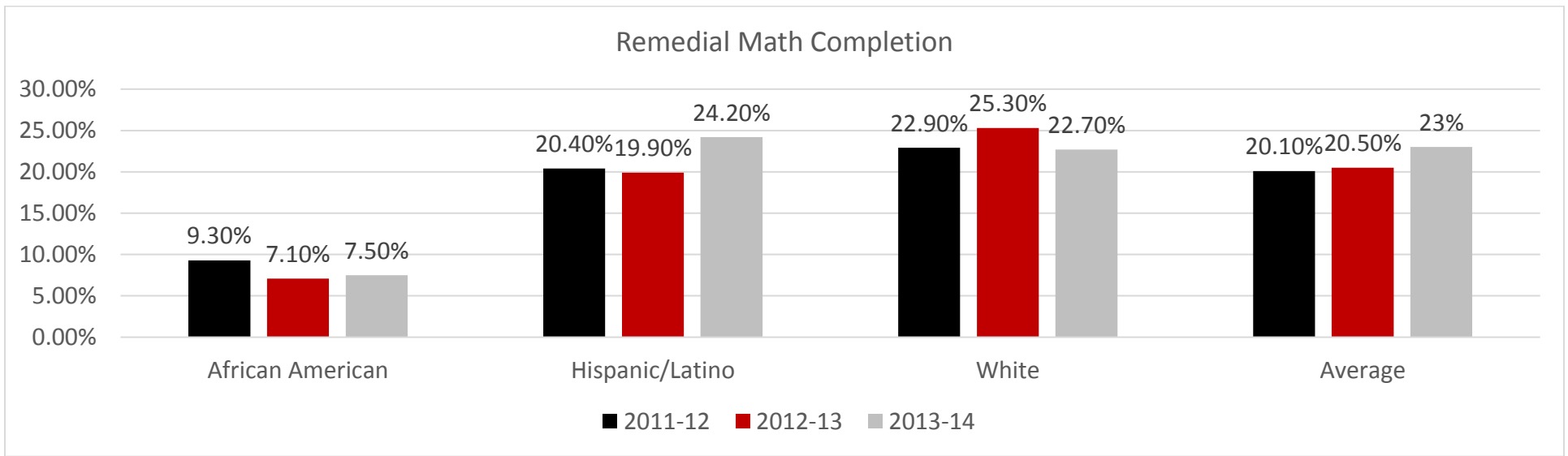
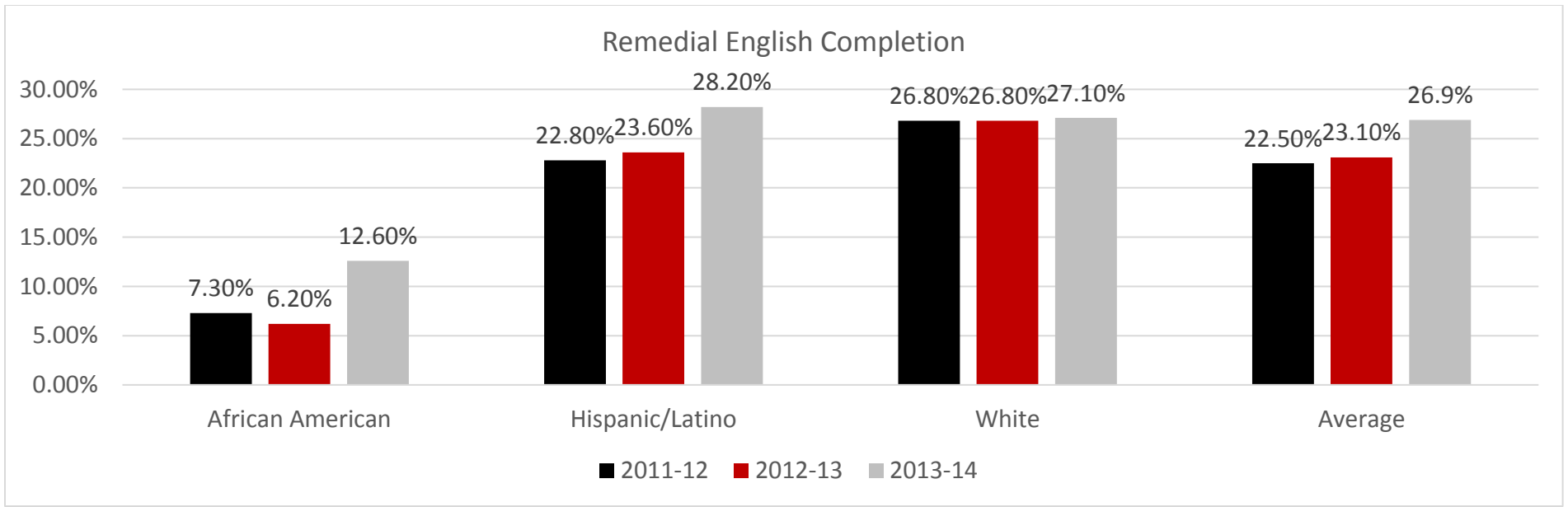
Matriculation Step Completion



2014-15 Cohort Completion by Matriculation



Resource Request and Analysis:



Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	N/A
Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development	<p>Student Success & Equity led many professional development activities and sponsored faculty and staff attendance at multiple conferences throughout the 17-18 year. The Director and the Program Manager for SSSP served on the Professional Development Committee. Additionally, staff in Student Success & Equity are frequently called upon to lead campus-wide professional development activities related to the college's student success agenda. Some highlights include:</p> <ul style="list-style-type: none"> • Coordinated the Guided Pathways Leadership Summit for 400+ in person and 900+ virtual statewide participants (May 2017) • Co-Led two Professional Development Summer Institutes and the inaugural winter institute, reaching over 100 faculty and staff per session • Among others, Student Success & Equity staff attended and/or presented at the following: <ul style="list-style-type: none"> ○ AACC Pathways Institutes (Denver, October 2016; Tempe, February 2017; Ft. Lauderdale, June 2017) ○ RP Group's Strengthening Student Success Conference (Anaheim, October 2016) ○ Community College League of California Annual Conference (Riverside, November 2016) ○ IEPI Guided Pathways (Sacramento, December 2017; Santa Ana, January 2017) ○ PACE Conference (Sacramento, January 2017) ○ ACCJC Evaluator Training (Los Angeles, January 2017) ○ Achieving the Dream (San Francisco, February 2017) ○ CCCCCO Promise Summit (Oakland, Aug 2016 and Sacramento, Aug 2017)
Facilities: <i>If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and</i>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<ul style="list-style-type: none"> • Managers, Educational Advisors, and support staff share an open space with student employees, all incoming traffic to the space, and little to no room for storage of files, supplies, etc. This has been a concern for confidentiality • While our programs have extensive funding, no construction or purchase of furniture/partitions is permitted.

<p><i>helps contribute to student success.</i></p>		
<p>Technology: <i>If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?</i></p>	<p><input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>N/A</p>
<p>Resource Request</p>		<p>Discuss How Effective Request is for Student Success?</p>
<p>Other Equipment: <i>If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<p>Our budgets are restricted categoricals with many reporting requirements. Budget details are available in the plans posted on the BC website. All budgets are vetted and signed college-wide.</p> <ul style="list-style-type: none"> • SSSP: \$4.2million with 1:1 required match • Equity: \$2.2 million • California Community College Promise Grant: \$750,000 • College Futures Leadership Development: \$50,000

Conclusions & Snapshot:

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

As an office, Student Success & Equity oversees three large state categorical programs: Student Success & Support Program (SSSP), the Student Equity Program, and the College Promise Innovation Grant. The total portfolio of these three grants combined is approximately \$7.5 million with an additional match requirement of \$4.2 million, along with several other one-time development grants through private, philanthropic contributions. These funds have allowed offices across the campus to expand their services to students and enabled both instructional and student affairs units to embed intentional equity work in their areas, resulting in substantial movement in a number of student success indicators. At this time, Student Success & Equity has no significant funding needs to support our programs thanks, in large part, to the state's investment in our campus but also due to the institution's commitment to scaling the programs to support work happening campus-wide.